



10850 East Woodmen Road • Falcon, CO 80831
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Mission Statement

Together we are committed to graduating and preparing all children for success in college and careers.

**REVISED SPECIAL AGENDA
REGULAR BOARD OF EDUCATION MEETING
June 26, 2013
6:30 P.M.
Central Administration – Board Room**

- 1.00 Call to Order and Roll Call**
- 2.00 Welcome and Pledge of Allegiance**
- 3.00 Approval of Agenda**
- 4.00 Consent Agenda**
- 5.00 Board Update**
- 6.00 Open Forum**
- 7.00 Action Items**
 - 7.01 Approval of Rocky Mountain Classical Academy Charter Contract
 - 7.02 Approval of Imagine Indigo Ranch Charter Contract
 - 7.03 Approval of 2012-13 Fiscal Year Fund 21 Supplemental Budget
 - 7.04 Approval of Reauthorization (2012-13 fiscal year) of Head Start contract (Evans Elementary School and Falcon Elementary School preschool sites): “Agreement between Falcon School District 49 and Community Partnership for Child Development, Inc.
 - 7.05 Approval of Memorandum of Understanding with CD BOCES
 - 7.06 Approval of Appointments to Colorado Digital BOCES Board
 - 7.07 Approval of Matters related to Job Descriptions
 - 7.08 Approval of Matters related to Classified Personnel-Job Description Change
- 8.00 Information Items**
 - 8.01 Social Media Expectations-Regulation and Policy
 - 8.02 Professional Development Update
 - 8.03 Update to STEM Project
- 9.00 Discussion Items**
- 10.00 Other Business**
 - 10.01 Executive Session- pursuant to CRS 24-6-402(4)(b, e, and f) for discussion of personnel matters concerning individual employees. Re: Falcon Zone—Zone and Building Leaders.

11.00 Adjournment

DATE OF POSTING: June 25, 2013

Donna M. Teubner
Executive Assistant to the BOE and Personnel Director



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- 9.00 Discussion Items**
- 10.00 Adjournment**

DATE OF POSTING: June 21, 2013

Rebecca Engasser, Interim BOE Administrative Assistant



BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF: June 26, 2013

PREPARED BY: Kim McClelland

TITLE OF AGENDA ITEM: Rocky Mountain Classical Academy Charter Contract Approval

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The BOE approved the renewal application from RMCA on January 23, 2013. The school subsequently approved an extension to the 90 day period in which the charter contract should be negotiated according to statute. District staff and Charter School Solutions participated with legal counsel in negotiating this contract, which is based on the state's model contract.

RATIONALE:

The charter contract for Rocky Mountain Classical Academy (RMCA) expires at the end of June 2013. The school submitted a renewal application on Dec. 1 in response to a renewal Request for Proposals published by the district. A DSR was conducted in September 2012 with mostly favorable findings. RMCA's renewal application was evaluated by DAAC charter school committee members and internally by district staff.

RELEVANT DATA AND EXPECTED OUTCOMES:

The expected outcome is for the Falcon School District's Board of Education to renew the RMCA charter for a total of five years.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

<input checked="" type="checkbox"/> Student Achievement and Performance	<input type="checkbox"/> Staff Empowerment and Support
<input checked="" type="checkbox"/> Parent/Community Engagement	<input checked="" type="checkbox"/> Social and Ethical Responsibility
<input checked="" type="checkbox"/> Operational Efficiency and Systems Effectiveness	

FUNDING REQUIRED: ☐ Yes ☒ No

Amount Budgeted: RMCA's charter contract provides that any cost related to the district's authorizing, monitoring and supervision will be incurred by RMCA.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Motion to approve the Rocky Mountain Classical Academy's charter contract for a period of five years beginning July 1, 2013.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** June 18, 2013



BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF: June 26, 2013

PREPARED BY: Kim McClelland

TITLE OF AGENDA ITEM: Imagine at Indigo Ranch Charter Contract Approval

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The BOE approved the renewal application from IIR on January 23, 2013. The school subsequently approved an extension to the 90 day period in which the charter contract should be negotiated according to statute. District staff and Charter School Solutions participated with legal counsel in negotiating this contract, which is based on the state's model contract.

The BOE approved the charter school renewal application with the condition that the contract align with the Education Service Provider guidelines. This attached contract, and the service agreement between IIR and Imagine, Inc, meets those guidelines.

RATIONALE:

The charter contract for Imagine at Indigo Ranch (IIR) expires at the end of June 2013. The school submitted a renewal application on Dec. 1 in response to a renewal Request for Proposals published by the district. A DSR was conducted in September 2012 with mostly favorable findings. IIR's renewal application was evaluated by DAAC charter school committee members and internally by district staff.

RELEVANT DATA AND EXPECTED OUTCOMES:

The expected outcome is for the Falcon School District's Board of Education to renew the IIR charter for a total of five years.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

<input checked="" type="checkbox"/> Student Achievement and Performance	<input type="checkbox"/> Staff Empowerment and Support
<input checked="" type="checkbox"/> Parent/Community Engagement	<input checked="" type="checkbox"/> Social and Ethical Responsibility
<input checked="" type="checkbox"/> Operational Efficiency and Systems Effectiveness	

FUNDING REQUIRED: ☐ Yes ☒ No

Amount Budgeted: IIR's charter contract provides that any cost related to the district's authorizing, monitoring and supervision will be incurred by IIR.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Motion to approve the Imagine at Indigo Ranch Charter School's charter contract for a period of five years beginning July 1, 2013.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** June 18, 2013



BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF: June 26, 2013

PREPARED BY: Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: Approval of 2012-13 Fiscal Year Fund 21 Supplemental Budget

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Colorado Revised Statute 22-44-110(5) indicates that "...where money for a specific purpose from other than ad valorem taxes subsequently becomes available to meet a contingency, the board may adopt a supplemental budget for expenditures not to exceed the amount of said money and may appropriate said money therefrom.". This action item is presented to satisfy that legal requirement.

Falcon School District's Fund 21 (fund 15) contains the small-scale maintenance and improvement projects for facilities across the district. In addition, in the 2013-13 fiscal year, Falcon School District through an agreement with Falcon Community Builders for Classrooms, completed a project for the Athletic facilities at Vista Ridge High School. The project was largely paid for by FCBC, but the funds were 'donated' to Falcon School District first and then the project vendors were contracted by Falcon School District.

RATIONALE: A supplemental budget is relevant when additional funds are identified for a specific purpose that were not identified in the original budget and/or the amended budget for the same fiscal year.

RELEVANT DATA AND EXPECTED OUTCOMES: The FCBC donations were not placed in the budget originally to keep those funds fully separate from other district funds and other district projects. Adding the revenue and associated expense to the budget at this time is, more or less a housekeeping item, but necessary to reflect the correct appropriation for fund 21 (15).

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

<input type="checkbox"/> Student Achievement and Performance	<input type="checkbox"/> Staff Empowerment and Support
<input type="checkbox"/> Parent/Community Engagement	<input checked="" type="checkbox"/> Social and Ethical Responsibility
<input checked="" type="checkbox"/> Operational Efficiency and Systems Effectiveness	

FUNDING REQUIRED: ☒ Yes ☐ No

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the Supplemental Fund 21 District Budget for fiscal year 2012-13 as presented by the Administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: June 20 2013

FALCON SCHOOL DISTRICT 49 **2012-2013 AMENDED BUDGET**

FUND: 15 (21) FORMER CAPITAL RESERVE SPECIAL REVENUE FUND

DESCRIPTION:

Revenues consist of allocations from the General Fund and lease proceeds. This fund is used to pay capital leases and capital improvements.

		2008-2009 ACTUAL	2009-2010 ACTUAL	2010-2011 ACTUAL	2011-2012 ACTUAL	AMENDED 2011-2012 BUDGET	BRIDGE TO AMENDED BUDGET	AMENDED 2012-2013 BUDGET
BEGINNING FUND BALANCE:		\$350,959	\$639,098	\$605,662	\$49,351	\$0	\$2,373,881	\$2,373,881
REVENUE:								
	SOURCE							
	5200	\$2,715,782	\$2,722,344	\$1,899,516	\$4,500,000	\$2,500,000	\$600,000	\$3,100,000
	5400	\$78,988	\$52,032	\$4,774	\$944,818	\$0	\$1,033,276	\$1,033,276
		\$2,794,770	\$2,774,376	\$1,904,290	\$5,444,818	\$2,500,000	\$1,633,276	\$4,133,276
TOTAL REVENUE:								
		\$3,145,729	\$3,413,474	\$2,509,952	\$5,494,168	\$2,500,000	\$4,007,157	\$6,507,157
TOTAL FUNDS AVAILABLE:								
EXPENDITURES:								
	OBJECT							
	0900	\$1,133,204	\$1,179,430	\$1,289,378	#VALUE!	\$1,289,400	\$0	\$1,289,400
	0800	\$413,794	\$284,046	\$196,859	#VALUE!	\$196,900	\$0	\$196,900
	0600	\$0	\$109,935	\$11,783	\$0	\$11,800	\$0	\$11,800
	0300	\$0	\$5,151	\$0	\$0	\$50,000	\$0	\$50,000
	0300	\$0	\$24,094	\$0	\$0	\$0	\$0	\$0
	0500	\$0	\$128	\$131	\$0	\$100	\$0	\$100
	0400	\$55,336	\$649,944	\$185,771	\$0	\$500,000	\$0	\$500,000
	0700	\$0	\$0	\$0	\$883,975	\$0	#VALUE!	\$0
	0400	\$5,897	\$49,339	\$2,289	\$0	\$50,000	\$0	\$50,000
	0700	\$8,770	\$13,848	\$162,300	\$0	\$50,000	\$0	\$50,000
	0700	\$197,105	\$237,334	\$0	\$0	\$0	\$0	\$0
	0700	\$679,354	\$228,446	\$610,590	\$0	\$0	\$0	\$0
	0700	\$616	\$408	\$0	\$0	\$0	\$0	\$0
	0700	\$12,555	\$20,679	\$1,500	\$0	\$50,000	\$0	\$50,000
	0800	\$0	\$5,030	\$0	#VALUE!	\$0	\$1,033,276	\$1,033,276
	0800	\$0	\$0	\$0	(\$96)	\$301,800	\$2,973,881	\$3,275,681
		\$2,506,631	\$2,807,812	\$2,460,601	\$3,120,288	\$2,500,000	\$4,007,157	\$6,507,157
TOTAL EXPENDITURES:								
		\$639,098	\$605,662	\$49,351	\$2,373,881	\$0	\$0	\$0
ENDING FUND BALANCE:								

FALCON SCHOOL DISTRICT 49 **2012-2013 AMENDED BUDGET**

FUND: 15 (21) FORMER CAPITAL RESERVE SPECIAL REVENUE FUND

DESCRIPTION:

Revenues consist of allocations from the General Fund and lease proceeds. The fund is used to pay capital leases and capital improvements.

	2008-2009 ACTUAL	2009-2010 ACTUAL	2010-2011 ACTUAL	2011-2012 ACTUAL	AMENDED 2011-2012 BUDGET	BRIDGE TO AMENDED BUDGET	AMENDED 2012-2013 BUDGET
EXPENDITURES BY OBJECT							
Salaries		\$0	\$0	\$0	\$0	\$0	\$0
Benefits		\$0	\$0	\$0	\$0	\$0	\$0
Purchased Professional Svcs		\$0	\$29,245	\$11,783	\$239,250	\$575	\$239,825
Purchased Property Svcs	\$61,233	\$699,283	\$162,300	\$124,917	\$429,740	(\$16,664)	\$413,076
Other Purchased Svcs	\$0	\$130	\$131	\$70,278	\$0	\$1,033,276	\$1,033,276
Supplies	\$0	\$109,935	\$1,500	\$178,228	\$106,000	\$0	\$106,000
Property	\$898,400	\$500,715	\$796,361	\$1,796,562	\$3,595,988	(\$1,358,397)	\$2,237,592
Other	\$413,794	\$288,075	\$249,148	\$1,010,301	(\$1,870,979)	\$4,348,367	\$2,477,388
Other Uses of Funds	\$1,133,204	\$1,179,429	\$1,289,378	\$0	\$0	(\$1,033,276)	(\$1,033,276)
TOTAL EXPENDITURES:	\$2,506,631	\$2,807,812	\$2,510,601	\$3,120,288	\$2,500,000	\$2,973,881	\$5,473,881



BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF: June 26, 2013

PREPARED BY: Dr. Steve Axford, Executive Officer for Special Services

TITLE OF AGENDA ITEM: Reauthorization (2013-14 fiscal year) of the CPCD/Head Start contract (EES and FES preschool sites): "Agreement between Falcon School District 49 and Community Partnership for Child Development, Inc."

ACTION/INFORMATION/DISCUSSION: Action Item

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Preschool services at Evans Elementary School and Falcon Elementary School are currently provided through Head Start (Community Partnership for Child Development). This is a successful partnership and Special Services recommends continuation of the agreement. The 2013-14 agreement reflects a 3% increase in cost per child over the previous year. It would cost the District more to provide these services than to contract for services with Head Start.

RATIONALE:

1. Contracting preschool services through Community Partnership for Child Development (CPCD) is cost effective.
2. CPCD provides matching funding through Head Start (\$377,400 in additional services).
3. Related to NCLB "highly qualified" (HQ) requirements, it is advantageous to utilize Head Start services at Title 1 schools – Falcon Elementary and Evans Elementary are both Title 1 schools.
4. Building administration and parents have indicated high levels of satisfaction related to preschool services provided.
5. CPCD is the District's community partner for the Colorado Preschool Program (CPP). CPP regulations require having such a community partnership, and so the District's agreement with CPCD satisfies this requirement.

RELEVANT DATA AND EXPECTED OUTCOMES:

- \$33,000 for 15 children enrolled in special education in the Head Start Program = \$2,200 each.
- \$98,809.59 for 33 children enrolled through the Colorado Preschool Program (CPP) = \$2,994.23 each.
- \$77,913.45 for 15 children enrolled in special education = \$5,194.23 each.
- For additional children, \$5,194.23 per child prior to October 1; prorated after October 1.
- It should be noted that CPCD brings a total of \$377,400 in child development, family support, health and behavioral health to the District in support of these classrooms.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

<u>X</u> Student Achievement and Performance	<u>X</u> Staff Empowerment and Support
<u>X</u> Parent/Community Engagement	<u>X</u> Social and Ethical Responsibility
<u>X</u> Operational Efficiency and Systems Effectiveness	

FUNDING REQUIRED: X Yes No

Amount Budgeted: \$209,723.04

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve reauthorization of the CPCD Head Start contract for 2013-14.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 19, 2013

**AGREEMENT BETWEEN FALCON SCHOOL DISTRICT 49
AND COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT, INC.**

THIS AGREEMENT, dated July 1, 2013, is between Community Partnership for Child Development, Inc. ("CPCD"), the Head Start and Early Head Start grantee for El Paso County, and Falcon School District No. 49 (the "School District").

RECITALS

The parties wish to support children's optimal development and readiness for school entry and success; coordinate a comprehensive system of activities, policies and procedures which guide and support the delivery of services to children and their families; address the unique strengths and needs of the local population, such as homeless or non-English speaking families; promote collaboration regarding shared use of facilities and other resources, as appropriate and to reduce duplication and enhance efficiency of services; and to define the roles and responsibilities of the parties toward coordination and greater collaboration, enhance linkages and relationships, and exchange information on the provision of education and non-educational services.

- A. Using what are commonly referred to as Public Law 99-457 and I.D.E.A. funds and in accordance with the requirements of Public Law 99-457 and I.D.E.A., the parties wish to provide special education services to a certain number of children who reside within the boundaries of the School District ("Resident Children"), who qualify under the Exceptional Children's Educational Act ("ECEA") guidelines, and who are also eligible for Head Start services.
- B. As a part of a program commonly referred to as the Colorado Preschool Program and SPED program, the parties also wish to provide comprehensive early childhood development services to a certain number of three and four-year-old Resident Children who have been diagnosed with disabilities (SPED) and a certain number of typical three and four-year-old Resident Children (CPP).

AGREEMENT

THEREFORE, for valuable consideration, the receipt and sufficiency of which is hereby expressly acknowledged, the parties agree to the following terms and conditions.

1. GENERAL

- 1.1 Curriculum and Instruction. CPCD will implement a research-based early childhood curriculum that is aligned with the Head Start Child Development and Early Learning Framework and the Colorado Quality Standards for Early Childhood Care and Education Services. For the term of this contract, CPCD will implement the Creative Curriculum as its basic curriculum. Additional curricula will be implemented as appropriate in

accordance with CD-27: Curriculum (See Attachment #1). CPCD will measure child progress quarterly and will share this information with the District, with an emphasis on reaching established school readiness benchmarks.

- 1.2 Recruitment and Selection. CPCD and Falcon School District 49 will cooperate to recruit and enroll those children and families most in need of early childhood services within the district, in accordance with EN-2: CPCD Preschool Recruitment and EN-6HS: Eligibility and Selection Criteria for Head Start Programs and EN-6CPP: Eligibility and Selection Criteria for Colorado Preschool Programs (See Attachment #2, 3 and 4). CPCD will prioritize home school placement wherever possible, in accordance with these policies. If non-home school placement is being considered, due to eligibility or the existence of risk factors, the school Principal or Child Find Coordinator will be consulted. It is understood that Head Start slots must be filled within 30 days of becoming vacant.
- 1.3 Staff Training: CPCD and Falcon School District 49 agree to share training calendars and to proactively invite staff to enroll in training and professional development opportunities, as appropriate.
- 1.4 Transition to Kindergarten. CPCD and Falcon School District 49 will, with parent consent, share information on children transitioning to Kindergarten and will support transition activities, in accordance with CD-30: Transition (See Attachment #5).
- 1.5 Parent Involvement. CPCD and Falcon School District 49 will promote and support activities that support parents in their role as their child's first and best teacher and will work together with elementary school teachers and staff to encourage parents to remain involved in their child's education beyond Head Start, in accordance with PI-13: Family Engagement Guidance Opportunities (See Attachment #6).
- 1.6 Memorandum of Understanding. CPCD Teachers and School Principals agree to meet within the first 15 days of the school year to develop a Memorandum of Understanding that outlines expectations of CPCD and SD49 staff in promoting and maintaining a co-operative school and classroom environment. Both CPCD and SD49 will maintain a copy of the MOU on file for problem-solving and reference as needed.

2. SPECIAL EDUCATION SERVICES IN HEAD START.

- 2.1. General Description of Services. CPCD shall provide, in accordance with the terms of this Agreement, certain special education services for 15 three and four-year-old Resident Children who qualify as having disabilities under ECEA guidelines, who meet the eligibility requirements for Head Start, and who are enrolled in the Head Start program ("Special Education Services"). General education services will be provided 4 hours per day, four days per week (Tuesday through Friday), on a school year schedule.
- 2.2. Obligations of CPCD.
- (a) Screening. CPCD shall, in the course of Head Start Screening, make reasonable efforts to seek out and identify Head Start eligible Resident Children who may be in need of Special Education Services. CPCD shall, in consultation with the School District and using the PDI, refer such children for screening to the Child Find program operated by the School District or to any regional Child Find Program in which the School District participates. Screening procedures shall meet the Interagency Child Find process and shall cover all major parameters of functioning, such as cognitive, social/emotional, speech, language, motor, hearing, and vision.
- (b) IEP Meetings. At least one participant from CPCD shall attend all IEP meetings for children being placed in CPCD classrooms and may assist in the development of Individual Education Plans ("IEPs") for those children who will receive Special Education Services. D 49 agrees to notify CPCD Special Needs Coordinator two weeks in advance of IEP meetings.
- (c) Implementation of IEPs. CPCD shall be responsible for implementing and monitoring the IEP's for the children enrolled in special education services program and will provide Speech and Language therapy and/or Occupational Therapy. The District will provide Physical Therapy (PT) services as necessary unless otherwise negotiated. If CPCD provides PT services, an additional \$200/child/year will be charged for services. It is agreed that Early Childhood Special Education Services (ECSE) will be provided by CPCD paraprofessional staff with oversight and consultation provided by CPCD ECSE Licensed staff.
- (d) Transportation. CPCD shall provide transportation to and from school for all Resident Children receiving Special Education Services in Head Start and shall comply with those terms and conditions found in Section 5.7 herein.

- (e) Availability of Records. All education records for Resident Children who receive Special Education Services shall be available for review at any time by the School District Director of Special Education or his or her designee. One set of each child's records shall be made available for placement in the School District's permanent records.
- (f) Accounting. CPCD shall maintain an accurate accounting of all program costs and submit the same to the School District's Special Education Office upon request.
- (g) CPCD's Obligations Contingent on Head Start Funding. Each and every obligation of CPCD concerning the provision of Special Education Services is expressly contingent on CPCD continuing to receive Head Start funding. If, at any time, CPCD does not receive such funds, this Agreement shall automatically terminate as of the date on which CPCD no longer receives such funds and this Agreement shall be of no further force and effect.
- (h) Results Matter. At its own expense, CPCD shall maintain a child outcomes assessment process for each child being served under this contract that conforms to the requirements outlined in the Colorado Department of Education's Results Matter initiative. School District personnel shall have access to the child outcomes records maintained by CPCD on the children being served under this contract, upon request. CPCD will participate in any training deemed appropriate by the School District to ensure its ability to fulfill its obligations under the Results Matter initiative.

2.3 Obligations of the School District.

- (a) Screening. The School District shall make reasonable efforts to seek out and identify Head Start eligible Resident Children who may be in need of Special Education Services. In addition, the School District shall conduct screenings for all Resident Children who are referred by CPCD to the School District or to any regional Child Find Program in which the School District participates.
- (b) Assessment. The School District shall be responsible for conducting or obtaining assessments in the following areas for Resident Children who have been identified, through the screening process, as needing Special Education Services:
 - i. Speech/Language;
 - ii. Health;
 - iii. Psychological;
 - iv. Vision;
 - v. Occupational therapy;

- vi. Physical therapy; and
- vii. Audiology.

- (c) IEP Meetings. A School District designee shall facilitate all IEP meetings, shall have primary and ultimate responsibility for developing IEPs and shall be responsible for ensuring that each IEP and review meeting meets the requirements of federal and state special education laws. A staffing shall be held for each Resident Child for whom an assessment is conducted pursuant to I.D.E.A., for the purpose of (i) determining whether the child has disabling conditions; (ii) determining whether the child will receive Special Education Services; and (iii) if the child receives Special Education Services, developing an IEP for the child. IEP meetings may be held periodically during the term of this Agreement to review and assess the progress being made under an IEP and to consider revisions to an IEP. An IEP meeting shall also be held near the end of the term of this Agreement for each disabled Resident Child who receives Special Education Services for the purpose of facilitating the transition of the child into other appropriate School District programs. Each IEP meeting shall be attended by at least one representative from CPCD and at least one representative from the School District. The District will notify CPCD of scheduled meetings at least 10 days prior to the meeting date by contacting the CPCD Special Needs Coordinator. In addition, the School District and CPCD shall encourage the parents of the child who is the subject of the IEP meeting to attend.
- (d) Payment. In exchange for the Special Education Services provided pursuant to this Agreement, the School District shall remit a total of \$33,000 in 12 equal monthly payments of \$2,750.00 due and payable on the 1st business day of the month beginning July 1, 2013 and ending June 15, 2014. In the event that CPCD exceeds 15 students served (up to a maximum of 18 students), the School District agrees to remit to CPCD the amount of \$183.33 per month, per student, for each month served; CPCD will invoice the School District on a monthly basis for any additional students served. (IEPs with Physical Therapy included will incur an additional \$200 per child per month over the \$2200/child/year).

3. THE COLORADO PRESCHOOL PROGRAM/SPED PROGRAM.

- 3.1. General Description of Services. CPCD shall provide, in accordance with the terms of this Agreement and subject to the requirements and conditions of the Colorado Preschool Program Act (22-28-101 through 22-28-110), pre-school services for 33 three and four year old Resident Children; and 15 three and four year old Resident Children diagnosed with disabilities in 3 classrooms within facilities of the School District that are designated by the School District for CPCD's use. The services provided within these classrooms shall be separate from those provided for Head Start children, but will meet or exceed the CPP guidelines issued by the State of Colorado.

3.2. Obligations of CPCD.

- (a) Recruitment. In cooperation with the School District, CPCD shall recruit 33 typical Resident Children to receive CPP Services; said children must meet the eligibility requirements to participate in the Colorado Preschool Program, as determined by the School District 49 CPP Council. CPCD may assist the School District in its efforts to identify disabled children who may receive SPED Services and shall make such referrals to the School District's Child Find Program or to any Regional Child Find program in which the School District participates, as it may deem appropriate. Slots designated for SPED services will be held for children identified as needing services, regardless of date, with full payment for said slots.
- (b) Application and Enrollment. CPCD shall be responsible for all aspects of the application and enrollment process. Application and enrollment services shall be conducted at CPCD's offices and at elementary schools within the School District, at such times and locations as may be mutually agreeable to CPCD and the parent(s) of the child to be enrolled.
- (c) Program. CPCD shall provide CPP and SPED services three hours a day, four days a week (Tuesday through Friday), on a school year schedule, and will meet the minimum number of contact hours (360) as required by the Colorado Department of Education and approved by the School District CPP Council. If the Superintendent of the School District or his designee cancels school for any reason, CPCD will also not hold CPP classes. CPCD may announce other class closings, as CPCD deems appropriate.
- (d) Adherence to Colorado Quality Standards for Early Childhood Care and Education Services and Child Care Licensing Standards. All CPP and SPED classrooms will adhere to the Colorado Quality Standards for Early Childhood Care and Education Services as established by the Colorado Department of Education, and will be licensed through the Division of Child Care, Colorado Department of Human Services.
- (e) Home Visits and Parent/Teacher Conference. CPCD shall conduct at least one home visit and two Parent/Teacher conferences for each Resident Child who receives CPP Services.
- (f) Parent Involvement. CPCD shall provide parent involvement opportunities in the classroom and in other program activities such as Parent Center Meetings, and Family Parent Programs. CPCD shall encourage, but not require, parents to attend parent/child orientation meeting(s).
- (g) Advisory Council. CPCD shall participate in the CPP Advisory Council of the School District.

- (h) IEP Meeting. CPCD shall participate in all IEP meetings for Resident Children with disabilities being placed in CPCD classrooms and may assist in the development of IEPs for such children.
- (i) Snacks. CPCD shall provide snacks during each classroom session to each Resident Child who receives CPP and SPED Services.
- (j) Teaching Staff. CPCD shall staff each classroom with a qualified Teacher who holds a minimum of an AA in Early Childhood Education or meets the minimum requirements for teacher under CPP guidelines and is Director Qualified, and two education assistants who, at a minimum, are high school graduates.
- (k) Implementation of IEPs. Except for adaptive physical education services, which may be required by an IEP, CPCD shall implement, facilitate and carry out IEPs for Resident Children receiving SPED Services. It is agreed that Early Childhood Special Education Services (ECSE) will be provided by CPCD paraprofessional staff with oversight and consultation provided by CPCD ECSE Licensed staff. It is also agreed that CPCD will provide Occupational Therapy (OT) as necessary per IEPs and The District will provide Physical Therapy (PT) services as necessary unless otherwise negotiated. If CPCD provides PT services, an additional \$200/child/year will be charged for services. The School District shall be solely responsible for providing adaptive physical education services to Resident Children.
- (l) Results Matter. At its own expense, CPCD shall maintain a child outcomes assessment process for each child being served under this contract that conforms to the requirements outlined in the Colorado Department of Education's Results Matter initiative. School District personnel shall have access to the child outcomes records maintained by CPCD on the children being served under this contract, upon request. CPCD will participate in any training deemed appropriate by the School District to ensure its ability to fulfill its obligations under the Results Matter initiative.
- (m) Provide Information to the School District. CPCD shall provide that information necessary to determine whether CPCD is in compliance with the requirements of Title 22, Article 28, C.R.S. to the School District upon the School District's request, within five working days of such request.
- (n) Services Are Additional. CPCD shall administer the CPP so that the services provided pursuant thereto shall be in addition to other services provided to the School District by CPCD. In addition, CPCD shall cause those funds provided by the School District for

the CPP to be used for the CPP and not for other services provided by CPCD.

- (o) Availability of Records. All education records for Resident Children who participate in the CPP and SPED programs shall be available for review at any time by the School District. One set of each child's records shall be made available for placement in the School District's permanent records.

3.3. Obligations of School District.

- (a) Recruitment and Screening. The School District shall recruit, identify and diagnose all Resident Children who are eligible to receive CPP SPED Services and who may have disabilities. CPCD will assist in the recruitment process.
- (b) Assessment. The School District shall conduct or obtain assessments in the following areas for Resident Children identified by either CPCD or the School District as being in need of such assessment(s):
 - i. Speech/language;
 - ii. Health;
 - iii. Psychological;
 - iv. Vision;
 - v. Occupational therapy;
 - vi. Physical therapy; and
 - vii. Audiology.
- (c) IEP Meetings. A School District designee shall facilitate all IEP meetings, shall have primary and ultimate responsibility for developing IEPs and shall be responsible for ensuring that each IEP and review meeting meets the requirements of federal and state special education laws. A staffing shall be held for each Resident Child for whom an assessment is conducted pursuant to Public Law 94-142, for the purpose of (i) determining whether the child has a disabling conditions; (ii) determining whether the child will receive SPED Services; and (iii) if the child receives SPED Services, developing an IEP for the child. IEP meetings may be held periodically during the term of this Agreement to review and assess the progress being made under an IEP and to consider revisions to an IEP. A staffing shall also be held for each Resident Child who receives SPED Services for the purpose of facilitating the transition of the child into other appropriate School District programs. Each staffing shall be attended by at least one representative from CPCD and at least one representative from the School District. The District will notify CPCD of scheduled meetings at least 10 days prior to the meeting date by contacting the CPCD Special Needs Coordinator. In addition, the School District and CPCD shall encourage the parents of the child who is the subject of the staffing to attend.
- (d) Severe/Profound Handicaps. Should the School District staffing team determine that a Resident Child requires 1 to 1 attention due to

severe/profound handicaps and if the child receives CPP SPED Services, the School District, at its expense, shall provide appropriate aide support for such child.

- (e) Transportation. The School District shall provide all transportation services for Resident Children with disabilities who receive special services, in accordance with the terms set forth in Section 4.7 herein.
- (f) Payment. In exchange for the CPP and SPED Services provided pursuant to this Agreement, the School District agrees to pay to CPCD the total amount of \$98,809.59 for 33 children enrolled in CPP, and \$77,913.45 for 15 children enrolled in SPED. These funds shall be remitted in 12 equal monthly payments of \$14,726.92 beginning on July 15, 2013 and ending on June 15, 2014.
- (g) Additional Children. If the School District identifies, before October 1, 2013, additional children with disabilities and if such children receive SPED Services, CPCD will charge the School District \$5,194.23 per child and family. If the child is identified after October 1, 2013, the usual cost of \$5,194.23 will be pro-rated. CPCD will bill the School District for these charges at the end of each month during the term of this Agreement.

4. USE OF DISTRICT FACILITIES.

- 4.1. Alterations. CPCD shall not make any structural alterations to any School District facilities that the District has designated for the use of CPCD and that CPCD actually uses ("District Facilities"). CPCD shall not physically alter District Facilities without prior approval by the Supervisor of Maintenance and Operations of the District (the "Supervisor"), which approval shall not be unreasonably withheld.
- 4.2. Termination. Within seven days after the termination of this Agreement, CPCD shall remove all materials, furniture and equipment placed in the District Facilities by CPCD. CPCD shall not remove any installations made to the walls, ceilings or floors without the written permission of the Supervisor. The School District must respond to a request for permission within seven days of such request.
- 4.3. Parking. CPCD employees shall park their vehicles in an area designated by the principal of the applicable District Facilities.
- 4.4. Facility Changes. CPCD shall not use any other District Facilities than those designated for CPCD's use without prior approval from the principal of the applicable District Facilities.
- 4.5. Facilities for Resident Children. CPCD shall use District Facilities for Resident Children only, except as approved by the School District.
- 4.6. District Furnishings. Any and all furnishings and equipment furnished by the School District to CPCD shall remain the property of the School District. At the termination of this Agreement, if the School District plans to dispose of any such

furnishings or equipment, the School District shall provide CPCD with an opportunity to purchase such furnishings and equipment.

- 4.7. Insurance. The School District shall maintain in effect at all times during the term of this Agreement fire and liability insurance on District Facilities, in an amount which conforms with the Colorado Governmental Immunity Act.
- 4.8. Custodial Service. The School District will provide daily custodial service and maintenance to District Facilities in the same manner and with the same frequency as it provides such service to other facilities maintained and operated by the School District. With regard to modular units, CPCD shall provide custodial service for the interior of the modular units but the School District shall maintain the grounds, walks, and exterior of the units.
- 4.9. Vandalism. CPCD shall pay for the cost of removing or correcting any vandalism to District Facilities that results from the negligence of CPCD; provided, however, that CPCD shall not assume the cost of any vandalism that occurs on the exterior or the grounds surrounding modular units. If vandalism occurs as a result of any cause other than CPCD's negligence, the School District shall pay any and all costs associated with such vandalism.
- 4.10. Copy Charges. CPCD employees shall have the right to use photocopiers located within facilities operated and maintained by the School District, provided that the School District may charge two cents per copy and may bill CPCD for such charges twice during each calendar school year.
- 4.11. Indemnity. CPCD will indemnify and hold harmless the School District from any and all damages and liabilities to third parties arising out of CPCD's use of District Facilities.
- 4.12. Classroom Space. The School District shall provide adequate classroom space to CPCD for the performance by CPCD of its obligations hereunder, at such locations and on such terms as are acceptable to CPCD. Such space shall be provided at nominal (\$1.00 per year) or no rent. A failure by School District to provide such classroom space shall relieve CPCD of all of its obligations hereunder.

5. GENERAL PROVISIONS.

- 5.1. Term. This Agreement shall commence on July 1, 2013 and end on June 30, 2014.
- 5.2. Insurance. CPCD shall maintain in effect at all times throughout the term of this Agreement comprehensive and general liability insurance, including bodily injury and broad-form property damage coverage, in such amounts as it deems appropriate. CPCD shall maintain workers compensation insurance for all of its employees who participate in providing services pursuant to this Agreement.

- 5.3. Certificates of Insurance. To the extent that either party must maintain insurance coverage pursuant to this Agreement, each party shall provide to the other a certificate of insurance demonstrating such coverage before August 31, 2013.
- 5.4. Termination. If the School District does not receive funds from the CDE for any of the services provided pursuant to this Agreement, this Agreement shall automatically terminate and be of no further force and effect.
- 5.5. Accounting. CPCD shall maintain an accurate accounting of all program costs and submit the same to the School District upon request.
- 5.6. Default. If either party is in default under this Agreement, it shall have an opportunity to cure the default within 30 days after it is given written notice of default by the other party, which notice shall specify the nature of the default. If the default is not cured within 30 days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement. Failure to complain of any action, non-action or default under this Agreement shall not constitute a waiver of either parties' rights hereunder.
- 5.7. Transportation. Any and all transportation to be provided pursuant to this Agreement shall be provided in vehicles that conform to all applicable state laws and regulations, and the drivers of such vehicles shall be properly licensed to operate such vehicles.
- 5.8. Independent Capacity. In the performance of this Agreement, the parties hereto shall act in independent capacities and shall not be considered agents, joint venturers or partners. CPCD is not an employee of the School District and is not entitled to any of the rights, benefits or privileges of School District employees, including but not limited to medical and worker's compensation insurance.
- 5.9. Assignment or Modification. This Agreement shall not be extended, modified or assigned by either party without the express, written consent of the other party.
- 5.10. Responsible Designees. The Director of Special Services shall ensure that the School District fulfills its obligations hereunder. The President/CEO of CPCD shall oversee the satisfactory culmination of CPCD's obligations hereunder.
- 5.11. Notice. Except where otherwise specifically provided in this Agreement, any notice that shall or may be given under the terms of the Agreement shall be in writing and shall be deemed given when sent by the United States mail, postage prepaid and addressed as follows:

If to School District: Falcon School District 49
Superintendent/CEO
10850 East Woodmen Road
Falcon, CO 80831

If to CPCD: Community Partnership for Child Development
Attn: President/CEO

2330 Robinson Street
Colorado Springs, CO 80904

IN WITNESS WHEREOF, the parties have executed this Agreement as of the
date set forth above.

FALCON SCHOOL DISTRICT 49

By: _____

Its: _____

Date: _____

**COMMUNITY PARTNERSHIP FOR CHILD
DEVELOPMENT**

By: _____

Noreen Landis-Tyson, President/CEO

Date: _____

COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT

Curriculum

POLICY: To prepare children for success in school and life, CPCD provides a developmentally effective, comprehensive, individualized and inclusive curriculum that incorporates an organized series of experiences for children from birth through age five. Curriculum development is shared by the program and the parents. It must support child development and education for infants, toddlers and preschoolers, including those with disabilities and Dual Language Learners. The curriculum addresses the goals of the Head Start Early Learning and Child Development Framework (Head Start Framework).

PROCEDURES: CPCD will ensure/provide the following:

I. Goals for Children's Development and Learning:

Having experienced full participation in an inclusive environment and having received comprehensive services and support, all children (typically developing, children with special needs and dual language learners) entering kindergarten will demonstrate skills consistent with their full developmental potential in the following areas of development and learning

- A. Children will gain social competence skills and the self-confidence necessary to be prepared to succeed in their present home and school environment. This includes the ability to express healthy emotions, establish and maintain healthy relationships with adults and peers, function cooperatively in groups and listen to others.
- B. Children will develop cognitive skills through opportunities to organize their experiences, understand concepts and develop age appropriate literacy, language, social studies, science, art, numeracy, reasoning, problem solving and decision making skills, forming a foundation for school readiness and later school success. (see School Readiness Action Plan)
- C. Children's gross and fine motor skills will be enhanced through experiences in play, creative movement, and use of classroom tools, both indoors and outdoors.
- D. Children will incorporate health and safety practices into their daily routines.

II. Curriculum, Experiences and Materials

- A. For the development of each child's cognitive, language, social/emotional, and physical development by supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration.
- B. Opportunities for creative expression through activities such as art, music, movement and dialogue.

COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT

- C. A variety of strategies to promote and support children's learning and a strategy to determine the child's developmental progress based on the ongoing observation and assessment of each child.
- *THE CREATIVE CURRICULUM FOR INFANTS, TODDLER AND TWOS* - translates research and theory from the field of early childhood education into a practical approach to working with children and their families. It is a comprehensive curriculum with a clear organizational structure and a particular focus on routines and experiences.
 - *THE CREATIVE CURRICULUM SYSTEM FOR PRESCHOOL* - (used by all CPCD classrooms) describes and demonstrates how to plan a developmentally appropriate program focusing on ten well-organized interest areas. Its underlying philosophy draws from Jean Piaget's work on cognitive development, Erik Erickson's stages of socio-emotional development, and accepted theories of how children learn best. It is the foundational curriculum that supports CPCD's philosophy.
 - *STORYBOOK JOURNEY* - (used by Early Childhood Learning Centers) - The "Storybook Journey" is a dynamic, evolving process, one that uses children's literature and spontaneous play as the main vehicle for learning. The "Storybook Journey" planning and the children's play become the instruments to elaborate their experiences and life events.

The "Storybook Journey" builds on the themes and concepts in a storybook to spin a learning web of ideas and experiences. Story themes are then integrated with all the areas of the curriculum to support the child's physical, social, emotional, and cognitive development.
 - *PARENTS AS TEACHERS* - is based on the philosophy that experiences in the beginning years of a child's life are critical in laying the foundation for school and life successes, and that parents are children's first and most influential teachers. The program's goal, therefore, is to provide all parents the information and support they need to give their children the best possible start in life.

Health:

- *CURRICULUM IDEAS FOR EXPLORING HANDWASHING* - Assists children in developing healthy habits, and to give them an appreciation for, and an understanding of, the benefits of hand washing.
- *FOOD FRIENDS* -- establishing healthy eating and physical activity behaviors in young children.

Dental Health:

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- *BRIGHT SMILES, BRIGHT FUTURES* - a tooth-brushing curriculum designed to encourage children to care for their teeth by helping them establish a daily routine of good oral health that can last a lifetime. Such a routine fosters positive self-esteem as well. Children feel important and independent when they learn how to brush their teeth. Bright Smiles, Bright Futures has a partnership with the parents to promote healthy oral care at home with their child.

Personal Safety:

- *TALKING ABOUT TOUCHING* – a personal safety curriculum that focuses on teaching children basic skills designed to help keep them safe from potentially dangerous or abusive situations. Using the materials provided in this curriculum kit, parents, caregivers, and teachers can work together to provide the rules, information, encouragement, and practice that children need to help protect themselves.
- *2nd STEP* -

Due to the potentially sensitive nature of the *Talking About Touching-A Personal Safety Curriculum*, published by the Committee for Children, CPCD will make extraordinary efforts to educate parents

on the curriculum content, and seek written permission from parents for their children to participate. (Refer to form CD-122, Talking About Touching Program)

1. The curriculum will be introduced to parents by the Teacher at Orientation as part of an overview of all curricula used in preschool classrooms.
2. Prior to introducing this curriculum, teachers will ensure appropriate signatures of parents are contained in each child's file, giving consent for their child's participation. Children whose parents choose not to have their child participate will be provided with an alternate learning activity.
3. Teacher or EA will answer any questions that parents may have and obtain written consent for their child's participation in the activities that are part of the curriculum. Parents will be provided with a copy of the consent form with their signature.
4. Teaching staff will review the *Talking About Touching* Teacher's guide prior to implementing the curriculum.

[REDACTED]

[REDACTED]

[REDACTED]

COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT

standing and leaving the vehicle;

crossing the street to and from the vehicle;

moving around the vehicle;

activities, including participating in a field trip.

child will be riding a bike.

field trips.

Pedestrian Safety:

- *RISK WATCH* – A comprehensive injury prevention program to help children and families create safer homes and communities by teaching them the skills and knowledge they need to make positive choices about their personal safety and well-being. *Risk Watch* topics include: fire and burn prevention, motor vehicle safety, poisoning prevention, water safety, bike and pedestrian safety, falls prevention, firearms injury prevention, and choking, suffocation, and strangulation prevention.
- *PEDESTRIAN SAFETY MANUAL* - Each classroom will be provided with a Pedestrian Safety Manual. The curriculum must be implemented within 30 days of the start of the program year, and within 30 days, of each new child entering the program. Teacher will document in Students Notes.

Social/Emotional:

- *PYRAMID PLUS* - developed to enhance the social-emotional development of preschool children and reduce the negative effects of stress and violence on children. The strategies include teaching conflict resolution strategies to young children, preventing behavior problems and promoting positive social skills, and creating a classroom environment which promotes safety, trust, and cooperation.
- *LOVE AND LOGIC* – an approach to raising kids that provides loving support from parents while at the same time expecting kids to be respectful and responsible. Its philosophy is founded by Jim Fay and Foster W. Cline, M.D., and based on the experience of a combined total of over 75 years working with and raising kids. This 16 week parenting course, *Becoming a Love and Logic Parent*, teaches parents how to hold their kids accountable for their actions while doing so with empathy, love and understanding.

Literacy Development:

- *STRATEGIC TEACHER EDUCATION PROGRAM (S.T.E.P.)* - ensures that teachers engage in strategies to support children's early literacy and social and emotional development, which will lead to positive child outcomes and school readiness. CPCD's

COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT

implementation of STEP Literacy includes the following topics: Best Practices, Phonological Awareness, Written Expression, Language Development, Print and Book, Motivation to Read/Read Aloud, Letter Knowledge, and Literacy Mentoring. (D3, D8, D11, D20, D49)

- *THE MACMILLIAN/MCGRAW – HILL “LITTLE TREASURES PROGRAM”* – a developmentally appropriate, research-based Pre-K curriculum. It is designed to prepare 3 and 4 year olds for the academic and social demands of kindergarten. (D2)

III. The Role of Staff and Parents in Helping Children Achieve These Goals:

1. Staff recognizes that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.
2. Staff is inclusive of children with disabilities, implementing their Individual Family Service Plan (IFSP) or Individual Education Program (IEP).
3. Staff provides an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition.
4. Staff provides a balanced daily program of child-initiated and adult-directed activities including individual and small and large group activities.
5. Staff uses a variety of strategies to promote and support children’s learning and developmental progress based on the observations and ongoing assessments of each child.
6. Parents are encouraged to become involved in the development of the program’s curriculum through trainings, classroom involvement, home activities, program councils, and School Readiness Events.
7. Parents are provided the opportunity to increase their child observation skills and share assessments with staff that will help plan learning experiences through participation in the GOLD Family Site.
8. Parents are encouraged to participate in Parent/Teacher conferences and home visits to discuss their child’s development and education.

COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT**CPCD Preschool and EHS Recruitment**

POLICY: Community Partnership for Child Development (CPCD) will establish and maintain an outreach and recruitment process in El Paso County which systematically ensures enrollment for funded classroom and partner placements, regardless of race, sex, creed, color, national origin, citizenship status or possible disability of the child. This process will also reach the greatest number of eligible children and those who have the greatest need for CPCD's services, so that they have an opportunity to be considered for selection and enrollment in CPCD's programs. CPCD's goal is to maintain full enrollment in all programs at all times with adequate wait lists. CFR 1305.3(f)(2)(i-ii).

PROCEDURES:

- I. Annually, the Leadership Council Team will review and analyze the following information before selecting the area or areas that have the greatest need for Early Head Start, Head Start, and Colorado Preschool Program services, and will target those areas for recruitment.
 - A. The community assessment (see GMS-10) to determine target areas.
 - B. Surveys that have been conducted by other organizations in the community might contain information relevant to CPCD's eligible children and families.
 - C. Prior year's transportation information to determine residency areas of past families.
 - D. Information gathered from the ongoing enrollment surveys, and parent evaluation of the program and its services.
 - E. Information gathered from the Policy Council Parent Community Awareness Committee.
- II. In February, the Enrollment Department, with input from the Community Relations Team (CRT), will develop an annual recruitment plan to meet recruitment goals to ensure all areas and programs have an adequate number of enrollees on the waiting lists, and that CPCD reaches as many children and families as possible within El Paso County who are eligible for CPCD's programs. This recruitment plan will be reviewed by the Parent Community Awareness Committee and the Policy Council as a whole, in November and be approved in December. This plan will include the following activities:
 - A. Strategies for distribution of English/Spanish flyers to school districts, community agencies, corporations, apartment complexes, businesses and medical professionals in targeted neighborhoods.
 - B. Strategies for community awareness via social media, press releases, television coverage, radio advertising, print advertising, billboards, bus ads, bus bench advertisements, and community booths.
 - C. Strategies for joint recruitment with school districts and partner locations.
 - D. Strategies for contacting community agencies that refer high numbers of families to offer training sessions for their staff to make sure staff are aware of all of CPCD's

programs and services. Plans to work in cooperation with community agencies to obtain free advertisement in any mailings, publications or packets they might offer to their clients. Strategies for tracking the success of recruitment activities, including online enrollment surveys, are completed by parents.

- E. In an effort to reach as many homeless families and families in transitional housing as possible, the Enrollment Supervisor will assist with recruitment activities involving the Marion House Soup Kitchen, Ecumenical Social Ministries, and homeless shelters. This plan will also include a recruitment campaign to recruit children with disabilities to meet CPCD's goal of having a minimum of 10% of its Early Head Start and Head Start slots filled by children with disabilities. This will be done in conjunction with the Special Needs Coordinator. 45 CFR 1308.5.
- III. The Enrollment Supervisor will document all recruitment activities and CRT will document all advertising efforts.
 - IV. The Enrollment staff, at the time of enrollment, will ask parents to complete an online survey that obtains information about which of the recruitment activities were most effective in disseminating information about CPCD. The information on the surveys will be tracked by the Enrollment Supervisor. The survey results will be utilized for planning strategies in the recruitment plan.
 - V. Annually, CPCD will collaborate with our partner School Districts to establish recruitment plans for families who reside in the various districts and have pre-school aged children. This plan will be incorporated into CPCD's overall recruitment plan, and will include recruitment of children with disabilities. All recruitment flyers that contain reference to any School District or are intended to be distributed through a School District's internal mail system MUST first be approved by School District's Preschool Coordinator or Marketing Coordinator, and must be given to the designated district staff person(s) for distribution.

COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT**CPP Eligibility and Selection Criteria**

POLICY: Community Partnership for Child Development (CPCD) contracts with area school districts to provide some or all of the Colorado Preschool Program (CPP) in Harrison School District 2, Fountain-Fort Carson School District 8, Colorado Springs School District 11, Academy District 20 and Falcon District 49. CPCD's programs are offered at no cost. CPCD's goal is to have preschool programs fully enrolled at all times and to ensure full enrollment in CPP with an adequate waiting list so that vacant program "slots" can be filled as quickly as possible.

PROCEDURES:**COLORADO PRESCHOOL PROGRAM**

The Colorado Preschool Program serves families residing in Harrison School District 2, Fountain-Ft. Carson School District 8, Colorado Springs School District 11, Academy School District 20 and Falcon School District 49. (Note: Transportation will not be offered to children placed in the CPP program.)

I. Eligibility Criteria:

- A. **Income and Residence:** There are no income requirements for this program. To be eligible, families must reside in Harrison School District 2, Fountain-Ft. Carson School District 8, Colorado Springs School District 11, Academy School District 20 or Falcon School District 49.
- B. **Age:** Children must be 3 or 4 years old on or before the district cut off date of the school year in which they will be served. CPCD staff will verify each child's date of birth by examining the child's birth certificate or other legal document at the time of enrollment. El Paso County school district kindergarten cut off dates are listed below.
 - 1. District 49 - Sand Creek Zone on or before August 15th
 - 2. District 49 - Falcon Zone on or before September 15th
 - 3. Districts 2, 3, 8, 11 and 20 on or before October 1st
- C. **Medical Requirements:**
 - 1. The child's parent or guardian should present an immunization record at time of enrollment, but placement is not contingent upon this record.
 - 2. Families will be notified at time of enrollment that a current physical exam and immunization record will be required within 30 days of the child's first day in class. This is a licensing regulation, so the child may be placed on "short-term exclusion" if the paperwork is not in the records within those 30 days. If needed, CPCD staff will provide assistance to families needing referrals for affordable medical care.

- D. Children with Special Needs: Eligible CPP children with an active Individual Education Plan will only be placed with the approval of the CPCD Special Needs Department in conjunction with the appropriate school district.
 - E. Presence of Risk Factors: A child is eligible for selection if significant family risk factors that relate to the child's development are present in the family. Annually, CPCD will work with the respective school districts to establish a list of risk factors to be used to qualify children/families in the Colorado Preschool Program.
- II. Selection: Selection will not be based on race, gender, sex, creed, color, religion, citizenship status, sexual orientation or national origin. In general, children are deemed to be eligible based on age and the number of risk factors; placing children closest to being five years old first with the highest number of risk factors before three year old children. In District 11, children will be placed using District 11's set of risk factors and point system.

Risk Factor and Point System

20 Points each

- DHS referral (through EC Advocate or court ordered)
- Homeless
- Transferred from another E/HS program outside the county/state
- Parent is deaf

4 Points each

- Childhood trauma
- Family violence
- Foster child
- Refugee/Political Asylum

3 Points each

- Behavioral issues
- Child needs language development
- Observed health risks (poor stamina, dental hygiene, personal hygiene, poor health)
- Referred to special needs
- Teen parent (Age 19 and Under)

2 Points each

- Absent Parent (non-military)
- Current or history of drug or alcohol abuse in the child's family.
- Frequent moves of family
- Prenatal risks (birth trauma, low birth weight – under 5.5 lbs. , poor prenatal care, failure to thrive, blood transfusion, oxygen – if child left the hospital with oxygen), smoking

1 Point each

- Eligible for free or reduced lunch
- Family Stress:
- No prior preschool experience

- **Parent did not complete high school or receive GED**
- **Parent is mentally ill or delayed**
- **Parent with a debilitating illness or serious health issues**
- **Separation from Military within 12 months**
- **Deployed**
- **Single parent**
- **D-11 Learning Problems**
- **D-11 unemployment**
- **D-11 Medical**
- **D-11 Moves**
- **D-11 incarceration**
- **D-11 Mental Illness**
- **D-11 Parent Deployed**

When scoring D-11 files, the D-11 definition trumps CPCD's definition. When a child from any other district transfers to or from D-11, risk factors need to be re-calculated.

Range of Points (each)

Income: Points will be assigned based on the family's % of the federal poverty guidelines

Military: Points will be assigned based on deployment cycle. Deployment is checked if military member returned within the last 6 months or will be deployed within the next 6 months.

For CPP Program, 4 year olds must have a minimum of 1 risk factor; 3 year olds must have a minimum of 3 risk factors

COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT**HS Eligibility and Selection Criteria**

POLICY: Community Partnership for Child Development (CPCD) is the grantee agency for the Head Start (HS) program in El Paso County. CPCD's programs are offered at no cost. CPCD also partners with the Early Connections Learning Centers, and various Home Network homes to offer a full day/full year model for Head Start-eligible families. CPCD is responsible for establishing and implementing an eligibility and selection criteria for families who choose to enroll their child in the HS programs (Head Start Performance Standards 1305); these are listed below. CPCD's goal is to have preschool programs fully enrolled at all times and to ensure full enrollment in HS with an adequate waiting list so that program "slots" can be filled as quickly as possible.

PROCEDURES:**HEAD START****I. Eligibility Criteria:**

- A. **Income:** To meet Head Start regulations, CPCD must ensure that no more than 10% of HS families exceed the federal poverty guidelines. Therefore, when determining the eligibility of a child, CPCD staff will verify the family income for the 12 months preceding the enrollment date, utilizing the parents' W-2 forms, Income Tax return, pay stubs, employer's written statement, child support/alimony, Social Security, unemployment, school grants, foster/kinship care subsidies or documentation showing status as a current recipient of public assistance or Supplemental Security Income. Homeless families, families in transitional housing, and foster children are considered eligible for Head Start services. Priority eligibility consideration will be given to children and families referred by Department of Human Services, families in transitional housing or homeless families. The responsible CPCD staff member will sign the Eligibility Verification Form (EN106) as part of this verification process. If a family is living with and being supported by another adult or adults (as an example, a teen parent living with her parents), and the enrolling family has no income of their own, the family's eligibility will be based on a written statement submitted by the supporting adult or adults as to the amount of support given to the family over the previous 12 months.
- B. **Age and Residence:** To be eligible for HS services, families must have a child three or four years of age by the date used to determine eligibility for public school in the community in which the HS program is located (HS Reg.1305.4b) and live in El Paso County. There are four exceptions to this requirement: (1) Children with special needs who are enrolling in HS are eligible as of their third birthday (see "Children with Suspected Special Needs" below). (2) Children enrolling in the HS with child care option are eligible as of their third birthday (Board and Policy Council action, August 21, 2001). (3) Children who are transitioning from Early Head Start and are

income eligible for HS are eligible as of their third birthday (Board and Policy Council action, December, 2001). (4) Children who turn three years old after the cut off date of their home district may be placed on or after his/her third birthday as long as there are no older children on the wait list for their district.

1. For families residing in the school districts listed below, in which CPCD has classrooms, to be eligible for enrollment in Head Start the children must be 3 or 4 years old by the corresponding date of the school year in which they will be served (except as noted in the previous paragraph):
 - a. District 49- Sand Creek Zone (Evans) on or before August 15th
 - b. District 49-Falcon Zone on or before September 15th
 - c. Districts 2, 3, 8, 11 and 20 on or before October 1st
 - d. For families in districts which CPCD does not have classrooms, those children may be considered for placement using the kindergarten cut off dates of their home districts.
2. CPCD staff will verify the child's age by his/her birth certificate or some other legal document containing the child's date of birth. In all cases except for children with an active Individual Education Program (see eligibility for "Children with Suspected Special Needs" below), CPCD will abide by the current district regulations for cut off dates.
3. Mid-year vacancies MAY be filled with a child who is three years of age, but was under three on the date used by the school system to determine kindergarten eligibility, therefore, not considered for enrollment at the beginning of the program year. The following factor will be considered; if there are unserved older children on the waiting list, CPCD will offer placement to these children that would benefit from Head Start experience before entering elementary school.

C. Medical Requirements:

1. The child's parent or guardian should present an immunization record at time of enrollment, but placement is not contingent upon this record.
2. Families will be notified at time of enrollment that a current physical exam and immunization record will be required within 30 days of the child's first day in class. This is a licensing regulation, so the child may be placed on "short-term exclusion" if the paperwork is not in the records within those 30 days. If needed, CPCD staff will provide assistance to families needing referrals for affordable medical care.

D. Children with Suspected Special Needs: As part of the application process, CPCD staff, working with the parent(s), will screen each child for potential special needs using either the Ages and Stages Questionnaire (ASQ), Preschool Development Inventory (3 years old and above) or the Early Childhood Development Inventory (15 months to age three). (Refer to SN-03, *Identification of Children with Special Needs*, procedure). Those children who are identified as such will be referred to CPCD's Special Needs Coordinator for referral to the appropriate school district Child Find Coordinator. To qualify for special needs services, all of the above criteria apply except for the following:

1. A child becomes eligible for services in Head Start on his/her third birthday, Provided that the child has an active Individual Education Program (IEP) that has been accepted by both the school district in which the child resides and CPCD's

Child Development Director.

2. Each child must have a physical and dental examination and the minimum immunizations as outlined in Section C above.

II. Selection Process: Selection will not be based on race, gender, sex, creed, color, or national origin.

A. Selection Among Income Eligible Children: If the number of income eligible children applying for Head Start is greater than the total number of funded slots, CPCD will consider the following criteria for selection (Head Start Performance Standard 1305.4):

1. All families must complete application packets prior to enrollment. These forms will include application forms, and the child development screening tool, Additional paperwork specific to the “partners” may be required. CPCD will offer assistance in the family’s primary language, whenever possible, either at the Central Office or in the home, to ensure comfort and success in completion of these forms. Whenever possible, CPCD staff will meet with the family and gather applicable information in an interview format.
2. The enrollment staff will review completed applications to determine initial eligibility based on the minimum requirements outlined in the eligibility criteria above. If the results of the child development screening show concerns, and/or the parent expresses concerns regarding the child's development, the child will be referred to the Special Needs (SN) Department for further evaluation. This will be noted in the Student Notes in Connect and a referral will be sent to CPCD’s SN department.
3. Applicants who do not meet the initial criteria will be informed by the Enrollment staff person of their ineligibility. At the time of the family contact, the CPCD staff will offer referrals to the family if necessary.
4. Applicants who do meet the initial eligibility will be rated on the presence of risk factors according to Early/Head Start Eligibility Risk Factor and Point System (below).
5. Placements will first be offered to four and five year old children with the most risk factors/points.
6. Priority placement will be given to income-eligible families of children with diagnosed special needs until the 10 percent special needs slots are filled. Also, any child whose family is determined to be income eligible and is transitioning from Early Head Start to Head Start will receive priority selection.

B. Selection Among Over Income Children: According to Head Start Performance Standards, CPCD may enroll up to ten percent of its funded Head Start slots with children whose family does not meet the federal income guidelines or Head Start eligibility requirements as outlined above. When selecting children for over-income slots, CPCD will adhere to the following procedure:

1. Slots will first be allocated between children who have special needs and those children who are typically developing and are transitioning from Early Head Start but do not meet the income eligibility guidelines.
2. Any remaining over-income slots will first be filled by children having the highest number of risk factors without being income or categorically eligible.

III. Eligibility and Selection Criteria for Children Re-enrolling in Head Start

- A. If, at the time of a child's initial enrollment, his/her family is determined to be income eligible and is placed in HS, he/she will continue to be income eligible for two years of receiving HS services (Head Start Performance Standard 1305.7c). If a child is served three years in the HS program, the family income will need to be re-verified and eligibility re-determined before being placed for a third year.
- B. The placement of any child with special needs who is enrolled in an Over Income HS slot will be evaluated annually to determine if placement will continue in an Over Income slot or if child will be served in another program.

IV. Eligibility and Selection Criteria for Children on Wait List

- A. As slots become vacant, children will be offered placement according to CPCD's wait list. Children are placed on the wait list according to age and the number of risk factors.

Risk Factor and Point System

20 Points each

- **DHS referral (through EC Advocate or court ordered)**
- **Homeless**
- **Transferred from another E/HS program outside the county/state**
- **Parent is deaf**

4 Points each

- **Childhood trauma**
- **Family violence**
- **Foster child**
- **Refugee/Political Asylum**

3 Points each

- **Behavioral issues**
- **Child needs language development**
- **Observed health risks (poor stamina, dental hygiene, personal hygiene, poor health)**
- **Referred to special needs**
- **Teen parent (Age 19 and Under)**

2 Points each

- **Absent Parent (non-military)**
- **Current or history of drug or alcohol abuse in the child's family.**
- **Frequent moves of family**
- **Prenatal risks (birth trauma, low birth weight – under 5.5 lbs. , poor prenatal care, failure to thrive, blood transfusion, oxygen – if child left the hospital with oxygen), smoking**

1 Point each

- **Eligible for free or reduced lunch**
- **Family Stress:**
- **No prior preschool experience**

- **Parent did not complete high school or receive GED**
- **Parent is mentally ill or delayed**
- **Parent with a debilitating illness or serious health issues**
- **Separation from Military within 12 months**
- **Deployed**
- **Single parent**
- **D-11 Learning Problems**
- **D-11 unemployment**
- **D-11 Medical**
- **D-11 Moves**
- **D-11 incarceration**
- **D-11 Mental Illness**
- **D-11 Parent Deployed**

When scoring D-11 files, the D-11 definition trumps CPCD's definition. When a child from any other district transfers to or from D-11, risk factors need to be re-calculated.

Range of Points (each)

Income: Points will be assigned based on the family's % of the federal poverty guidelines

Military: Points will be assigned based on deployment cycle. Deployment is checked if military member returned within the last 6 months or will be deployed within the next 6 months.

For CPP Program, 4 year olds must have a minimum of 1 risk factor; 3 year olds must have a minimum of 3 risk factors

COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT

Transition

POLICY: CPCD is committed to ensuring a smooth transition at every stage of a child's development, for both children and families. CPCD's transition practices focus on child preparation, ongoing communication and coordination, parental involvement, and continuity of learning, care, and services. In order to assure the success of the transitions, the following procedures have been established:
{HSP 1304.40 (h) (1) (4), 1304.41 (c) (1), 1308.21 (a) (b) (c)}

PROCEDURE:

- I. EHS Teachers, Family Advocates and Family Educators will begin discussing preschool options for each EHS child when the child is 2½ years of age, begin filling out the CD-125/CD-124 Individual Child Transition Plan (ICTP) and documenting on Student notes in Connect. The CD-125 ICTP will be kept in the child's classroom file. Preschool options presented to the family must include Head Start and other CPCD preschool programs as well as area preschools that may meet the family's needs. At Student Family Reviews (SFR) meetings, use a copy of Student Services Class List from Connect with child's age in years and months and determine which children are transitioning. Document on SFR form and Connect Student notes any transition tasks and who is responsible for completing those tasks. All children who are in the transition process are noted on the CD-108b.
- II. EHS teachers, through home visits and other formal parent-teacher contacts, will discuss with parents their rights and responsibilities in advocating for their child. This will include discussion on a child's developmental progress and the observed needs of the child. This educational process will include preparing them for exercising their rights, as parents, in placing their child in appropriate settings, continuing to be a regular volunteer in the preschool setting, and encouraging ongoing communication with teachers and schools to meet their child's needs. Follow the steps outlined in the child's ICTP.
- III. EHS Teen parent classrooms: Transition planning will include plans for both the child and the parent, as the teen parents are attending high school. This should include CPCD program options or other community options.
- IV. Parent Participation in Transition of Children with Special Needs
(E)HS Teachers, Therapists, Early Childhood Special Educators and other involved personnel will support parents on how to foster development of their child with disabilities through home visits, classroom activities, newsletters, and trainings. Parents are encouraged to observe and participate in large groups, small groups and individual activities. Teachers will provide follow-up assistance to reinforce activities at home during home visits. MOVE TO #3
- V. All EHS families will receive a CPCD preschool enrollment packet during the re-enrollment period. EHS families may be considered re-enrollments (for preschool purposes) as they are already enrolled in CPCD programming. They will complete

COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT

appropriate paperwork with CPCD Enrollment department. Family Advocates will work with the families on enrollment of their child into that program as necessary. When a child enrolls in a preschool program, EHS teachers will communicate with receiving preschool to ensure transfer of parent-released information which may be helpful to the preschool along with the classroom file (as outlined in the ICTP). This may include, but is not limited to, developmental progress and current abilities of the child. Information will be limited to that allowed by the parent via the EN-103 Release of Information form.

- VI. The receiving preschool teachers may be invited to the EHS classrooms. EHS Teachers will meet with receiving Teachers as requested.
- VII. The transition plan will be individualized to meet the needs of the child and family. When possible, the EHS child will visit the HS within their site and classroom staff will fill out the CD-126P Visitation Notification form and share this form with parents. Place a signed copy in the child's file. Document the visit on Connect. In EHS and especially in the Home Based model, several visits to the preschool classroom may be necessary to aid the family and child in transitioning.
- VIII. For families transitioning out of the program prior to the child's third birthday, EHS staff will support the family by providing information about their child's progress which the family can take with them to the next program, supporting parents in the changes they face, or directing families towards resources at their next destination if possible.
- IX. To implement a systematic procedure for the transfer of Head Start/CPP records when a child transitions to Kindergarten, parents will be asked to sign the Confidential Information and Records form EN-103 and initial the appropriate School District at orientation. At the End of Year Home Visit, parents will be given the Portfolio Collections, Development and Learning Report and any other important documentation to share with the child's Kindergarten teacher. These forms will be sent to Child Development and CPCD will provide copies of GOLD Development and Learning Report to the school designated by the parent as the child is entering kindergarten.
- X. Preschool to Kindergarten transition discussions will begin when the child starts in preschool. CPCD parents will be provided with information (transition packets) and education to assist with children's transition into Kindergarten at the March/April School Readiness Event (SRE). An ICTP for Preschool will be completed for each child and documentation will occur in Connect. Place a copy of the ICTP in the child's classroom file.
- XI. To establish channels of communication between CPCD/Head Start staff and their counterparts in the schools, the Child Development Staff will encourage CPCD families and children to visit Kindergarten classrooms starting in February. At sites where kindergarten classrooms are present, preschool and kindergarten teachers will work together to arrange for the children who are transitioning to kindergarten to visit the

COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT

classroom at least once. Teachers will invite the home school Principal and Kindergarten teacher to the March/April SRE to meet parents and participate in the discussion on transitions. Child Development staff will participate in ongoing collaborative activities with school districts and community organizations (i.e. Alliance for Kids, Preschool Advisory Council.) Transition issues will be addressed at the Policy Council Preschool Child Development Meeting.

- XII. Annual Reviews and Transition meetings for children with IEPs will be conducted in accordance with individual School District Guidelines/Policies.
 - A. All Annual Reviews and Transition meetings will be coordinated with appropriate school district personnel and scheduled by SN Specialist.
 - B. The School District Designee shall be responsible for completing Annual Review and Transition meeting paperwork in accordance with District Guidelines/Policies.
 - C. The home school will be contacted when a Kindergarten Transition Meeting needs to be held. The home school will invite all appropriate district personnel to the meeting which will be conducted at the child's home school. The SN Specialist will invite all appropriate CPCD personnel.
- XIII. Children exiting the Stepping Stones (SS) preschool will follow this process of transition into the new classroom/school:
 - A. The receiving CPCD classroom teacher or Kindergarten teacher will observe the child in the SS preschool prior to any transition.
 - B. A Transition meeting will be set with the receiving school or classroom, SS staff and parents.
 - C. A Therapeutic Transition Plan worksheet will be completed.
 - D. A transition plan, best suited to the child's needs will be developed by participants at the transition meeting.
 - E. If a child has an IEP, the process for transitioning a child with special needs will be followed.

COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT**Family Engagement Guidance/Opportunities**

POLICY: CPCD will provide opportunities for parent participation by involving parents as volunteers, paid staff and/or observers to assist them in working with their own children in cooperation with CPCD staff.

HSPS: 1304.40(d)(1,2,3); 1306.22(b); 1304.49(d)(3).

PROCEDURES:

- I. Parents will not be discriminated based on race, color, religion, sex, national origin, citizenship status, and age, disability, sexual orientation or veteran status.
- II. Parents will be informed of volunteer opportunities and program expectations during the enrollment process and will be provided on-going encouragement. Staff will discuss family engagement opportunities during Initial Home Visits and throughout the year.
- III. The participation of parents in any program activity must be voluntary and must not be required as a condition of the child's enrollment.
- IV. Family Advocate and other staff (as applicable) will review the School Readiness Event (SRE) Topics (PI-202) and topics and trainings from SS 103 to determine parent's interest in training areas.
- V. Volunteer opportunities will be discussed individually with families and/or posted in the classroom. Volunteer opportunities include parent trainings, classroom volunteering, bus riders, at-home reading program, etc.
- VI. Objectives and activities that outline special efforts to encourage parent participation in the classroom and during group socialization activities (i.e., School Readiness Events, field trips, and lunch/snack time) will be developed by the Family Advocates (FA's), and teaching staff.
- VII. CPCD settings will be open to parents during all program hours.
- VIII. CPCD and partner staff will welcome all parents as visitors and encourage them to observe their child as often as possible and to participate with children in group activities.
 - A. Let parents know that all phases of involvement are important in the classroom.

- B. Parents will be encouraged to observe their child in the classroom to better understand their development, progress, and needs.
 - C. Opportunities and techniques of actively observing their child at home will be published in the newsletter as well as communicated at parent conferences and during home visits.
 - D. Education Assistants (EAs) will be the primary bus riders to ensure safety of children on CPCD vehicles. Parents can also volunteer to ride the CPCD bus provided there is space available.
 - E. All district 11 classroom volunteers who will volunteer more than once (“regularly”) in the classroom, must complete the volunteer registration form and returned to the school front office. In addition, they must show a form of ID. The form can be found on SharePoint.
- IX. Families volunteering for special events such as School Readiness events and Literacy events do not have to complete the volunteer registration form.
- X. CPCD parents will be kept informed of available job openings by means of job announcements sent by Human Resources staff to classrooms for posting on parent bulletin boards and via www.cpcdheadstart.org. Refer to *Parent Employment Policy PI-15 for specific employment procedures*.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "Agreement") is entered into and is effective as of June 1, 2013 (the "Effective Date") by and between the Board of Education for Falcon School District 49 (the "Board") and Colorado Digital Board of Cooperative Educational Services ("CD BOCES")

Recitals

WHEREAS, the Board has voted to participate in the creation and governance of the CD BOCES, and

WHEREAS, the Board has discussed and considered, as part of its participation, that the relationship with CD BOCES was likely to lead to certain opportunities to realize economies of scale, and

WHEREAS, the Board acknowledges the past and continuing efforts of its CBO and Innovation Leader for the IConnect Zone on behalf of CD BOCES, and

WHEREAS, both parties wish to see the District achieve savings and enhanced service in the areas served by these individuals, and

WHEREAS, both parties have agreed to enter into an arrangement that will permit these leaders to devote portions of their professional efforts on behalf of the CD BOCES in exchange for financial remuneration by the CD BOCES while remaining employees of the District; and

WHEREAS, such arrangement will further permit the District to utilize the resulting financial savings to consider obtaining new personnel or service providers in the respective departments.

NOW THEREFORE, in consideration of the foregoing recitals, the Board and the CD BOCES agree as follows:

Agreement

- 1) The Assistant Superintendent/Innovation Leader for the IConnect Zone will be permitted to devote up to forty percent (40%) of her professional efforts as the Executive Director of the CD BOCES.
- 2) The Chief Business Officer will be permitted to devote up to twenty percent (20%) of his professional efforts as the CFO of the CD BOCES.
- 3) Both individuals will remain under the payroll system of the District for the entirety of their compensation, including that part that is devoted to the CD BOCES.
- 4) The District agrees to maintain this arrangement for the entire 2013-14 fiscal year or until this MOU is revised or terminated by mutual accord.

- 5) CD BOCES agrees to compensate the District for the portion of these individuals' respective professional services in accordance with the portion of their efforts that are devoted to CD BOCES and at the rate of compensation set by the District.
- 6) This MOU shall not limit either employee from providing additional services to CD BOCES or from receiving direct compensation from CD BOCES for services beyond those contemplated by their respective employment agreements or job descriptions.
- 7) The parties agree to revisit this arrangement on or before June 30, 2014 to determine whether it should be continued or terminated. Failure to revisit this MOU by that date will have the effect of renewing it for a single additional fiscal year.

IN WITNESS whereof this Agreement was duly signed for and on behalf of the parties on the Effective Date written above.

Falcon School District 49 Board of Education

By:_____

Name (Print)_____

Title:_____

CD BOCES

By:_____

Name (Print)_____



BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF: June 26, 2013

PREPARED BY: Peter Hilts, Chief Educational Officer

TITLE OF AGENDA ITEM: Memorandum of Understanding with CD BOCES

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Pursuant to the District's participation with the Colorado Digital BOCES, this proposed Memorandum of Understanding (MOU) will set forth expectations and details of the resulting utilization of certain professional services.

RATIONALE:

The District will benefit from the proposed arrangement by achieving a better economy of scale related to certain professional services, while obtaining savings that may be devoted to more effectively serving the needs of the District.

RELEVANT DATA AND EXPECTED OUTCOMES:

The professional time of the District's CBO and IConnect Zone Innovation Leader will be partially devoted to CD BOCES, and in exchange, the CD BOCES will compensate the District for a commensurate portion of their compensation and benefits.

This exchange enables both the District and the CD BOCES to benefit from high caliber professionals at a cost far less than would be achievable if pursued as separate contracts.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

<input type="checkbox"/> Student Achievement and Performance	<input checked="" type="checkbox"/> Staff Empowerment and Support
<input type="checkbox"/> Parent/Community Engagement	<input checked="" type="checkbox"/> Social and Ethical Responsibility
<input checked="" type="checkbox"/> Operational Efficiency and Systems Effectiveness	

FUNDING REQUIRED: ☒ Yes ☐ No

Amount Budgeted: The financial result will be neutral, but will entail a re-dedication of payroll within the affected departments.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the attached Memorandum of Understanding.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 14, 2013



BOARD OF EDUCATION AGENDA ITEM 7.06

BOARD MEETING OF: June 26, 2013

PREPARED BY: Kim McClelland, Assistant Superintendent/Innovation Leader

TITLE OF AGENDA ITEM: Appointments to Colorado Digital BOCES Board

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The Board of Education adopted a resolution to participate in the formation of the Colorado Digital BOCES and agreed to an MOU related thereto. The CD BOCES was formally recognized by the Colorado Department of Education and, more recently, was granted multi-district certification for its initial on line school.

Part of the District's responsibility in this partnership is the designation of two (2) delegates to serve as Board members for the CD BOCES. The District Board of Education determined that these delegates should include the CEO and a member of the School Board.

RATIONALE:

No expenditure is required for this action. Designation of two members of the CD BOCES Board will ensure continuing Falcon School District 49 input and voice in the direction and decisions of the CD BOCES.

RELEVANT DATA AND EXPECTED OUTCOMES:

BOCES are valuable partners to public school districts. The CD BOCES will continue to work closely with Falcon School District 49 to provide on line education services and professional development opportunities for our staff and community.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

☒ Student Achievement and Performance ☐ Staff Empowerment and Support
☒ Parent/Community Engagement ☒ Social and Ethical Responsibility
☐ Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: ☐ Yes ☒ No

Amount Budgeted: NA

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to designate Peter Hilts (CEO) and Charles Irons (Board member) as appointees to the Board of the Colorado Digital BOCES.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 14, 2013



BOARD OF EDUCATION AGENDA ITEM 7.07

BOARD MEETING OF: June 26, 2013

PREPARED BY: Kim Steeves, Professional Staff Liaison

TITLE OF AGENDA ITEM: Approval for the following job descriptions:

- Teacher on Special Assignment (TOSA) – Online Professional Development
- Teacher on Special Assignment (TOSA) – English Language Development (ELD)
- Data and Reporting Analyst

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- To gain Board of Education approval for newly created job descriptions.

RATIONALE:

- Due to increased staffing and restructuring of departments, there is a need for Teachers on Special Assignment (TOSAs) to assist with professional development and English Language Development.
- With the resignation of the Coordinator of District Assessment as well as the CIA Coordinator, job duties and responsibilities have changed. The job of the Coordinator of District Assessment will now be reflected as the Data and Reporting Analyst. The attached job description identifies the main duties of this newly reclassified position.

RELEVANT DATA AND EXPECTED OUTCOMES:

- 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.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

<input type="checkbox"/> Student Achievement and Performance	<input type="checkbox"/> Staff Empowerment and Support
<input type="checkbox"/> Parent/Community Engagement	<input type="checkbox"/> Social and Ethical Responsibility
<input checked="" type="checkbox"/> Operational Efficiency and Systems Effectiveness	

FUNDING REQUIRED: ☒ Yes ☐ No

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Move listed job descriptions contained herein to action items at the next Board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** June 18, 2013

Falcon School District 49
Instructional/Administrative Job Description

Job Title: TOSA for On-line Professional Learning
Initial: June 26, 2013
Work Year: 197
Division: Learning Services
Department: Professional Development
Reports to: School Improvement Coordinator
Salary Range: Teacher salary schedule + 5%

SUMMARY:

This position is responsible for developing and maintaining an on-line Learning Management System (LMS) for adult learners. The Teacher on Special Assignment (TOSA) of On-Line Professional Learning assists the Coordinator of Professional Development in developing engaging, relevant and timely professional development courses and resources to improve teaching and learning District-wide.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Develop and maintain an on-line platform for delivery of professional learning courses and resources to improve teaching and learning.
- Stay abreast of current trends in professional development and educational technology.
- Assist the Coordinator of Professional Development in identifying priorities for professional development based on the District Strategic Plan and student achievement data.
- Promote and provide training related to train on-line professional development learning tools.
- Provide professional development related to integrating technology in classroom practice.
- Develop and lead integration of technology and professional learning strategies and tools.
- Assist the Coordinator of Professional Development with digitalizing and updating current professional development practices.
- Create on-line collaborative platform to support Professional Learning Communities across schools and zones.
- Assist in the development of a system for identifying existing highly effective teachers across the District to be used as models for specific teaching strategies.
- Develop a digital video library of effective teaching practices.
- Assist the Coordinator of Professional Development with other job-related duties as assigned.

EDUCATION AND TRAINING:

- Possession of valid State of Colorado Teaching License or Principal License
- Strong knowledge of educational technology
- At least three years of classroom teaching experience with demonstrated effectiveness in subject matter, use of standards-based curriculum, instruction and assessment
- Successful experience working with diverse populations
- Strong knowledge of on-line and blended learning (preferred)
- Knowledge of teacher quality standards
- Ability to think critically
- Ability to develop and facilitate high-quality professional development for multiple audiences in a variety of formats

CERTIFICATES, LICENSES & REGISTRATIONS:

- Colorado Principal Licensure or Colorado Teaching Licensure

SUPERVISION/TECHNICAL RESPONSIBILITY:

NONE

BUDGET AND/OR RESOURCE RESPONSIBILITY:

Ensure scalability and sustainability of on-line and digital professional development programming by researching cost sustaining practices, and assisting in budget / resource planning and management.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to stand, walk, sit, use hands to finger, or feel. The employee frequently is required to talk or hear. The employee must occasionally lift and/or move up to 50 pounds. There are no special vision abilities required for this job.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate.



BOARD OF EDUCATION AGENDA ITEM 7.06

BOARD MEETING OF: June 26, 2013

PREPARED BY: Kim Steeves, Professional Staff Liaison

TITLE OF AGENDA ITEM: Approval for the following job descriptions:

- Teacher on Special Assignment (TOSA) – Online Professional Development
- Teacher on Special Assignment (TOSA) – English Language Development (ELD)
- Data and Reporting Analyst

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- To gain Board of Education approval for newly created job descriptions.

RATIONALE:

- Due to increased staffing and restructuring of departments, there is a need for Teachers on Special Assignment (TOSAs) to assist with professional development and English Language Development.
- With the resignation of the Coordinator of District Assessment as well as the CIA Coordinator, job duties and responsibilities have changed. The job of the Coordinator of District Assessment will now be reflected as the Data and Reporting Analyst. The attached job description identifies the main duties of this newly reclassified position.

RELEVANT DATA AND EXPECTED OUTCOMES:

- 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.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

<input type="checkbox"/> Student Achievement and Performance	<input type="checkbox"/> Staff Empowerment and Support
<input type="checkbox"/> Parent/Community Engagement	<input type="checkbox"/> Social and Ethical Responsibility
<input checked="" type="checkbox"/> Operational Efficiency and Systems Effectiveness	

FUNDING REQUIRED: ☒ Yes ☐ No

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Move listed job descriptions contained herein to action items at the next Board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** June 18, 2013

Falcon School District 49

Instructional/Administrative Job Description

Job Title: TOSA – Teacher on Special Assignment for ELD (English Language Development)
Initial: June 26, 2013
Revised:
Work Year: 197
Division: Learning Services
Department: English Language Development (ELD)
Reports to: ELD Coordinator
Salary Range: Teacher Pay plus 5%

SUMMARY:

To promote excellence and continuous improvement in student achievement by providing support, peer coaching, assisting the ELD Coordinator, and providing professional development at zone/district/school levels in effective instructional practices specifically for ELLs (English Language Learners) through implementation of the curriculum.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- To assist the Coordinator of ELD with maintaining educational records district-wide to ensure compliance is met Federally/State and OCR (Office of Civil Rights) regulations are followed.
- To communicate information to others clearly and in a timely manner.
- To provide support for general education teachers (differentiation, co-teaching, peer coaching, etc.).
- To assist with the coordination of WIDA ACCESS testing for all ELLs
- To be knowledgeable of and be prepared to model effective instructional strategies.
- To have knowledge of administrating, analyzing, and using the results of reading assessments (Fountas & Pinnel , DIBELS Next, W-APT, WIDA ACCESS, etc).
- To assist the Coordinator of ELD ensuring that all ELLs have appropriate placement and that the English Language Plans have appropriate accommodations.
- To collaborate and provide leadership in supporting RtI and the Special Education process for ELLs.
- To assist the Coordinator of ELD with updating and monitoring the District English Language Acquisition (ELA) Plan – as needed.
- To contribute to the cultivating of strong and cohesive Professional Learning Communities.

- To assist the Coordinator of ELD with coordinating/planning monthly ELD PLC meetings and ELD Parent/Teacher Advisory Council.
- To support the Community Liaison with welcoming new students/parents to D49.
- To support the integration of educational technology to support literacy outcomes.
- To update D49 website – ELD Page as needed.
- Other duties as assigned.

EDUCATION AND TRAINING:

- Possession of valid State of Colorado Teaching License
- At least three years of classroom teaching experience with demonstrated effectiveness in subject matter, use of standards-based curriculum, instruction and assessment
- Successful experience working with diverse populations
- Experience in coaching, mentoring, and modeling of lessons

CERTIFICATES, LICENSES & REGISTRATIONS:

- In addition to teaching license, applicant will be LDE/CLE Endorsed

SUPERVISION/TECHNICAT RESPONSIBILITY:

NONE

BUDGET AND/OR RESOURCE RESPONSIBILTY: NONE

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is regularly required to stand, walk, sit, use hands to finger, or feel. The employee frequently is required to talk or hear. The employee must occasionally lift and/or move up to 50 pounds. There are no special vision abilities required for this job.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate.

**FALCON SCHOOL DISTRICT 49
ADMINISTRATIVE JOB DESCRIPTION**

Job Title: Data and Reporting Analyst

Initial:

Revised Date:

Work Year: 261 days

Department: Learning Services

Reports To: TBD

Salary Range: Professional Technical

SUMMARY:

The Data and Reporting Analyst is responsible for coordinating and monitoring the collection and submission of quality district data that is provided to the Colorado Department of Education (CDE) and utilized by the District. The Analyst facilitates knowledge of data requirements to multiple division and departments including developing and monitoring training protocols and reporting and presenting findings. The Analyst is responsible for coordinating the October Pupil Count process, creating and maintaining databases of District assessments, managing and maintaining data warehouses and reporting through the CDE data pipeline. Using multiple assessment instruments and integrating multiple software packages, the Analyst will interpret and explain data. Specifically, the Analyst will prepare custom data analyses and reports for District employees and the Board of Education by performing statistical analysis, demographic measurements, status measurements and data format conversions. The Analysts will assist the Coordinator of Curriculum, Instruction and Assessment (CIA) with data to support program implementation and improvement related to (CIA).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of duties 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 upon building assignments and other factors. In fulfillment of these duties and responsibilities the Analyst shall:

- Assist the Coordinator of CIA in organizing and analyzing student data to investigate trends and prepare findings for a variety of formal and informal reports.
- Provide information to schools, staff and parents regarding testing assessment materials and achievement data.
- Act as a liaison between the Colorado Department of Education and schools regarding data and reporting issues. Order tests and supplies for testing including receiving, distributing, check-in count, package and ship as applicable.
- Assist teachers and administrators with assessment tools and data management resources (CDE data and assessment tools and resources, Alpine Achievement Series, SCANTRON) data entry and data retrieval and analysis.

- Create and maintain databases of student assessment results to include state and local assessment measures.
- Maintain a high level of knowledge and skill using statistical analysis, programs and software by learning new software and keeping abreast of trends.
- Assist the Coordinator of CIA with reviewing, analyzing, interpreting and explaining student achievement results and assist in the preparation for District, school and classroom level achievement reports.
- Assist the Coordinator of CIA by providing training, guidance and supervision of school staff in the administration of standardized assessments.
- Compile, process and submit CDE reports.
- Perform other job-related duties as assigned.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND TRAINING:

Bachelor's degree or applicable training in a related field

EXPERIENCE:

The candidate shall have a minimum of five (5) years of experience in data and reporting, statistical analysis, programing, or assessment management. The candidate will also demonstrate the ability to work well with others in a diverse educational community, by remaining open to feedback and growth opportunities.

SKILLS, KNOWLEDGE, EQUIPMENT & OTHER:

The candidate shall possess an operating knowledge of and experience with data management and analysis—including advanced written and oral communication skills. The candidate shall demonstrate knowledge of student information and assessment databases as well as advanced knowledge of Microsoft Office, Word, Excel, and Access databases. We prefer candidates with experience programming SQL functions and experience with Infinite Campus Student Management. An excellent candidate will also demonstrate experience coding and processing state reports.

CERTIFICATES, LICENSES, & REGISTRATIONS:

None

SUPERVISION/TECHNICAL RESPONSIBILITY:

The Analyst is directly responsible for all state reporting and data management.

BUDGET AND / OR RESOURCE RESPONSIBILITY:

The Analyst assists with the preparation and management of the data and assessment budget.

The physical demands, work environment factors, and mental functions described below are
☐ representative of those that must be met by an employee to successfully perform the essential
☐ functions of this job. Reasonable accommodations may be made to enable individuals with
☐ disabilities to perform the essential functions.

PHYSICAL DEMANDS:

The employee is frequently required to travel to schools, professional development sites and events. The employee must occasionally lift and/or move up to 50 pounds. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT: The noise level in the work environment is usually moderate.

**FALCON SCHOOL DISTRICT 49
ADMINISTRATIVE JOB DESCRIPTION**

Job Title: Professional Development Registration and Event Coordinator

Initial: June 17, 2013

Revised Date:

Work Year: 261 days

Department: Learning Services

Reports To: Coordinator of Professional Development / School Improvement

Salary Range: Classified

SUMMARY:

This position is responsible for coordinating all areas pertaining to district course offerings, professional development transcripts, training and event coordination, and for acting as a liaison for licensed staff in the area of professional development needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of duties 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 upon building assignments and other factors.

- Set up and coordinate speakers for New Teacher Orientation. Coordinate sessions based on individual and group identified needs.
- Develop community partnerships and outreach to support in the area of teacher and community professional development.
- Work with the Coordinator of School Improvement / Professional Development to plan and coordinate professional development for licensed staff aligned with the District Unified Improvement Plan and Strategic Plan.
- Advise licensed staff members in the assignment and monitoring of courses to support re-certification, induction completion and on-going professional growth.
- Manage Electronic Registrar Online, input and close district professional development courses, manage all attendance documentation, provide training to classified and licensed staff on use and ensure accuracy of staff transcripts.
- Provide support with end-of year induction completion meetings.
- Inventory and account for all professional development books and resources.
- Oversee online registration processes for professional development offerings.
- Create, review and disseminate marketing for professional development offerings.
- Act as liaison for in and out of District trainers.
- Coordinate venue, set-up, materials and catering for professional development events.
- Act as liaison between office of Human Resources and Professional Development.
- Participate in professional development and training to ensure that online professional development management systems are current.
- Refer licensed staff to appropriate professional development offerings and resources.
- Collect and analyze effectiveness of professional development courses / activities / events through survey development and review.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND TRAINING:

Associate's degree or applicable training in related field.

EXPERIENCE:

A minimum of five (5) years of experience in supporting professional development needs of adult learners.

SKILLS, KNOWLEDGE, EQUIPMENT & OTHER:

Knowledge of Colorado laws and regulations related to professional development and induction requirements for licensed staff. Operating knowledge and experience with office equipment and computer skills. Ability to communicate effectively verbally and in writing. Demonstrates customer service skills. Ability to initiate problem-solving tasks. English Language skills required.

CERTIFICATES, LICENSES, & REGISTRATIONS:

None

SUPERVISION/TECHNICAL RESPONSIBILITY:

None

BUDGET AND / OR RESOURCE RESPONSIBILITY:

Assists Coordinator of Professional Development in budgeting for needs, and accounting for expenditures. Oversees payroll / stipend disbursement and payment for professional development staff.

PHYSICAL DEMANDS:

Frequently required to travel to schools, professional development sites and events. The employee must occasionally lift and/or move up to 50 pounds. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT: The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS:

While performing the duties of this job, the employee is regularly required to coordinate, compare, analyze, communicate, synthesize, use interpersonal skills, and compile.



BOARD OF EDUCATION AGENDA ITEM 7.08

BOARD MEETING OF: June 26, 2013

PREPARED BY: Amber Whetstine, Coordinator of School Improvement and Professional Development

TITLE OF AGENDA ITEM: Approval of matters related to classified personnel.

ACTION/INFORMATION/DISCUSSION: Consent – Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

To gain Board approval of personnel job- description changes.

RATIONALE:

The re-classification of this position allows for a more closely aligned description of duties and responsibilities. This a new job description, thus requires Board of Education approval.

RELEVANT DATA AND EXPECTED OUTCOMES:

By addressing this action item, 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.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

☒ Student Achievement and Performance ☒ Staff Empowerment and Support
☒ Parent/Community Engagement ☒ Social and Ethical Responsibility
☒ Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: ☒ Yes ☐ No

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the re-classification and job description as recommended by administration.

APPROVED BY:
Peter Hilts, Chief Education Officer

DATE:
June 17, 2013



BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF: June 26, 2013

PREPARED BY: Stephanie Wurtz, Public Information Officer

TITLE OF AGENDA ITEM: Adoption of Participatory Media Policy and Regulation

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- Social media use is increasing among students, parents and staff members and these communications tools carry a great capacity to impact organizational and professional reputation
- The communications department manages the public image of the district, portraying, promoting and protecting the organization using a variety of communications strategies, including participatory media
- The department also assists our schools/departments in managing their own participatory media accounts.
- There is currently no policy in place to offer guidelines or strategies for facilitating effective and appropriate use of social media, specifically with staff and others associated with the district.
- Staff, parents and community members are encouraged to participate in District 49's online community and appropriate policy is necessary to guide this participation

RATIONALE: The communications department researched other districts' and organizations' policies and procedures and developed a policy and regulation that contain district wide guidance for leveraging participatory media, while facilitating brand engagement and reputation management.

RELEVANT DATA AND EXPECTED OUTCOMES:

The communications department strives to work proactively to connect with community members and share accurate and impactful information with stakeholders, thus a participatory media policy will govern official contributions and engagement in social media, distributed reporting services and other online communication platforms.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

<input checked="" type="checkbox"/> Student Achievement and Performance	<input checked="" type="checkbox"/> Staff Empowerment and Support
<input checked="" type="checkbox"/> Parent/Community Engagement	<input checked="" type="checkbox"/> Social and Ethical Responsibility
<input checked="" type="checkbox"/> Operational Efficiency and Systems Effectiveness	

FUNDING REQUIRED: ☐ Yes ☒ No

Amount Budgeted:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to send the recommended revisions forward as action items at the July meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 5, 2013



10850 East Woodmen Road • Falcon, CO 80831
Tel: 719-495-1100 • Fax: 719-494-8900
Communications Department

Participatory Media Policy – GBEE-1, GBEE-1-R

Purpose: To govern official contributions and engagement in social media, distributed reporting services and other online communication platforms as related to staff members or others who may represent themselves as staff members or affiliated with District 49

This extensive policy and regulation provide important districtwide guidance for leveraging participatory media, while facilitating engagement with our brand and deliberate reputation management.

- Staff members will have access to social media and are, along with parents and students, encouraged to participate appropriately on District 49 participatory platforms
- Participatory media philosophy – building relationships, trust, accountability and transparency for District 49 community
- Guides all officially recognized participatory media accounts, account administrators and users (schools, programs, zones, etc.)
 - Sites will be approved prior to creation
 - Training is available
 - At least two employees as site administrators (work with HR when individuals leave the district)
 - Site administrators are responsible for management and content, per this policy and regulation (same procedure as with websites)
 - Disclaimers may be necessary – stating opinions and views expressed through user interactions do not represent the district’s official position
 - The communications department issues all official statements
 - Prohibited from privately communicating with students using non-official sites
 - District will regularly review content posted
- Does not apply to individual accounts, but provides guidelines related to participation
- In coordination with policy GBEE – staff use of internet – which more explicitly guides behavior and consequences
- In coordination with human resources to monitor and report policy violations

Participatory Media Use (Regulation)

It is important to provide district-wide guidance for leveraging participatory media, while facilitating brand engagement and reputation management.

This regulations expects that:

- Participatory media accounts branded or funded by District 49 are reviewed and approved through an application process.
- Responsible administrators, individuals officially assigned to safeguard the district's best interest, back each officially recognized participatory media account.
- Participatory media best practices are considered.
- Inappropriate, offensive, injurious and illegal content is removed by District 49 account administrators or moderators, or by the request of the district public information officer.
- District 49 participatory media activity demonstrates as much interest in responding to unfavorable comments as it does favorable.
- District 49 participatory media accounts include a prescribed disclaimer statement, regarding content and opinions contained on the site.
- District 49 employees tactfully and factually engage their communities without dramatizing posts.
- The community's voice is important – the district's voice helps to spark discussions.
- Every District 49 online presence upholds the Communication Department's core values: accountability, transparency and trustworthy.

A. Use of social media sites for general business, marketing and communications

1. The District 49 public information officer is responsible for administering this policy. This person may delegate responsibilities to ensure compliance.
2. A digital communications specialist position will provide input, assistance and training for this policy and its best practices.
3. The digital communications specialist conducts day-to-day digital media monitoring services and updates the district website as needed.
4. Timely communication about the central office and Board of Education must be published by the Communications Department using an objective and transparent voice that avoids sensationalism.

5. Officially recognized participatory media accounts will not release statements on behalf of the district, unless documented (email) approval from the public information officer is obtained.
6. Applicants for officially recognized participatory media accounts must submit their profile name, description, purpose and associated profile images for approval. The Communications Department will provide guidance to ensure branding standards are maintained.
7. All social media accounts officially recognized by District 49 must have at least two district employees as administrators at all times to ensure adherence to this policy.
8. Regular attempt will be made to recognize and support digital influencers, as efforts to leverage their routine and persuasive participation for the productive development of online communities.
9. Should an employee administrator of an account leave the district for any reason, or otherwise lose interest in acting as an account administrator, it is the school or department's responsibility to designate another district employee as an account administrator and remove the former employee's administrative permissions. Whenever possible, two individuals should be appointed to act concurrently as account administrators for a social media site representing District 49.
 - a) If two employees aren't available to serve as account administrators, a member of the Communications Department may serve in that capacity.
 - b) Facebook and Twitter best practices compel routine updates. If the associated activity is no longer capable of consistent updates, the silence may be perceived as unfavorable. Social media administrators should contact the Communications Department to determine if deleting the account is in the district's best interest.
10. District 49 employees identified as administrators of accounts are responsible for managing and monitoring content of their social media accounts. Administrators are responsible to remove content that may violate the districts Social Media Policy's Procedures and Responsibilities, Guidelines for Content and Guidelines for Conduct.

B. Guidelines for Content:

1. District 49 employees are expected to adhere to same standards of conduct online as they would in the workplace. Laws and policies respecting contracting and conflict of interest, as well as applicable policies and guidelines for interacting with students, parents, alumni, donors, media and other district constituents apply online just as

they do in personal interactions. District employees are responsible for what they post to participatory media sites.

2. Use good judgment about content and respect privacy laws. Do not publish confidential information about the district, its staff or its students.
3. A media release form, signed by a parent or legal guardian, must be obtained before publishing content that identifies a minor student, such as a name or photograph. Each school's registrar is required to maintain a record of signed forms.
4. Post only content that is not threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal.
5. Remove user-generated content that promotes, fosters or perpetuates discrimination, sexual harassment, solicitations unrelated to academia, encouragement of illegal activities or information that may compromise a school's safety or security.
6. Posting or hosting information that is purposefully inaccurate and posted with malice is subject to defamation laws. However, do not delete adverse opinions about district activities. Flaunting favorable commentaries through stakeholder censorship is prohibited, as a violation of the District 49 Communication Department's core values.
7. District 49 must demonstrate as much interest in responding to unfavorable comments as it does favorable. Its community must feel encouraged to openly communicate within district-approved and administered social media. Attention must be paid to providing accurate and timely information for immediate reviewing and commenting, so as to minimize hasty reactions to ambiguity. The district appreciates that enormous resources are often required to "set the record straight" after people have reacted to vague, misleading or false reports – action is a powerful force in public opinion. It's important to deliver timely, accurate information, before misinformation affects actions. Considerable resources are required to repair a reputation, far more than the amount to maintain it.
8. Representation of your personal opinions as being endorsed by the district or any of its organizations is strictly prohibited. District 49's name or marks may not be used to imply endorsement of any opinion, product, private business, cause or political candidate. District-approved social media accounts must include this disclaimer statement: "Content posted on this page and opinions expressed through user interactions does not represent the district's official positions. For an official

statement, contact the District 49 public information officer. For more information about District 49 schools and programs, visit <http://www.d49.org>."

9. If you also maintain your own personal social media accounts, you should avoid creating confusion over whether or not the account is associated with District 49. If you identify yourself as a District 49 faculty or staff member online, it should be clear that the views expressed on your site are not those of the district and you are not acting in your capacity as a district employee. While not a requirement, district employees may consider adding the following disclaimer to personal social media accounts. "While I am an employee at Falcon School District 49, comments made on this account are my own and not that of the district."
10. District 49 is obligated to explain its activities using widespread distribution methods. Content that is produced as a paid district employee is entered into the public domain, without charge or reservations. People are allowed to lawfully republish that content posted in officially recognized participatory media. Rights for reproduction of social media commentaries is permitted by fair use. Administrators of officially recognized participatory media accounts must never knowingly provide misleading or false information, and they will not hold the district responsible for any claims resulting from their contributions.
11. Official photography will not be edited ("Photoshopped") to misrepresent a situation or otherwise violate the public's trust. Imagery should be limited to standard darkroom edits (brightness, contrast, sharpness, color, cropping), unless it's clearly an illustrative work or captioned as such.
12. When using or posting online material with direct or paraphrased quotes, thoughts, ideas, photos or videos, always include attribution. Provide a link to the original material if applicable.
13. Photographs and videos should include a caption that answers who, what, when, where and why. Avoid posting content without providing a reason for sharing it.
14. Information posted online must not contain errors in accuracy, grammar or spelling.
15. Reports posted as district news should be written in compliance with the latest Associated Press Stylebook, which helps the district maximize reader understandings, avoid libelous statements and accelerate external media exposure. Avoid the facade of self-serving and romanticizing reports – information consumers

and curators have little interest in such content today, and it's easily perceived as deceptive or disingenuous.

16. Avoid clichés, excessive capitalization (sometimes perceived as shouting) and fragmented sentences. For example, when possible, post complete thoughts with proper punctuation -- change "BOARD MEETING ROCKIN' TONIGHT!!!" to "District 49 will conduct its board meeting tonight." Micro blogs, like Twitter, compel an abridged sentence structure, such as "Board meets tonight."
17. Attempt a 90 percent response rate to posts submitted by community members. Do not act merely as an information aggregator, but also a community collaborator.
18. Contribute on a regular basis. Instead of posting five bits of information on Monday, post them Monday-Friday. However, keep time sensitive details readily available, quickly and accurately.
19. Refrain from using information and conducting activities that may violate local, state or federal laws and regulations. If you are unsure whether certain content is protected by privacy or intellectual property laws, contact the Communications Department.
20. Conversations about the ethical and progressive use of social media sites in academic settings are highly encouraged. Any district department, educator or administrator, can coordinate guided discussions with the Communications Department.

C. Guidelines for Conduct:

1. District 49 employees are expected to represent a set of core values in their communications efforts: accountability, transparency and trustworthy.
 - a) **Accountability to the public** – taking great care to expedite explanations of the district's successes and immediate responses to its failures, including apologies when found at fault.
 - b) **Transparency in actions** – guaranteeing maximum disclosure is necessary for proving the district's ability to educate its students; therefor only objective reports are permitted in the description of board action items, discussions, expenditures and changes in policy.
 - c) **Trustworthy source of information** – valuing the public's trust and respecting its needs to be informed, inform others and collaborate during planning and execution phases; broadcast and participatory media must be supported as platforms for building public trust.

2. Full-time, part-time and substitute teachers are prohibited from privately communicating with a student using non-official social media sites during their course of instruction. Interactions with enrolled students are only appropriate through district-provided channels, such as d49.org emails, district telephones or officially recognized social media pages. Forbidding private online sessions is meant to protect students, teachers and learning environments.
3. Contribute knowing that individuals from other countries, cultures, languages and religions are reading your words. Everything published online has a global reach.
4. When in doubt, do not post. You may come across negative or disparaging posts about the district, or find users trying to spark negative conversations. Reject any urge to escalate these confrontations. Request subject matter experts respond to negative posts. If necessary, contact the Communications Department for best practices in addressing difficult situations online.
5. Participatory media administrators are often perceived as online spokespersons. Posts should be optimistic and respectful of community relations and collaborations.
6. Consider all online discussions as permanently recorded dialogue.
7. District 49 retains the right to regularly review content posted to social media sites. With respect to any site maintained in the name of the district, the district may remove or cause the removal of any content for any lawful reason, including but not limited to, content deemed threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal.
8. Administrators may contact District 49's digital communications specialist at any time for consultation.

D. Use of social media sites for the placement of advertising.

1. This policy does not authorize District 49 departments to enter into advertising agreements with participatory media sites. Any district activity wishing to purchase advertising services must follow all applicable rules and policies governing both the public relations considerations and the procurement and contracting considerations related to such services.
2. Departments that require frequent or recurring use of online advertising services should work with the Communications Department to arrange for the efficient use of time and resources.

3. Remember that the ease of clicking "I accept" does not mean that the license agreement is without risk to District 49. If you are in doubt about your authority to accept an online agreement on behalf of the District 49, or the content of an agreement that is within your authority, contact the Communications Department for guidance.

Participatory Media Use

The purpose of this policy is to govern official contributions and engagement in social media, distributed reporting services and other online communication platforms.

Falcon School District 49 will use the community's online input to affect policy-making decisions. The district's digital communications efforts will provide students, parents and staff with informative online discourse. Online news stories, imagery, videos and other resources are shared to inform people about board decisions and actions, as well as individual innovation zone, school and department meetings, policies and activities.

District 49 innovation leaders, staff, principals and teachers are encouraged to share current and credible research and events involving child development and education. Their data must originate from well-cited media outlets, peer-reviewed journals and government agencies. Participatory media is a venue for district leaders to present information and share stories, allowing others to discuss it and share it. District employees, such as school key communicators and innovation leaders, will listen to online discourse and assess understandings.

This policy will apply to social media accounts created by District 49 employees for official purposes, including faculty, groups, departments, programs, entities, etc. It governs the online activities of students, parents, and staff using participatory media while representing District 49. Some examples of the various communication media included under this policy are Facebook, Twitter, Pinterest, LinkedIn, Flickr, Vimeo, YouTube, blogs and podcasts. Student and parent organizations interested in creating social media accounts that are officially recognized by the district must seek approval through the Communications Department. Officially recognized social media accounts will be publicly listed by the district in a directory on D49.org.

Exemptions

This policy will only apply to participatory media accounts created for the express purpose of officially representing District 49 groups, departments, programs, entities, etc. However, district employees acting in an individual capacity should exercise caution to clearly communicate that they are not acting in a representative capacity, or expressing the views of the district. If necessary, an example disclaimer may state: "This website is not an official representation of District 49, nor are the contributions meant to express official positions of the district."

Definitions

- *Digital Communications Specialist:* The purpose of this position is to assist District 49 in creating, managing and succeeding in participatory media outlets, as a means to boost district initiatives and stakeholder understandings. The digital communications specialist identifies individuals and groups managing social media accounts for District 49 entities, and then advises them on best practices, and encourages those who have not done so to apply for official recognition status.

- *Digital Influencer:* A person who routinely submits content to social media websites and regularly posts to sites of interest to District 49's digital communications efforts. Digital influencers are appropriately measured using algorithms administered by Klout.com.
- *District's Best Interest:* To represent the school district with maximum disclosure, accuracy, timeliness and lawfulness while protecting the brand and reputation of the institution.
- *Distributed Reporting Services:* The Internet contains numerous distributed reporting services for citizen journalism, as an integral part of participatory media. Numerous online projects offer real-time solutions for distributed on-site media reporting and collaborative event coverage. The Web-based services provide a highly scalable and localizing infrastructure to inform hometown, national, international and niche markets. Types of distributed reporting services include CNN iReport, Yahoo! Contributor, YourHub and FreshInk.
- *Officially Recognized Participatory Media Account:* Accounts branded or funded by District 49 after being reviewed and approved by the Communications Department.
- *Participatory Media:* Participatory media is software designed to disseminate information through social interactions using highly accessible and scalable publishing techniques. Types of Web-based participatory media include distributed reporting services, social media platforms, community- and topic-centric forums, blogs, wikis, RSS, tagging and social bookmarking, music-photo-video sharing, podcasts and crowdsourcing projects.
- *Participatory Media Administrator:* A person who officially manages participatory media accounts and posts, curates and moderates information while under an organizational title, rather than their real name.
- *Participatory Media Best Practices:* Best practices are widely recognized guidelines, ethical considerations and conventions for successful participatory media campaigns and accounts.
- *Poster or User:* A person submitting content to social media sites or other online commentaries.
- *Public Information Officer:* The public information officer is a position approved in February 2012 for the Communications Department. As the manager of the expanding Communications Department, one of the key purposes of this position is to provide oversight and authority of District 49's contributions to participatory media outlets.
- *Social Media:* Social media software uses Internet and web-based technologies to decentralize and democratize information. Social media has transformed people from content consumers to content producers. Types of social media include networks like Facebook, Twitter, Pinterest, Flickr, Vimeo and YouTube, as well as blogs and podcasts.



BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF: June 26, 2013

PREPARED BY: Amber Whetstine, Coordinator of School Improvement and Professional Development

TITLE OF AGENDA ITEM: Professional Development Update

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

This purpose of this agenda item is to update the Board of Education on innovative professional development practices occurring within the district to support schools and zones with high-quality teaching and learning.

Current initiatives include:

- conducting a year-long study to analyze the needs of the current teacher induction program.
- developing University partnerships to enhance teacher preparation programs and continuing education offerings.
- creating a "Model Classroom" at Sand Creek High School, which will serve as a laboratory for researching and implementing cutting edge instructional practices.
- Implementing professional development aimed to intentionally increase the effective use of instructional technology in the classroom.
- instituting a program to support teachers in working toward National Board Certification.
- providing a greater variety of professional development offerings to teachers through face-to-face and digital modalities.
- enhancing the current Leadership Academy Program.

RATIONALE:

The Board of Education recently adopted a strategic plan, which envisions our students "...boldly going where no student has gone before." In order to support this vision, teachers will need the necessary professional development to support them in teaching in a way they have never taught before.

RELEVANT DATA AND EXPECTED OUTCOMES:

A robust professional development program will contribute to increasing innovative teaching practices throughout our District schools. When teacher effectiveness is high, student achievement increases. Continuing to emphasize a strong and comprehensive high-quality professional development program will continue to be a goal for the 2013-2014 school year. With guidance and input from the Chief Education Officer, we will continue to develop this program.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Student Achievement and Performance | <input checked="" type="checkbox"/> Staff Empowerment and Support |
| <input type="checkbox"/> Parent/Community Engagement | <input type="checkbox"/> Social and Ethical Responsibility |
| <input checked="" type="checkbox"/> Operational Efficiency and Systems Effectiveness | |

FUNDING REQUIRED: Yes X No

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

N/A

APPROVED BY: Peter Hiltz, Chief Education Officer **DATE:** June 14, 2013



BOARD OF EDUCATION AGENDA ITEM 8.03

BOARD MEETING OF:

June 26, 2013

PREPARED BY:

Dianne Kingsland, STEM Coordinator

TITLE OF AGENDA ITEM:

STEMx BOCES

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Falcon School District has become a regional leader in the development of STEM/CTE alliances, efforts and education. The District recognizes that certain funding, economies of scale and other benefits may arise through collaboration between local districts and IHEs in this critical area of education. Since other local districts do not have the necessary expertise and resources to focus and develop programs in their respective school systems, Falcon School District 49 may wish to participate in the creation and governance of a new Board of Cooperative Educational Services in order to better align and coordinate efforts in this regard.

RATIONALE: STEM/CTE educational approaches and coordination with enterprises and experts in related fields are highly sought by multiple stakeholders. However, school districts, with increasingly limited resources, have historically been unable to put forth the effort required to coordinate business, higher education, military and educational interests as a means of creating meaningful programs.

The District has recently demonstrated that formation of a BOCES in conjunction with an IHE affords local educators a high level of support in a stable framework, with the added benefit of pooled resources and reach.

RELEVANT DATA AND EXPECTED OUTCOMES:

A BOCES ("STEMx") will be entitled to receive grants and traditional funding and may create programs and schools with such funding without negative impact to the District. Such programs and schools will greatly benefit District students and families as well as local business interests. It is anticipated that special funding may be available for the particular programs envisioned by the STEMx BOCES, however, such funding would not likely be directed to a district such as Falcon absent the partnerships and collaboration that will be created through this effort. The resulting entity will be recognized by the state and eligible to act as an educational entity, yet it will have the ability to attract and develop partnerships with local colleges, large and small business interests, developers and other relevant parties.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

<input checked="" type="checkbox"/> Student Achievement and Performance	<input type="checkbox"/> Staff Empowerment and Support
<input checked="" type="checkbox"/> Parent/Community Engagement	<input checked="" type="checkbox"/> Social and Ethical Responsibility
<input type="checkbox"/> Operational Efficiency and Systems Effectiveness	

FUNDING REQUIRED: X Yes No

Amount Budgeted: Portion of CTE/STEM Coordinator salary until BOCES formally recognized as well as legal fees and some administrator efforts related to same.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

N/A

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

DATE: June 18, 2013