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**Mission Statement**

To prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

***ANNOUNCEMENT/NOTICE***

**BOARD OF EDUCATION WORK SESSION**

**September 25, 2013**

**6:45 p.m.**

**Education Services Center – Board Room**

**PURPOSE:**

1. Accreditation of Schools
2. Insurance Changes
3. Treasurer's Report
4. Charter School Application Presentation
5. iConnect Zone Update
6. Zone Leadership and Education Services Office Roles as Related to Strategic Plan
7. DAAC Yearly Report
8. Policy Revisions: ADC, Tobacco Free Schools; GBED, Staff Conduct & Responsibilities; and JICG, Tobacco Free Schools.
9. Construction Permit/Inspection Program
10. Cultural Capacity Initiative
11. Mid-monthly Chief's report

DATE OF POSTING: September 19, 2013

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Donna Teubner  
Executive Assistant



## **BOARD OF EDUCATION AGENDA ITEM 1**

<b>BOARD MEETING OF:</b>	September 25, 2013
<b>PREPARED BY:</b>	Amber Whetstine
<b>TITLE OF AGENDA ITEM:</b>	Accreditation of Schools
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Colorado Department of Education recently released District Performance Framework and School Performance Framework reports to schools in Colorado. Falcon School District received a rating of “Accredited” based on seven indicators; Academic Achievement, Academic Growth, Academic Growth Gaps, Post Secondary and Work Force Readiness, Test Participation, Finance and Safety. Each of the District’s schools also received a rating from the state, indicating a proposed accreditation category and school improvement plan (Unified Improvement Plan) type. Schools are rated based on five performance indicators; Academic Achievement, Academic Growth, Academic Growth Gaps, Post Secondary and Work Force Readiness and Test Participation.

**RATIONALE:** Falcon School District will continue to offer accredited schools and use the District and School Performance Frameworks as tools to improve student achievement.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The District Performance Framework and each of the School Performance Frameworks are attached. Additionally, a spreadsheet indicating the proposed accreditation rating for each school is included.

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to action item for the October 10 Regular Board Meeting.

**APPROVED BY:** Peter Hilts, CEO

**DATE:** September 10, 2013

### 2013 Accreditation Summary

	Academic Achievement	Academic Growth	Academic Growth Gaps	Postsecondary Workforce Readiness	Accreditation Category	Percentage Points
District 49	Meets	Meets	Approaching	Meets	Accredited	70.9
Evans	Meets	Meets	Approaching		Performance	62.3
Falcon Elementary	Meets	Meets	Meets		Performance	72.9
Meridian Ranch	Meets	Meets	Meets		Performance	75.1
Odyssey	Meets	Meets	Meets		Performance	71.9
Remington	Meets	Meets	Approaching		Performance	67.2
Ridgeview	Meets	Meets	Meets		Performance	71.6
Stetson	Meets	Meets	Approaching		Performance	71.7
Springs Ranch	Meets	Meets	Meets		Performance	70.9
Woodmen Hills	Meets	Meets	Approaching		Performance	65.8
Falcon	Meets	Meets	Approaching		Performance	66.6
Horizon	Meets	Approaching	Approaching		Performance	63
Skyview	Meets	Approaching	Approaching		Performance	56.2
Falcon High	Meets	Meets	Approaching	Exceeds	Performance	73.9
Sand Creek	Meets	Meets	Approaching	Meets	Performance	67.7
Vista Ridge	Meets	Approaching	Approaching	Meets	Performance	63.8
Banning Lewis	Meets	Meets	Meets		Performance	78.4
PPSEL	Meets	Meets	Meets		Performance	74.8
RMCA	Meets	Meets	Approaching		Performance	68.8
Imagine Classical	Meets	Meets	Approaching		Performance	68.4
Falcon Virtual	Approaching	Meets	Meets	Meets	Performance	74.6
PLC	Does Not Meet	Approaching	Approaching	Approaching	Pending AEC Framework	41

GOAL Academy	Does Not Meet	Approaching	Does Not Meet	Does Not Meet	Pending AEC Framework	31.2
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# District and School Accreditation



**PRESENTED BY: AMBER WHETSTINE, COORDINATOR  
OF SCHOOL IMPROVEMENT**

**FALCON SCHOOL DISTRICT 49  
BOARD OF EDUCATION WORK SESSION  
SEPTEMBER 25, 2013**

# District Accreditation



- Districts are accredited at the state level by the Colorado Department of Education (CDE)
- Districts are measured in the following areas:
  - Academic Achievement
  - Academic Growth
  - Growth Gaps
  - Postsecondary Workforce Readiness
  - Safety
  - Finance
  - Test Participation

# District Performance Framework

District: FALCON 49 - 1110

(All - 1 Year)

## Accredited

This is the district's official accreditation rating, which is based on the 1 Year District Performance Framework. Districts are designated an accreditation category based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the accreditation category. Additionally, failing to meet finance, safety, test administration and/or test participation assurances will result in a lower accreditation category.

Accreditation Category	Framework Points Earned
Accred. w/Distinction	at or above 80%
Accredited	at or above 64% - below 80%
Accred. w/Improvement Plan	at or above 52% - below 64%
Accred. w/Priority Impr. Plan	at or above 42% - below 52%
Accred. w/Turnaround Plan	below 42%

Framework points are calculated using the percentage of points earned out of points eligible. For districts with data on all indicators, the total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>	
Academic Achievement	Meets	72.9% ( 10.9 out of 15 points )	
Academic Growth	Meets	65.5% ( 22.9 out of 35 points )	
Academic Growth Gaps	Approaching	53.9% ( 8.1 out of 15 points )	
Postsecondary and Workforce Readiness	Meets	82.8% ( 29.0 out of 35 points )	

## Test Participation<sup>3</sup>

Meets 95% Participation Rate

TOTAL	70.9% ( 70.9 out of 100 points )	
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<sup>2</sup> Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

<sup>3</sup> Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

## Finance<sup>4</sup>

Meets Requirements

## Safety<sup>4</sup>

Meets Requirements

<sup>4</sup> Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.

## Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	99.8%	99.7%	98.2%	99.4%	Meets	Meets	Meets	Meets	3685	3462	1955	9102	3691	3473	1991	9155
Mathematics	99.8%	99.7%	98.9%	99.6%	Meets	Meets	Meets	Meets	3674	3463	1969	9106	3681	3473	1991	9145
Writing	99.9%	99.6%	98.6%	99.5%	Meets	Meets	Meets	Meets	3686	3461	1963	9110	3690	3474	1991	9155
Science	99.7%	99.6%	97.8%	99.1%	Meets	Meets	Meets	Meets	1182	1139	942	3263	1185	1144	963	3292
Colorado ACT	-	-	98.4%	98.4%	-	-	Meets	Meets	-	-	905	905	-	-	920	920

# District Elementary Results

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW							Level: Elementary	
District: FALCON 49 - 1110							(1 Year)	
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile	
Reading	3	4		Meets	3496	77.43	69	
Mathematics	3	4		Meets	3490	76.45	67	
Writing	3	4		Meets	3494	59.79	67	
Science	3	4		Meets	1127	54.84	65	
Total	12	16	75%	Meets				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	2129	47	27	Yes
Mathematics	3	4		Meets	2125	46	43	Yes
Writing	3	4		Meets	2128	52	39	Yes
English Language Proficiency (ACCESS)	0.5	2		Does Not Meet	203	34	-	-
Total	9.5	14	67.9%	Meets				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	12	20	60%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	566	44	35	Yes
Minority Students	3	4		Meets	737	49	32	Yes
Students with Disabilities	2	4		Approaching	221	41	66	No
English Learners	3	4		Meets	114	56	41	Yes
Students needing to catch up	2	4		Approaching	458	54	62	No
Mathematics	11	20	55%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	564	45	48	No
Minority Students	3	4		Meets	737	48	48	Yes
Students with Disabilities	1	4		Does Not Meet	220	37	74	No
English Learners	3	4		Meets	114	53	53	Yes
Students needing to catch up	2	4		Approaching	439	48	76	No
Writing	13	20	65%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	564	48	44	Yes
Minority Students	3	4		Meets	736	51	42	Yes
Students with Disabilities	2	4		Approaching	220	46	73	No
English Learners	3	4		Meets	114	59	46	Yes
Students needing to catch up	2	4		Approaching	948	53	57	No
Total	36	60	60%	Approaching				



# District Middle School Results

Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW							Level: Middle	
District: FALCON 49 - 1110							(1 Year)	
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile	
Reading	3	4		Meets	3291	74.54	65	
Mathematics	3	4		Meets	3292	57.05	72	
Writing	3	4		Meets	3290	63.83	73	
Science	3	4		Meets	1074	55.4	67	
<b>Total</b>	<b>12</b>	<b>16</b>	<b>75%</b>	<b>Meets</b>				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	3034	48	24	Yes
Mathematics	2	4		Approaching	3037	43	62	No
Writing	3	4		Meets	3030	49	38	Yes
English Language Proficiency (ACCESS)	1	2		Approaching	47	41	-	-
<b>Total</b>	<b>9</b>	<b>14</b>	<b>64.3%</b>	<b>Meets</b>				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
<b>Reading</b>	<b>12</b>	<b>20</b>	<b>60%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	3	4		Meets	795	45	32	Yes
Minority Students	3	4		Meets	1071	48	29	Yes
Students with Disabilities	1	4		Does Not Meet	274	39	76	No
English Learners	3	4		Meets	129	53	41	Yes
Students needing to catch up	2	4		Approaching	701	47	63	No
<b>Mathematics</b>	<b>8</b>	<b>20</b>	<b>40%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	793	37	70	No
Minority Students	2	4		Approaching	1071	43	69	No
Students with Disabilities	1	4		Does Not Meet	276	34	95	No
English Learners	2	4		Approaching	129	51	75	No
Students needing to catch up	2	4		Approaching	1048	44	89	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	796	42	47	No
Minority Students	3	4		Meets	1067	46	44	Yes
Students with Disabilities	1	4		Does Not Meet	274	39	84	No
English Learners	2	4		Approaching	130	45	53	No
Students needing to catch up	2	4		Approaching	1052	49	73	No
<b>Total</b>	<b>30</b>	<b>60</b>	<b>50%</b>	<b>Approaching</b>				

# District High School Results

## Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: High

District: FALCON 49 - 1110

(1 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	3	4		Meets	1837	72.78	54
Mathematics	3	4		Meets	1851	35.44	57
Writing	3	4		Meets	1844	53.09	57
Science	2	4		Approaching	891	48.71	48
<b>Total</b>	<b>11</b>	<b>16</b>	<b>68.8%</b>	<b>Meets</b>			

Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	1705	48	12	Yes
Mathematics	2	4		Approaching	1716	41	83	No
Writing	2	4		Approaching	1712	43	42	Yes
English Language Proficiency (ACCESS)	2	2		Exceeds	36	73	-	-
<b>Total</b>	<b>9</b>	<b>14</b>	<b>64.3%</b>	<b>Meets</b>				

Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
<b>Reading</b>	<b>13</b>	<b>20</b>	<b>65%</b>	<b>Meets</b>				
Free/Reduced Lunch Eligible	3	4		Meets	354	48	27	Yes
Minority Students	3	4		Meets	641	45	20	Yes
Students with Disabilities	2	4		Approaching	125	40	90	No
English Learners	3	4		Meets	67	55	45	Yes
Students needing to catch up	2	4		Approaching	460	45	73	No
<b>Mathematics</b>	<b>8</b>	<b>20</b>	<b>40%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	355	42	94	No
Minority Students	1	4		Does Not Meet	649	39	93	No
Students with Disabilities	2	4		Approaching	126	46	99	No
English Learners	1	4		Does Not Meet	68	37	96	No
Students needing to catch up	2	4		Approaching	890	42	99	No
<b>Writing</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	355	43	65	No
Minority Students	2	4		Approaching	643	45	52	No
Students with Disabilities	2	4		Approaching	126	50	97	No
English Learners	2	4		Approaching	68	52	76	No
Students needing to catch up	2	4		Approaching	710	44	88	No
<b>Total</b>	<b>31</b>	<b>60</b>	<b>51.7%</b>	<b>Approaching</b>				

Postsecondary and Workforce Readiness	Points Earned	Points Eligible	% Points	Rating	N	Rate/Score	Expectation
Graduation Rate: 4yr/5yr/6yr/7yr	4	4		Exceeds	937/854/800/830	89.6/89.8/90.9/85.7%	80%
Disaggregated Graduation Rate	3.25	4	81.3%	Meets			
Free/Reduced Lunch Eligible	0.75	1		Meets	258/191/186/167	82.6/81.7/84.4/74.3%	80%
Minority Students	1	1		Exceeds	317/278/269/267	88/87.8/91.1/82.8%	80%
Students with Disabilities	0.75	1		Meets	78/71/90/71	64.1/69/83.3/67.6%	80%
English Learners	0.75	1		Meets	23/18/21/N<16	78.3/83.3/76.2/-%	80%
Dropout Rate	4	4		Exceeds	7408	0.7%	3.6%
Colorado ACT Composite Score	2	4		Approaching	905	19.6	20.0
<b>Total</b>	<b>13.25</b>	<b>16</b>	<b>82.8%</b>	<b>Meets</b>			

# District Unified Improvement Plan



- Based on District Performance Framework
- Input From: Education Office Leaders, Innovation Zones,
- Reviewed by: District Accountability Advisory Committee
- Approved by: Board of Education
- Submitted to CDE for review and public viewing



# School Accreditation



- Districts accredit schools
- Schools are measured in the following areas:
  - Academic Achievement
  - Academic Growth
  - Growth Gaps
  - Postsecondary Workforce Readiness
  - Test Participation

# School Accreditation



- Schools receive a School Performance Framework
- Each framework assigns a school Unified Improvement Plan type:
  - Performance
  - Improvement
  - Priority Improvement
  - Turn Around
- Districts determine accreditation ratings for schools

# School Unified Improvement Plans



- Based on School Performance Framework
- Utilizes state approved template
- Developed by: School Leadership, School Staff and School Accountability Advisory Committees
- Reviewed by: Zone Leadership with Learning Services Support

# School Unified Improvement Plans



- Approved by the Board of Education
- Submitted to CDE
- Priority Improvement and Turn Around Plans reviewed by CDE with feedback
- All plans published on CDE website for public viewing



**Questions?**





## **BOARD OF EDUCATION AGENDA ITEM 2**

<b>BOARD MEETING OF:</b>	September 25, 2013
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer Shannon Hathaway, Risk & Benefit Program Manager
<b>TITLE OF AGENDA ITEM:</b>	Recommended Changes to District Benefit Plan for 2013
<b>ACTION/INFORMATION/DISCUSSION:</b>	Work Session Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** In July 2008, Falcon School District embarked on plan to self-fund its Health Insurance benefit program. This was and continues to be a good and appropriate strategy for a business this size (1,400+ employees).

Every year, virtually every company that provides a benefit program has to make adjustments to that program in terms of offerings and pricing to allow the program to continue. For self-funded programs such as ours, the adjustments are more at our discretion rather than simply being 'told' by the insurance underwriter. However, having that discretion comes with risks associated with making decisions that could harm the viability of the plan in the future.

In May 2011, we significantly changed our health plan offering to cease providing a HMO option and begin offering an HSA option. This was done in recognition of where the future lies with health care and to control costs for the district, and the employees by extension, as a result. However, since an HAS account has income tax implications for the employee, it was also necessary for us to switch our 'plan year' from a fiscal year basis to a calendar year basis. Therefore, the plan changes and pricing that went into effect on July 1, 2011 were designed to cover eighteen months, through December 31, 2012 rather than a normal twelve month renewal. This is the first year we are renewing on a regular, 12-month, calendar year cycle.

**RATIONALE:** In general a self-funded health insurance plan should strive for a fund balance that represents one-third (33%) of the average annual expense load. This helps the fund absorb any timing anomalies in the expense pattern and any case anomalies in the lives of the insured. We continue to make progress toward that goal. As of June 30, 2013, the fund balance represents 30% of the annual spend recognized for 2011-12. The expense load for 2012-13 was, we believe, abnormally light, so we intentionally use the prior year as the denominator in this year's ratio.

**RELEVANT DATA AND EXPECTED OUTCOMES:** With a healthy but 'not quite there' fund balance, we can continue to make measured progress in growing the fund balance in a way that does not unduly harm employees or put a significant strain on the general fund.

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No \_\_\_

**AMOUNT BUDGETED:**

### **RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

Final recommendation to be proposed at the October regular Board of Education meeting.

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** September 18, 2013



### **BOARD OF EDUCATION AGENDA ITEM 3**

<b>BOARD MEETING OF:</b>	September 25, 2013
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer
<b>TITLE OF AGENDA ITEM:</b>	Treasurer's Report to the Community
<b>ACTION/INFORMATION/DISCUSSION:</b>	Work Session Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** In September 2011, we issued a 'Treasurer's Report to the Community' that was intended to give readers some broader information about 3-4 relevant topics to the district. We did not issue a report last year, but would prefer to issue one each year for the general purpose of supporting the Big Rocks of the strategic plan by providing the community with additional detail on issues important to the District.

**RATIONALE:** There are usually a certain few issues that we in district leadership would like the community at large to understand well and have a consistent message and relevant data to support that message. This report is intended to focus on those few issues and provide that limited, but relevant, piece of data to support the message.

**RELEVANT DATA AND EXPECTED OUTCOMES:** We hope that this report is seen as a positive outreach of the District, from both Administration and the Board of Education, to the 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 System Effectiveness			

**FUNDING REQUIRED:** Yes \_\_\_\_ No \_\_\_\_

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

After final edits, this will be posted on the district web page with some limited hard copy availability as well.

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** September 18, 2013



# TREASURER'S REPORT

Falcon School District 49

**District 49 prepared this report to keep its community informed about the district's financial position.** It explains the district's strategies and needs, and operational and facility situations. We are dedicated to making District 49 the best place to learn, work and lead. The district's strategic plan affirms our commitment to efficiency, spending wisely, and showing our community where funding is spent. Your feedback is welcomed.

## Marie LaVere-Wright

Treasurer, Board of Education  
mlavere-wright@d49.org

## Brett Ridgway

Assistant Treasurer  
Chief Business Officer  
bridgway@d49.org



Brett Ridgway and Marie LaVere-Wright

**This report to the public covers four topics relevant to the district, its current financial position, and potential future impacts:**

- ✓ Financial Transparency
- ✓ Fiscal Responsibility
- ✓ Good Problems
- ✓ Amendment 66, Initiative 22, SB 13-213

## :: Treasurer's Report to the Public, 2013 ::

### Financial Transparency

**District 49 has long been a leader in financial transparency.** It embraced the movement that became part of Colorado statute in 2010. A great deal of detailed financial information is available to community members. On the district website, <http://www.d49.org>, navigate to the 'About D49' menu, and select "Finance." That'll take you to the page with district reporting for financial transparency. This finance webpage hosts audit reports, Board of Education financial reports, budget reports and presentations, disbursement registers and investment reports. Reviewing this information, in the proper context, provides District 49's community with a substantial understanding of what it takes to manage the school district from a financial perspective.



District 49 is the 18th largest district in Colorado, out of 178 districts. In 2013-2014, District 49 is expected to grow to the 14th largest. We service about 19,000 students, with approximately 1,500 employees and an expense budget of nearly \$120 million. Managing a business operation of this size is complex and the district's financial transparency page strives to provide context and clarity to our community. When viewing reports posted on the webpage, please keep scale and context in mind. There are times when we use the district's size and scale to our advantage and financial transactions reflect that with fewer, but larger, transactions for a particular product or service. Conversely, the district's innovation zone model allows for autonomy and local decision-making, so sometimes a multitude of smaller-valued transactions are used instead.



♦ 10850 East Woodmen Road, Peyton, CO 80831 ♦ 719.495.1100





# TREASURER'S REPORT

Falcon School District 49

## Fiscal Responsibility

**District 49 strives to remain a trustworthy recipient of taxpayer investment.** Throughout continued growth, the district's financial outlook remains fundamentally sound. From a business perspective, we benefit from inspiring teamwork initiatives and professional development. Highly qualified financial staff members work in close collaboration with educational leaders. That collaboration is a key contributor to the district's solid financial position. When its community asks for more efficiency, the district responds. The values with which we manage our district financially reflect the values of our community. The district's culture is ensuring we operate responsibly with taxpayer dollars. From a financial perspective, we point to a couple of items:

1. District 49, like all public entities, is subject to an annual financial audit by an independent audit firm. For the last couple of years, Hoelting and Company Inc., an external auditor, has consistently provided opinions stating District 49 finances are sound and follow appropriate accounting principals.
2. We have the sophistication to self-prepare the audit report, titled "Comprehensive Annual Financial Report," which includes relevant statistical information to supplement the financial data normally presented.
3. All school districts are measured against each other and against an expectation of fiscal responsibility by the Office of the State Auditor. District 49 compares favorably. Among our peers, the 20 largest school districts in Colorado, District 49 has consistently ranked in the top five for overall fiscal responsibility. We do this with one of the lowest levels of funding from the state formula, and without any additional override funding from local taxpayers. District 49 is one of the most efficient districts in Colorado.

## The 'Good' Problems

**For Colorado school districts, it's better to be a growing district than a declining district.** District 49 has long been one of the fastest growing districts in Colorado. In the Colorado Springs area, well over 90% of the annual growth is taking place within our district boundaries, while all other districts account for the remaining 10%, with some growing moderately, and some declining.



By coordinating this student growth with implementation of the district's vision of efficiency and effectiveness in operations, and by intentionality modifying our funding models, District 49 continues to deliver quality education using sound financial principals. What looms on the horizon is opportunity. We look forward to providing our students even greater opportunities for learning that launch them toward success. For this, the district is creating a robust portfolio of schools that, provide a full spectrum of educational options through distinct education programs, delivery models, and physical settings.

The growth District 49 has realized since the last series of capital expansion projects has filled our buildings. We are excited about additional growth ahead, and about continuing innovations to adapt educational models and programs to comfortably and capably reach today's students.



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# TREASURER'S REPORT

Falcon School District 49

## Enrollment Versus Core Capacity

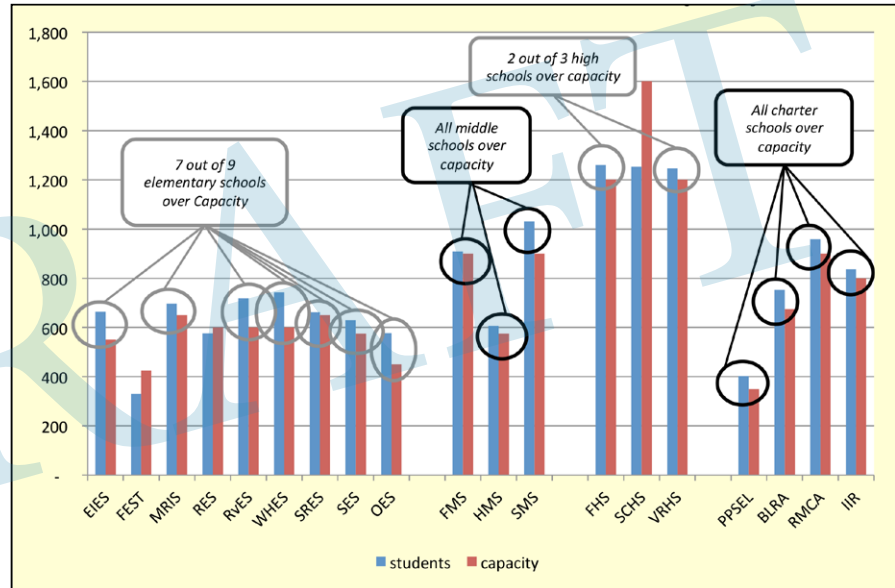
District 49 covers 133 square miles of urban and rural areas in El Paso County, consisting of three traditional learning zones and an alternative solutions zone. All middle and charter schools are operating over core capacity, along with seven out of 10 elementary schools and two out of three high schools.

**Falcon Zone:** Falcon Elementary School, Meridian Ranch Elementary School, Woodmen Hills Elementary School, Falcon Middle School and Falcon High School.

**POWER Zone:** Odyssey Elementary School, Stetson Elementary School, Ridgeview Elementary School, Skyview Middle School and Vista Ridge High School.

**Sand Creek Zone:** Evans International Elementary School, Remington Elementary School, Springs Ranch Elementary School, Horizon Middle School and Sand Creek High School.

**iConnect Zone:** Falcon Virtual Academy, Patriot Learning Center, Falcon Homeschool Enrichment Program and K-8 charters: Imagine Classical Academy, Pikes Peak School of Expeditionary Learning, Rocky Mountain Classical Academy and Banning Lewis Ranch Academy.



*Falcon School District 49 is bursting at its seams - growth, a good problem!*

## 4 Zones

### iConnect Zone

**Kim McClelland**  
Innovation Leader

- ▶ Virtual Academy
- ▶ Alternative Learning
- ▶ Homeschool Enrichment
- ▶ GED Prep Program
- ▶ Charter Schools

### Falcon Zone

**Monty Lammers**  
Innovation Leader

- ▶ Health Sciences Academy
- ▶ Finance Academy
- ▶ Air Force Junior ROTC

### Sand Creek Zone

**Sean Dorsey**  
Innovation Leader

- ▶ International Baccalaureate
- ▶ Media, Arts, Communications
- ▶ Community Service Learning

### POWER Zone

**Mike Pickering**  
Innovation Leader

- ▶ Elementary Science Labs
- ▶ Engineering Academy
- ▶ Robotics and Technology



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# TREASURER'S REPORT

Falcon School District 49

## Amendment 66, Initiative 22, SB 13-213

**Increasing the level of financial investment in District 49 is critical to preparing our students for success in the future.** What that investment is, what it is targeted for, and where it comes from are normal, sometimes political, questions for our community to consider. District 49 is deeply involved with the current movement to increase funding for Colorado schools, which will be proposed to voters as Amendment 66 during November elections. Amendment 66, formally Initiative 22, is the funding and constitutional requirement to implement Senate Bill 13-213, which was passed by the Colorado State Legislature in May 2013. District 49, as a public entity, will be directly affected by the proposed initiatives. There are several private websites providing Amendment 66 information to guide your decision, such as supporting opinions at <http://coloradocommits.com/66-explained/>, and opposing views at <http://www.coforrealethereform.com>.

In conjunction with the Board of Education, District 49 leaders are actively involved in the legislation behind the amendment, SB13-213. During the legislative session, we provided testimony to both the Senate and House education committees with concerns over language in the bill that distinctly favored a couple of school districts; District 49 is not one of those districts. As a result, the district's official position has been, and continues to be, to amend 213 to improve not only how it affects District 49, but also to make it more fair and equitable to all school districts.

Colorado's current school funding program allocation for District 49 is next to last out of 178 school districts. SB13-213, as written, will not improve the district's relative position. In fact, it increases the disparity between District 49 and other districts among the 20 largest in Colorado. For example, Denver Public Schools, one of the intended big winners of this legislation, will see an increase of \$705 per pupil more than District 49. This is on top of a current advantage that DPS has of \$741 per pupil. Although there have been promises to improve the bill after the amendment passes, we would rather fix the bill first.

	Per Pupil Increase	
	per 13-213	Students
DPS	\$1,086	85,230
FSD	\$381	15,341

*note that FSD increase is less than investment dollars (\$430), meaning program formula funding goes down!*

## How to Get Involved

For more in-depth financial information, visit <http://www.d49.org>. We encourage you to visit regularly and stay informed on the financial view of the district. In addition, there are many opportunities to become involved with District 49. Each school has a School Advisory Committee. The District Accountability and Advisory Committee includes a budget subcommittee. Contact your neighborhood school to get involved. We appreciate your participation in the education of our children. We are committed to ongoing improvement in the delivery of education services and, by extension, the quality of the educational product.

## Mission

Our mission is to prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society. We strive to be a place of opportunity and specialized education for every child. We have built our curriculum with the mission to not only graduate all of our students, but to fully prepare them for success in college and careers after their time in the district is done.



Download this report at <http://www.d49.org>.



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## **BOARD OF EDUCATION AGENDA ITEM 4**

<b>BOARD MEETING OF:</b>	September 25, 2013
<b>PREPARED BY:</b>	Kim McClelland
<b>TITLE OF AGENDA ITEM:</b>	Charter School Applications
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Charter Schools Act (C.R.S. 22-30.5-110) outlines specific requirements for school districts to receive and consider charter school applications. Valiant Academy and Adventures in Learning Career Academy (ALCA) have submitted charter school applications by the district's deadline and are in the process of being evaluated by district staff, the DAAC, and external experts. This year the district is using the online CHART (Charter school Application Review Tool) system for staff and expert evaluations of the charter school applications. The statutory process for charter school applications includes the requirement for the Board of Education to hold two public hearings. Tonight's meeting is the first. First, staff will provide an overview of the process being used since it is new and then staff will introduce both founding teams. The applicants will present a short presentation about their proposed school and the board may ask questions. By law, the board must make a decision on the charter school application by the end of October. It is planned that at the Oct. 10th meeting, the board will vote on a resolution either approving or denying these two charter school applications. At that time, staff will make a recommendation to the board regarding the evaluation of the proposed charter schools.

**RATIONALE:** Colorado law requires a transparent and extensive process related to the reception, review and disposition of new charter school applications. This information item is brought forward to provide the community with notice that the applications have been received, as well as to afford the board, staff and community an opportunity to review and comment upon the receipt of the applications.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Staff is in the process of collecting evaluation data from external experts and district staff using the CHART online system and DAAC members via a questionnaire. The findings will be presented to the board at its Oct. 10th meeting. The expected outcome is that the district will have conducted a fair and objective evaluation of the proposed charter school application that is aligned with the National Association of Charter School Authorizer's Principles and Standards.

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** None, information only.

**APPROVED BY:** Peter Hilts, CEO

**DATE:** September 13, 2013



# Charter School Applications 2013

Valiant Academy

Adventures in Learning Career Academy



# Charter School Application Review

- Using an abbreviated rubric
  - DAAC subcommittee members
- Using CHART
  - External experts from Charter School Solutions
  - District staff

# CHART

- Charter school application review tool
- An online system using the state model application and review rubric
- All evaluator scores are aggregated and averaged
- Evaluator comments and questions are collected for use during the capacity interview

# Capacity Interview

- Meet the applicants to establish relationship
- Determine the founding team's ability to open and operate a charter school
- Ask questions to clarify or seek additional information about the proposed school
- Applicant team responds with written documentation

# Timeline

- Applications submitted—Aug. 15
- Application evaluation by staff—Sept. 13
- Application evaluation by DAAC—Sept. 20
- Capacity interview
  - Valiant Academy, Sept. 18 (response due Sept. 24)
  - ALCA, Sept. 27 (response due Oct. 1)
- Decision by BOE—October 10

# Valiant Academy

- Initially K-7 (#220), growing through 12<sup>th</sup> grade (#535)
- Project based learning
- Within a supportive and safe culture, Valiant Academy integrates technology and project based learning into a rigorous curriculum that prepares K-12 students for post-secondary success in the 21<sup>st</sup> century as self-motivated, innovative thinkers who seek to resolve challenges collaboratively.

# Adventures in Learning Career Academy

- Initially 6-8 (#300) growing to 6-12 (#700)
- Career academy model
- *Adventures in Learning Career Academies mission is to prepare all students to be life-long learners and responsible productive citizens. Through the implementation of a rigorous curriculum infused with career themes which is combined with cutting-edge career planning, development, instruction and training, we will inspire and drive the development of 21st century skills for all students.*

# Adventures in Learning Career Academies



Falcon District 49 Charter School Proposal



# Adventures in Learning Career Academies Mission and Vision



## Our Mission

Adventures in Learning Career Academies mission is to prepare all students to be life-long learners and responsible productive citizens. Through the implementation of a rigorous curriculum infused with career themes which is combined with cutting-edge career planning, development, instruction and training, we will inspire and drive the development of 21st century skills for all students.

## Our Vision

Adventures in Learning Career Academies will provide an educational environment founded in rigorous academics, career focused, and constant support for post-secondary success.



# Adventures in Learning Career Academies

## Key Features



- ❧ Serve 6<sup>th</sup> – 12<sup>th</sup> Grades
- ❧ Small Class Size
- ❧ Offer an Extended School Day & Year
- ❧ Careers Focus
- ❧ College Preparatory Curriculum

# Adventures in Learning Career Academies

## Target Student Population



- ❧ Low Performing Students (According to TCAP)
- ❧ Economically Disadvantaged Families
- ❧ Minority Families

# Adventures in Learning Career Academies Core Curriculum



- ❧ College Preparatory Curriculum
  - ❧ Academic Readiness
  - ❧ Meet College Entry Requirements
  - ❧ No Remediation at Collegiate Level

# Adventures in Learning Career Academies

## Career Academy Model



### ❧ Our Model

❧ Proven Model

❧ Combines College Prep Curriculum with Career Training

❧ 21<sup>st</sup> Century Skills

# Adventures in Learning Career Academies

## Career Academy Themes

---



### ❧ Health Care

- ❧ Biotechnology Research and Development
- ❧ Diagnostic Services
- ❧ Health Informatics
- ❧ Support Services
- ❧ Therapeutic Services

- ### ❧ STEM – (Science, Technology, Engineering, & Mathematics)
- ❧ Research, Exploration & Innovation
  - ❧ Design, Development & Application
  - ❧ Programming & Software Engineering
  - ❧ Interactive Media
  - ❧ Natural Resource & Environmental Systems



# Adventures in Learning Career Academies

## Career Academy Themes cont.



### Key Points - Middle School

#### ❧ Exploration

- ❧ Personal Assessment and Reflection

- ❧ Exploration of Themes

- ❧ Initial Development of Personal Learning Plan

# Adventures in Learning Career Academies

## Career Academy Themes cont. 2



Key Points - High School

### ❧ Concentration

- ❧ Plan
- ❧ Build career skills
- ❧ Provide career experiences
- ❧ Preparation for next step

# Questions & Answers







## Executive Summary

Valiant Academy founders and Board of Directors requests charter approval from Falcon School District 49 to open a project-based learning school in the Colorado Springs region. Valiant Academy plans to open in August 2014. The school requests a charter for five years with the expectation that Falcon D49 and Valiant Academy will renegotiate the charter contract for year six.

### Mission and Vision Statements

**Mission:** Within a supportive and safe culture, Valiant Academy integrates technology and project-based learning into a rigorous curriculum that prepares K- 12 students for post-secondary success in the 21st century as self-motivated, innovative thinkers who seek to resolve challenges collaboratively.

**Vision:** Valiant Academy will strive to become the preeminent leader in project-based education by working with each student to achieve his or her highest academic and social potential in an educational framework of problem-solving, cross-subject application and teamwork.

### Programmatic Features

In order to meet the above mission and vision statements, the school will utilize a curriculum based on authentic, applicable projects employing all of the content areas and Colorado State Standards. Valiant Academy believes that all students can be successful learners, and that the school environment can help determine a student's success. By providing an approach to learning that is hands-on and utilizes 21<sup>st</sup> century skills, students will be successful and be better prepared for the future.

The Founding Group has determined that there are three areas or design principles Valiant Academy should be based upon:

- 1 • Environment- Flexible scheduling and team teaching provide opportunities for differentiation and individual student growth.
- 2 • Personalization- Learning is personalized based on student needs, interests, strengths, weaknesses, etc.
- 3 • Community Connection- Students partake in authentic, community problems and concerns that are applicable to their lives; Students will also spend time in the community or with community members and will create a strong connection with it.

## **Project Based Learning**

The Valiant Academy Founding Group has focused on a curriculum that concentrates on individualized attention, focuses on problem solving and collaboration, and utilizes technology for research and production, all in a supportive environment.

The primary model for success is the High Tech Model, located in San Diego, California. A history of the High Tech Campus is located in Appendix U. Many of the principles expressed in the history of HTH will be utilized at Valiant Academy. Section E of the charter details how a project-based learning curriculum will address the three design principles.

The small school environment and organization of class schedule is different than the traditional classroom; therefore, it is a good alternative for many students. Providing the students with individualized, differentiated, and personalized instruction, which promotes choice, is ideal for all students, but specifically advanced and underachieving students. Based on comparable school data, the students in project-based learning schools perform better than students in more traditional classrooms. In addition, college acceptance and post-secondary success rates are higher than similar students from competing schools.

## **School Size**

The first year of operation, beginning August 2014, the school will serve grades K- 7 and approximately 220 students, adding additional grade levels each year in operation. The second year, 2015-2016, Valiant Academy will include 8th grade; third year, 2016-2017, will include 9th grade; and in the fourth year of operation, 2017-2018, Valiant Academy will serve kindergarten through 10<sup>th</sup> grade. The school will serve kindergarten through 11<sup>th</sup> grade in 2018-2019. At full capacity, Valiant Academy will serve approximately 435 students from kindergarten through 12<sup>th</sup> grade for the 2019-2020 school year.

Class sizes will be capped at 25 students for all grade levels except a 20-student maximum in kindergarten-3rd grades. The school will only have 2 teachers/classrooms per grade level if numbers allow, putting the student grade level population at approximately 50 students per grade.

## **Student Demographic**

Valiant Academy will serve students in the Falcon 49 School District and across the Colorado Springs Front Range. Valiant Academy will be located in the eastern part of Colorado Springs, along the Powers Boulevard corridor. The school will pull students from the subsequent school districts located in Colorado Springs, including, but not limited to, CSSD11, Academy D20, Cheyenne Mountain 12, Harrison, Fountain-Fort Carson, and Manitou Springs. Falcon D49 currently serves a student population of approximately 15,500 students. In Falcon D49, on average, about 25-30% of students are on Free and Reduced lunch, and 35% are minority. Valiant Academy can assume similar student demographics.

## **Community Support**

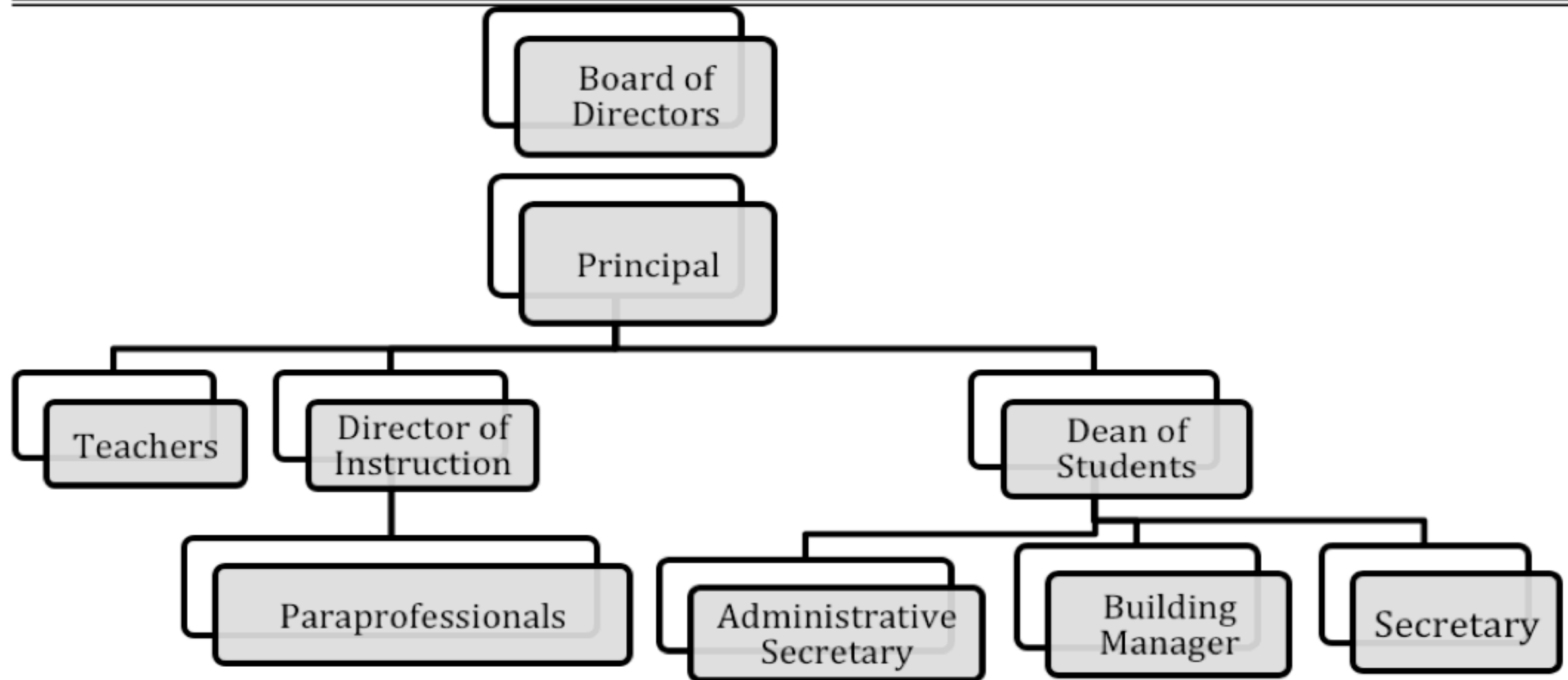
Community members and parents in the area have expressed desire for something different in education; Valiant Academy provides this opportunity for parents and students alike. We currently have 100 letters of intent to enroll from families in the area.

The six Founding Board Members of Valiant Academy come from various backgrounds and businesses and have a strong desire to provide opportunities for critical thinking and 21st Century skills to students in a school setting that utilizes project-based learning.

## **Governance**

The Valiant Academy Board will be comprised of no less than 7 members and no more than 13 members. The current Board members have experience in business, law, education, fundraising, real estate, and marketing. Valiant Academy will have a governance structure that includes a Board of Directors and opportunities for involvement by parents, students, and community members. The principal of the school will manage the day-to-day operation of the school with the assistance of the Dean of Students and Director of Instruction. The principal will report to the Board of Directors. All teachers will report to the school principal. Valiant Academy will only hire highly qualified teachers.

## Governance Chart



# Valiant Academy



## Mission

Within a supportive and safe culture, Valiant Academy integrates technology and project-based learning into a rigorous curriculum that prepares students to succeed in the 21st Century as self-motivated, innovative thinkers who seek to resolve challenges collaboratively.

## Vision

Valiant Academy will be the preeminent leader in project-based education by working with each student to achieve their highest academic and social potential in an educational framework of problem-solving, cross-subject application and teamwork.

# A New Vision for Education

## Traditional

## Project-Based

● Primarily Direct Instruction	● Primarily hands-on and applied learning
● Focuses on content	● Focuses on real-world application
● Teacher as giver	● Teacher as coach
● Designed for the Industrial Age	● Designed for 21st Century and Beyond

**Low engagement vs. HIGH engagement**



# Environment

- Flexible schedules:
  - ✱ Block Schedules
  - ✱ Team Teaching
  - ✱ Interdisciplinary Units
- Common work areas that nurture collaboration and critical thinking
- K-12 pipeline





# Personalization

- 🍌 Advisory groups- teacher as counselor and mentor
- 🍌 Individualized based on need and interest
- 🍌 Small class size



# Community Connection

- Internships with local employers at the junior and senior grades
- Projects designed to solve global and community concerns
- Possible partnerships with UCCS and other local colleges







## **BOARD OF EDUCATION AGENDA ITEM 5**

<b>BOARD MEETING OF:</b>	September 25, 2013
<b>PREPARED BY:</b>	Kim McClelland
<b>TITLE OF AGENDA ITEM:</b>	iConnect Zone Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The iConnect Zone would like to take some time and give the Falcon Board of Education information on the exciting happenings with some of its schools and programs and how they are impacting the Falcon District Community. I will be updating the board with information since my last update in March. These will include major accomplishments and initiatives from the zone, significant challenges, and what's coming up next.

**RATIONALE:** I will be updating the board with information since my last update in March. These will include major accomplishments and initiatives from the zone, significant challenges, and what's coming up next.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** None, information only.

**APPROVED BY:** Peter Hilts, CEO

**DATE:** September 13, 2013



# iConnect<sup>ZONE</sup>

An interconnected solutions hub that helps maximize  
individuals' learning potential.

- Vision
- Major Ongoing Initiatives
- Major Accomplishments
- Significant Challenges
- What next?
- iConnect zone and the district big rocks
- Q & A



The “i” in iConnect stands for individual and individualized.

This Zone’s purpose is to provide a place where everyone fits. The iConnect Zone provides opportunities for students to maximize their learning potential.

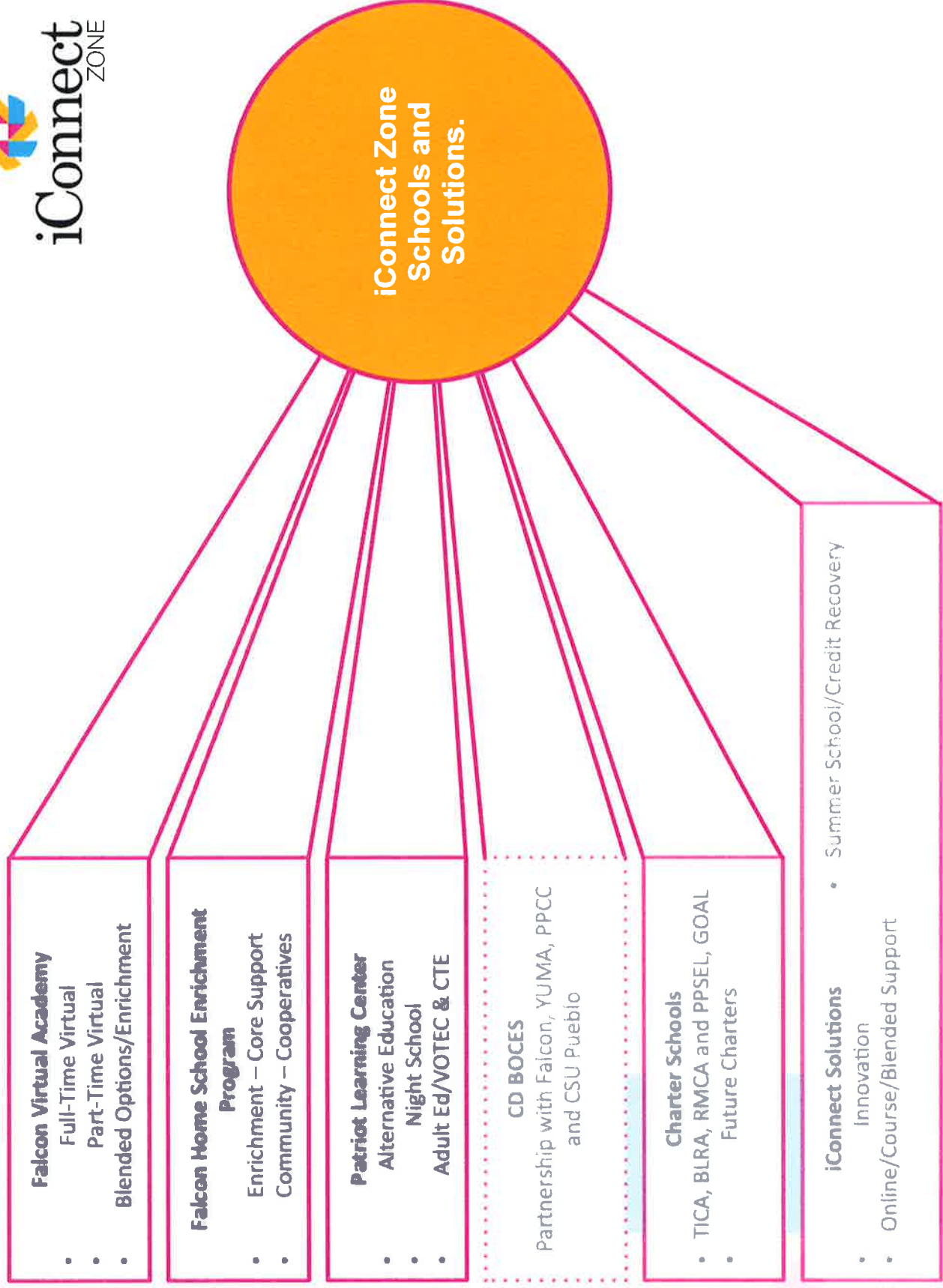
We believe that by being accessible to the students, families, educators and the other Zones we can provide the best educational solutions to meet the individuals’ peak potential.

## OUR VISION



To interconnect...  
To investigate and implement...  
To invest...  
To invent...  
To inspire...

## OUR MISSION





# Major Ongoing Initiatives

## Zone Wide



- New Charter Applications
- School Dashboards using School Briefcase
- Expansion of Online/Blended courses in schools
- CD BOCES partnership with CSU Pueblo
- Implementation of EXCEL model and Capturing Kids Hearts
- FVA Submitted for INACOL's Innovative Blended and Online Practice Award
- PPSEL becoming a mentor school for Expeditionary learning
- BLRA partnering with Children's Literacy Center to provide Reading tutors

# Major Accomplishments

## Zone Wide



- Consolidated gains academically in the zone
- FVA moved from Priority Improvement to Performance
- FVA's ACT composite score surpassed the state average
- PPSEL had 96% proficiency in 8th grade reading and 100% of 8th grade math students made at least a year's growth
- CDE Online teacher of the year
- GOAL Academy transfer and approval of AEC status by SBE
- Creation of the CD BOCES with addition of STEM
- Andy Franko, BLRA principal, was named "School Leader of the Year" by Mosaica Education

# Significant Challenges



- Increased enrollment in schools throughout the zone creates facility pressure at FVA, PLC, FHP and BLRA
- No charter high school
- Writing and Math academic growth
- Shifting to Common Core, PARCC and READ Act
- Housing growth in BLR and no space left at BLRA for those additional students

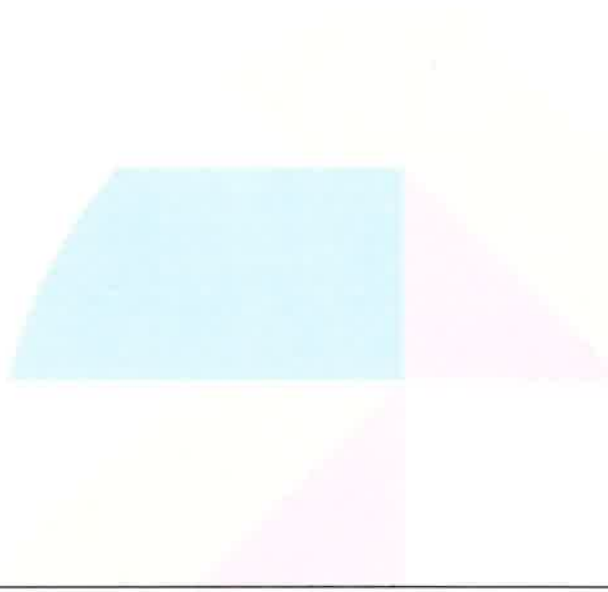
# What's Coming



- Possible new charter schools
- Creation of online/blended best practices and teacher training modules
- FVA's Art Studio to be finished this winter
- Creation of an online resource center for parents, students and community to access training for an online/blended environment
- Turf Field at PPSEL



# QUESTIONS?





## **BOARD OF EDUCATION AGENDA ITEM 6**

<b>SPECIAL BOARD MEETING OF:</b>	September 25, 2013
<b>PREPARED BY:</b>	Peter Hiltz
<b>TITLE OF AGENDA ITEM:</b>	6 Zone and Education Office Organization and Leadership
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

**RATIONALE:** As the relationship between the zones and the ESC is stabilizing, it is appropriate to define the membership and supervision of working groups within the Education Office.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Clarifying the organizational and leadership dynamics of the education office will improve performance and increase efficiency.

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

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 System Effectiveness	<u>X</u>		

**FUNDING REQUIRED:** Yes    No X

**AMOUNT BUDGETED:**

### **RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

**APPROVED BY:** Peter Hiltz, CEO

**DATE:** September 18, 2013

**FALCON SCHOOL DISTRICT 49**  
**ADMINISTRATIVE JOB DESCRIPTION**

**Job Title:** Executive Director of Learning Services  
**Initial:** 05/24/2011  
**Revised:** ~~0809/30~~16/2013  
**Work Year:** 261 days  
**Division:** Learning Services  
**Department:** Education Office  
**Reports To:** Chief Education Officer  
**Salary Range:** \$95,200 - \$113,300

**SUMMARY:** ~~The Executive Director of Learning Services (EDLS) will Provide support services to District-district administrators. C by collaborating with the CEO by and serving as the primary leader for Learning Services. The EDLS will dDirect, plan, organize, and control all functions of the Learning Services Department. In addition, the EDLS will pProvide leadership, support and consultation to schools related to Curriculumcurriculum, Instructioninstruction, Assessmentassessment and Professional-professional Ddevelopment. The EDLS' dDuties include designing and communicating policies, practices and procedures; facilitating and monitoring department objectives, projects and timelines; creating and communicating data/information; participating in budget development and monitoring; supervising staff; and ensuring the District-district is in compliance with state accreditation regulations.~~

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

The following statements of duties, responsibilities, frequency, and percentages are intended to describe the general nature and level of work being performed by ~~the individuals assigned to~~ **leader filling** this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required ~~of all personnel within~~ by this position.

**I. Planning—To provide leadership in planning, the EDLS will:**

- A. Direct and supervise the work of Learning Services Department staff to ensure that time and resources are prioritized in alignment with the District Strategic Plan and District Unified Improvement Plan.
- B. Lead the development of the District Unified Improvement Plan, ~~School-school Accreditation accreditation Process-process~~ and provide leadership on the development and monitoring of ~~District the district sStrategic pPlan, Vision-vision Targets-targets, and Key-key pPerformance iIndicators.~~
- C. Provide consultation and support for schools in the development and monitoring of school improvement plans.
- ~~C.D.~~ D. Serve as a liaison with zone/ school improvement teams and ~~District-district~~ improvement efforts in order to create or maintain networks with other school improvement efforts.
- ~~D.E.~~ E. Coordinate and monitor the development and implementation of ~~Federal-federal Program program (TTitle) Grantsmonies.~~

**II. Professional Development—To oversee implementation of the district's professional development program, the EDLS will:**

- ~~E. Oversee the implementation of the District's professional development program.~~
- ~~a.A.~~ A. Support zones-/schools with planning and implementing on-going, embedded professional development focused on instruction, instructional leadership and school improvement (principal and assistant principal development, teacher and principal induction/mentor programs).
- ~~b.B.~~ B. Support schools in identifying and coordinating appropriate resources for professional development aligned with improvement efforts.



- e.C. Support schools in developing instructional coaching models and provide on-going professional development for instructional coaches and teacher leaders to improve the quality of instruction in ~~District~~**district** schools.
- d.D. Work closely with other ~~District~~**district** leaders (Special Education, English Language Development, Response to Intervention) to support professional development needs and efforts.
- e.E. Solicit feedback and utilize data to continually review, evaluate and improve the professional development program.
- f.F. Ensure that ~~District~~**district** professional development offerings are aligned with the District Strategic Plan, District Unified Improvement Plan, School Improvement Plans and No Child Left Behind requirements.
- g.G. Establish partnerships with ~~Universities~~**universities** and other organizations to develop teacher quality and instructional leadership.

### **III. Evaluation—To provide leadership in evaluation, the EDLS will:**

- f.A. Consult with administrators on the evaluation process of teachers, principals and other building-level staff with a focus on increasing student achievement, improving instruction, and assuring evaluation practices are consistent with district policies and state law.
- G.B. Monitor the implementation of instructional leadership and provide instructional guidance and feedback to administrators. Coach administrators in implementing and monitoring, consistent school-wide, research-based instructional strategies, curriculum and assessment practices to increase student achievement.
- H.C. Oversee activity within the Department of Learning Services related to compliance with all applicable statutes and regulations by remaining informed, communicating requirements to appropriate staff and monitoring department operations and activities for compliance.

### Other Required Duties and Responsibilities

- Lead and evaluate professional and certified staff within the Learning Services Department (Curriculum, Instruction, Assessment, Data, Reporting and Competitive Grants)
- Participate in professional organizations, attends conferences / workshops and meetings to keep abreast of current research and best practices-
- Create and implement short and long term goals to improve the effectiveness of professional development and school improvement programs
- Prepare Board of Education agenda items and presentations as related to the position's responsibilities.
- Perform other duties as assigned-

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:**

Master's degree plus additional coursework required for certification or licensure-

**EXPERIENCE:** A minimum of five (5) years of teaching experience and/or building level administrative experience. ~~Ability to work well with others in a diverse educational community, demonstrated knowledge of computer application skills, and excellent written and verbal communication skills required.~~

### **DESIRED SKILLS, KNOWLEDGE, EQUIPMENT & OTHER**

- ÷  
Ability to work well with others in a diverse educational community
- Demonstrated knowledge of computer application skills
- Excellent written and verbal communication skills
- Operating knowledge of and experience with personal computers and software, and basic office equipment
- Advanced written and oral communication skills
- Curriculum, policy and procedure, management, and accounting
- Sophisticated interpersonal relations and evaluation expertise.

#### **CERTIFICATES, LICENSES, & REGISTRATIONS:**

Colorado Department of Education Principal or Administrator License.

#### **SUPERVISION/TECHNICAL RESPONSIBILITY:**

The EDLS indirectly supervises all education employees across the District. ~~C~~ and carries out supervisory responsibilities in accordance with the organization's ~~district's~~ policies and applicable laws.

The EDLS' responsibilities include interviewing, hiring and training employees; promoting and transferring employees; planning, assigning and directing work; appraising performance; rewarding, disciplining and terminating employees; and addressing complaints and resolving problems.

#### **BUDGET AND/OR RESOURCE RESPONSIBILITY:**

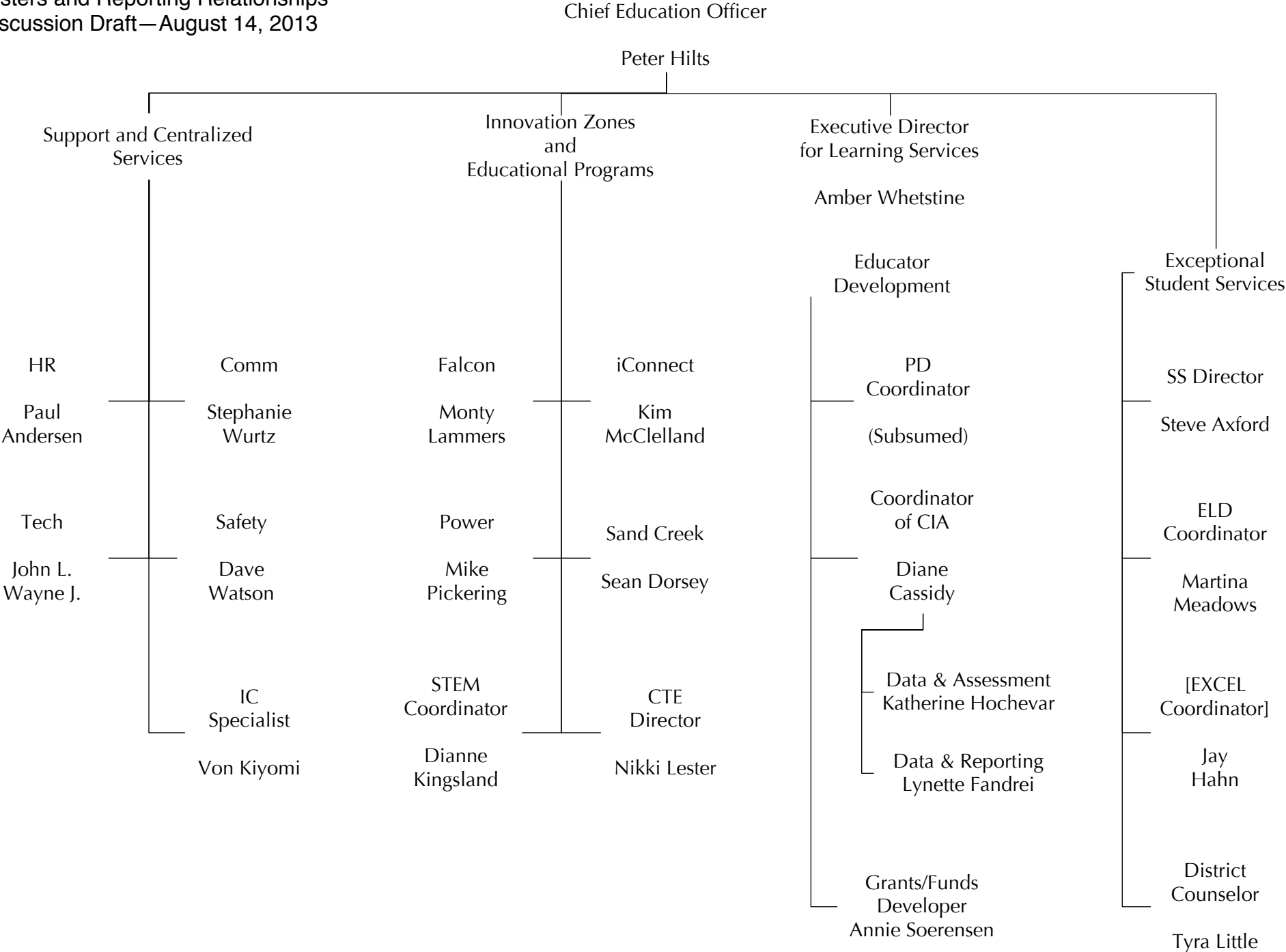
The EDSL is solely responsible for developing, administering, monitoring and coordinating the assigned budgets and initiating requisitions.

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:**

While performing the duties of this job, the employee is frequently required to talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

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





## **BOARD OF EDUCATION AGENDA ITEM 7**

<b>BOARD MEETING OF:</b>	September 25, 2013
<b>PREPARED BY:</b>	Peter Hiltz
<b>TITLE OF AGENDA ITEM:</b>	DAAC Yearly Report
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

**RATIONALE:** Update the BOE on the DAAC transition and upcoming meeting.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** N/A

**APPROVED BY:** Peter Hiltz, Chief Education Officer

**DATE:** September 19, 2013

**September 24, 2013 6:00 P.M.**
**District 49 Board Room (At the Education Service Center)**

	Item	Lead	Action
	• Call to Order, Welcome and Introductions	All	Engage
	• Approve Agenda	All	Approve
	• Approve Minutes	All	Approve
	• DAAC Officers	All	Elect
	• Administration Report	P. Hilts	Update
	• Board Report	T. Harold	Update
Speakers/Reports			
	• District TCAP Results	Amber W.	Report
	• School Accreditation	Amber W.	Overview
Old Business			
	• DAAC Statutory Responsibilities	Chair	Review
	• DAAC Bylaws Revisions	Amber W.	Affirm
	• Sub Committees and Other Organization	All	Decide Membership
New Business			
	• Charter School Application	Kim M.	Respond
	• D49 Strategic Plan	Peter H.	Review
	• Capital Planning Process	Peter H.	Preview
	• DAAC Meeting Schedule	All	Review and Affirm
	• Public Forum	Guests	
	• Other	TBD	
	• Adjournment	All	
	• Future Agenda Items	All	List
			<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>



## **BOARD OF EDUCATION AGENDA ITEM 8**

<b>BOARD MEETING OF:</b>	September 25, 2013
<b>PREPARED BY:</b>	Peter Hiltz
<b>TITLE OF AGENDA ITEM:</b>	Discussion of Recommended Revisions to Policies: *GBED, Tobacco-Free Schools *ADC, Tobacco-Free Schools *JICG, Tobacco-Free Schools
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Policy revisions recommended by CASB and administration to comply with Colorado HB 12-1345 which obligates school districts to ensure they have uniform, fair and consistent conduct and discipline policies in place.

**RATIONALE:**

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**FUNDING REQUIRED:** Yes \_\_\_ No X

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to add policy revisions listed in agenda item 9, as recommended by administration and amended in this discussion, to an action item at the next regular board meeting.

**APPROVED BY:** Peter Hiltz, CEO

**DATE:** September 17, 2013



Title	Tobacco-Free Schools
Designation	ADC

Tobacco smoke in the school and work environment is not conducive to good health. As an educational organization, a school district should provide both effective educational programs and a positive example to students concerning the use of tobacco.

~~In order to~~ To promote the general health, welfare, and well-being of students and staff, smoking, chewing, or any other use of any tobacco products by staff, students, and members of the public is prohibited ~~banned~~ on all District property.

Possession of any tobacco product by students is prohibited on District property.

For purposes of this policy, the following definitions apply:

1. "School property" means all property owned, leased, rented, or otherwise used or contracted for by a school including but not limited to the following:
  - a. All indoor facilities and interior portions of any building or other structure used for children under the age of eighteen (18) for instruction, educational or library services, routine health care, daycare or early childhood development services, as well as for administration, support services, maintenance, or storage. ~~The term does not apply to buildings used primarily as residences, i.e., teacherages.~~
  - b. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas, and parking areas.
  - c. All vehicles used by the district for transporting students, staff, visitors, or other persons.
  - d. At a school sanctioned activity or event.
2. "Tobacco products" means:
  - a. Any product or facsimile thereof that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual, including but not limited to cigarettes, cigars, pipe tobacco, snuff and chewing tobacco; and
  - b. Any electronic device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo or pipe.
  - c. "Tobacco product" does not include any product that has been approved by

the appropriate federal agency as a tobacco use cessation product and is prescribed for the person using it.

~~2. include cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and any other products that contain or are derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual. "Tobacco product" does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product.~~

3. "Use" means lighting, chewing, ~~inhaling, or smoking~~ smoking, ingesting or application of any tobacco product.

Signs will be posted in prominent places on all District property to notify the public that smoking or other use of tobacco products is prohibited in accordance with state law and District policy. This policy will be published in all employee and student handbooks, posted on bulletin boards, and announced in staff meetings.

Any member of the general public considered by the Chief Education Officer or designee to be in violation of this policy will be instructed to leave District property. Employees found to be in violation of this policy will be subject to appropriate disciplinary action.

Disciplinary measures for students who violate this policy will include in-house detention, revocation of privileges, and exclusion from extracurricular activities. Repeated violations may result in suspension from school. In accordance with state law, no student will be expelled solely for tobacco use.

### Exemptions

Pursuant to state law, no exemption shall be granted pursuant to this policy. Any previously granted exemption shall be invalid after July 1, 1999.

- Revised: March 20, 1986.
- Revised: August 4, 1994.
- Revised: August 13, 1998.
- Reviewed: August 10, 2000.
- Reviewed: January 11, 2001.
- Revised: July 10, 2003.
- Revised: July 8, 2010.
- Revised: May 12, 2011.
- Revised: July 27, 2012.
- Revised: October 10, 2013

### LEGAL REFS.:

- 20 U.S.C. 7181 *et seq.* (Pro-Children Act of 2001 contained in No Child Left Behind Act of 2001 prohibits smoking in any indoor facility used to provide educational services to children.)
- C.R.S. 18-13-121 (furnishing tobacco products to minors)
- C.R.S. 22-32-109 (1)(bb) (policy required prohibiting tobacco use on school grounds)
- C.R.S. 22-32-109.1 (2)(a)(I)(H) (Policy required as part of safe schools plan.)
- C.R.S. 25-14-103.5 (tobacco use prohibited on school property)
- C.R.S. 25-14-301 (Teen Tobacco Use Prevention Act)

- 6 CCR 1010-6, Rule 5-306

**CROSS REFS.:**

- IHAMA, Teaching about Drugs, Alcohol and Tobacco
- KFA, Public Conduct on School Property

Title	Tobacco-Free Schools
Designation	GBED

Tobacco smoke in the school and work environment is not conducive to good health. As an educational organization, a school district should provide both effective educational programs and a positive example to students concerning the use of tobacco.

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  - b. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas, and parking areas.
  - c. All vehicles used by the district for transporting students, staff, visitors, or other persons.
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  - b. Any electronic device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo or pipe.
  - c. "Tobacco product" does not include any product that has been approved by

the appropriate federal agency as a tobacco use cessation product and is prescribed for the person using it.

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- 6 CCR 1010-6, Rule 5-306

**CROSS REFS.:**

- IHAMA, Teaching about Drugs, Alcohol and Tobacco
- KFA, Public Conduct on School Property

Title	Tobacco-Free Schools
Designation	JICG

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  - b. Any electronic device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo or pipe.



- c. "Tobacco product" does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product and is prescribed for the person using it.

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- C.R.S. 22-32-109.1 (2)(a)(I)(H) (Policy required as part of safe schools plan.)

## BOARD-APPROVED POLICY OF FALCON SCHOOL DISTRICT #49



- C.R.S. 25-14-103.5 (*tobacco use prohibited on school property*)
- C.R.S. 25-14-301 (*Teen Tobacco Use Prevention Act*)
- 6 CCR 1010-6, Rule 5-306

### CROSS REFS.:

- IHAMA, Teaching about Drugs, Alcohol and Tobacco
- KFA, Public Conduct on School Property



## **BOARD OF EDUCATION AGENDA ITEM 9**

<b>BOARD MEETING OF:</b>	September 25, 2013
<b>PREPARED BY:</b>	Jack W. Bay, Chief Operations Officer
<b>TITLE OF AGENDA ITEM:</b>	Construction – Improvement Permits and the Inspection Process
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Whenever the district constructs, alters, or modifies our facilities there is a pre-defined process to follow through the State of Colorado to ensure compliance with state laws and regulations. There are some cases where our staff can argue the process and not obtain an individual permit or even a required project inspection. As part of the state process, there is an opportunity for the local regional building department to provide comparable services using a *Memorandum of Understanding* with the State of Colorado. In order to provide the most efficient permit and inspection process a review conducted to determine the advantages and disadvantages of each process.

**RATIONAL:** As part of our best practices operating model, we would like to review and analyze both the State of Colorado Permit, and Pikes Peak Regional Building System to be certain that the most efficient and cost effective process for the district's use to go forward on our projects, alterations, and new construction.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The Chief Operations Office will provide an overview of both permit and inspection processes, provide the advantages as well as disadvantages, provide input on what process our peer schools are utilizing for their facilities operations and make an over-all recommendation on what process would be most advantageous to our district.

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

Student Achievement and Performance		Staff Employment and Support	<b>x</b>
Parent/Community Engagement	<b>x</b>	Social and Ethical Responsibility	
Operational Efficiency and System Effectiveness	<b>x</b>		

**FUNDING REQUIRED:** Yes \_\_\_\_ No x **AMOUNT BUDGETED:** Not applicable

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move this to an action agenda item on the October board meeting.

**APPROVED BY:** Jack W. Bay, Chief Operations Officer

**DATE:** September 18, 2013

# FACILITIES REPORT CONSTRUCTION PERMITS & INSPECTION PROCESS

9-25-13

BY JACK BAY

CHIEF OPERATIONS OFFICER

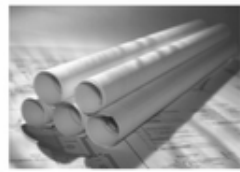


# Who Governs K-12 Facilities Construction & Improvements

All School Districts in Colorado are under the Office of Fire Prevention & Control



Each school district is governed by these following



School Construction & Inspection



Certification Program Policy & Procedures

# The State of Colorado Permit and Inspection Process

***The Colorado Division of Fire Prevention & Control  
safeguards the public through***

***Fire Prevention and Code Enforcement,  
Wildfire Preparedness, Response, Suppression, Coordination and Management,  
Training and Certification,  
Public Information and Education,  
Technical Assistance to Local Governments***

Fire Service  
Certification

School  
Construction and  
Inspection

Fire Incident  
Reporting  
(NFIRS)

Falcon School District 49 is governed in these three areas.

# **The State of Colorado Permit and Inspection Process**

## **Public Schools -Frequently Asked Questions**

- 1. What building codes and standards have been adopted for the construction of public schools?**
- 2. What other state agencies require reviews, permits and approvals for public school construction?**
- 3. Will fees be charged for state reviews, inspections and approval of public school construction?**

**What is the procedure for submitting school plans and specifications for state approval?**

**How do you "Close-Out" a Building Permit, and obtain a "Final Certificate of Occupancy (C.O.)"?**



# **The State of Colorado**

## **Permit and Inspection Process**

### **1. What building codes and standards have been adopted for the construction of public schools?**

**Effective January 1, 2009 - All Public School Construction projects shall be approved only under the following codes:**

- 1. International Building Code - 2006 Edition, Third Printing: March**
- 2. International Fire Code - 2006 Edition, Third Printing: April 2007**
- 3. International Mechanical Code - 2006 Edition, Second Printing: December 2007**
- 4. International Energy Conservation Code - 2006 Edition, First Printing: January**
- 5. International Existing Building Code- 2006 Edition, First Printing: January 2007**
- 6. International Residential Code – 2006 Edition, Second Printing: November 2006**

# The State of Colorado

## Permit and Inspection Process

2. What other state agencies require reviews, permits and approvals for public school construction?

The following agencies require approvals:

1. [State Electrical Board](#)
2. [State Plumbing Board](#)
3. [State Health Department](#)
4. [State Boiler Inspection Section](#)
5. [Local Fire Department](#)

3. Will fees be charged for state reviews, inspections and approval of public school construction?

Yes. Fees will be charged for all projects; the amount will be determined at the time of the plan review.

4. What is the procedure for submitting school plans and specifications for state approval?

Submit two sets of drawings stamped by the Architect and Engineer, a completed and signed Permit plan review application, 1 electronic set (disc), 2 Project Manual, Soils report, Specifications/Calculations, Site plan if required -- allow eight to ten weeks for final approval.

5. How do you "Close-Out" a Building Permit, and obtain a "Final Certificate of Occupancy (C.O.)"?

1. **Complete conditions listed on building permit:**
  - Electrical and Plumbing Inspections - Final Approval
  - Fire Department - Final Approval
  - Fire Alarms - Final Approval
  - Fire Sprinkler System - Final Approval
  - Health Department Approval - Final Approval
  - New Boilers - Final Approval
  - Elevators/Lifts - Final Approval

2. Request an inspection from Division of Fire Prevention and Control

# The State of Colorado Permit and Inspection Process

## Public School Construction Forms & Applications

- This includes fire suppression (sprinklers), fire alarms, hood suppression systems, and special fire suppression systems (e.g. spark arrestors) to be installed in public schools or junior college faculties.

**All permit applications must be accompanied with an electronic plan submittal.**

<a href="#">Permit Application</a>	<a href="#">Building Permit Submittal Checklist</a>
<a href="#">Building Permit Submittal Worksheet</a>	<a href="#">Phased Permit Request</a>
<a href="#">Small Projects</a>	<a href="#">Re-Roofing Checklist</a>
<a href="#">Portable / Modular Checklist</a>	<a href="#">Fire Code Plan Review Form</a>
<a href="#">Notification to DFS of Hired 3rd Party Inspector</a>	<a href="#">Application for Qualified Tradesperson</a>
<a href="#">Annual Permit Application</a>	<a href="#">Annual Permit Work Log</a>
<a href="#">School Inspector Application</a>	<a href="#">Third Party Inspector Application</a>
<a href="#">Instructions for Pre-Qualifying Building Department</a>	<a href="#">Application for Pre-Qualifying Building Department</a>
<a href="#">Application for Pre-Qualifying Building Department Personnel</a>	

# The State of Colorado

## Permit and Inspection Process

### Annual Permit Scope:

The annual permit will be limited to the following scope of work:

- 1) Replacement of already approved mechanical equipment.
- 2) Installation of new or replacement of non-fire rated door(s), in a non-bearing wall or partition.
- 3) Adding window/glazing to an existing non-fire rated door.
- 4) Repair of existing panic hardware.
- 5) Installation of skylight(s) greater than ten feet away from a firewall.
- 6) Installation of one or more occupational therapy hooks.
- 7) Installation of fence dugout(s) greater than six feet in height.
- 8) Installation of shop/vocational instruction equipment.(projectors, screens ,portable shop equipment)
- 9) Demolition or removal of portable modular units.

See Public Schools Regulations 8 CCR 1507 - 30, 6.9 Annual Permits for additional information.

Annual Permit Application must be submitted along with an Application for Qualified Tradespersons otherwise application will be considered incomplete and Annual Permit may not be issued. If no Qualified Tradesperson is available, then a Certified 3rd Party Inspector shall perform the inspection. If 3rd Party Inspector will conduct the inspection indicate below by checking box.

CERTIFIED 3rd PARTY INSPECTOR WILL CONDUCT INSPECTION.


# The State of Colorado Permit and Inspection Process

form\_2013\_Annual Permit Work Log Form Fill Print only.pdf - Adobe Reader

File Edit View Window Help

1 / 1 69.8% Comment Share

Click on Comment and Share to create, mark-up and send PDF files.

 **Colorado Department of Public Safety**  
**Division of Fire Prevention and Control**  
690 Kipling Street, Suite 2000  
Lakewood, CO 80215  
(303)239-4600 phone (303)239-5887 fax  
cdps\_dfps\_suppression@state.co.us  
<http://dfs.state.co.us>

**ANNUAL PERMIT WORK LOG**

PERMIT NO. \_\_\_\_\_

Applicant shall enter a separate log into record for each individual scope of work and inspection performed. Permit Work Logs and DFPC Certified Third Party Inspection Reports must be submitted to DFPC upon permit expiration date, including any stamped engineered documents related to projects (if applicable).

PROJECT (SCHOOL) NAME: \_\_\_\_\_

STREET: \_\_\_\_\_ CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

CONTACT: \_\_\_\_\_ PHONE: \_\_\_\_\_ FAX: \_\_\_\_\_

EMAIL: \_\_\_\_\_ DATE: \_\_\_\_\_

PROJECT VALUATION: \_\_\_\_\_

NAME OF QUALIFIED TRADESPERSON OR CERTIFIED 3<sup>rd</sup> PARTY INSPECTOR (PRINT): \_\_\_\_\_

SCOPE OF WORK (MUST MATCH SCOPE OF WORK AS DEFINED ON ANNUAL PERMIT APPLICATION - PLEASE BE SPECIFIC):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ROOM/AREA LOCATION:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

INSPECTION CONDUCTED BY (CHECK ONE ONLY):

☐ QUALIFIED TRADESPERSON ☐ CERTIFIED 3<sup>rd</sup> PARTY INSPECTOR

\_\_\_\_\_

QUALIFIED TRADESPERSON'S OR INSPECTOR'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

CONTACT INFORMATION FOR PERSON SIGNING

PHONE \_\_\_\_\_ EMAIL \_\_\_\_\_

Applicant may print additional copies of this page as required.

# The State of Colorado

## Permit and Inspection Process

Total Valuation to Fee Schedule	
Total Valuation	Fee
\$1.00 to \$2,000	\$50
\$2,001 to \$25,000	\$51 to \$647
\$25,001 to \$50,000	\$648 to \$1,064
\$50,001 to \$100,000	\$1,065 to \$1,598
\$500,001 to \$1,000,000	\$4,338 to \$6,532
Other Public School Fees	

### Other Fees

1. Portable/Modular Fees per site: \$800.00 for the first unit, each additional portable/modular is \$100.00, up to 10 units.
2. Re-Roof: Use fee schedule, \$800.00 minimum.
3. Lost inspection card fee is \$100.00.
4. Fire Code review fees are equal to the project valuation cost multiplied by a factor of \$0.000550, with a minimum fee of \$300.00.
5. Fire alarm system replacements use schedule, with a minimum fee of \$750.00.
6. When both Building and Fire Code Reviews are performed by DFPC the fees will equal the sum of both the building review and the fire review fees.
7. Invoice is sent when project is submitted. All fees must be paid at the time of permit issuance.
8. The Division may assess a \$200 re-inspection fee for each inspection or re-inspection, when such portion of work for which the inspection is called is not completed, or when corrections previously called for are not made.
9. Boiler/Chiller/Furnace/Domestic H2O Units Only: Use fee schedule above, \$800.00 minimum.

## **The State of Colorado Permit and Inspection Process**

### **Maintenance inspection fees:**

- 1. 0 – 150 Students, \$125**
- 2. 151 – 300 Students, \$250**
- 3. 301 – 450 Students, \$375**
- 4. 451 or more Students, \$500**

**Student enrollment counts for maintenance inspection fees shall be based upon the current pupil membership data published at the time of the inspection by the Colorado Department of Education. Maintenance inspection fees are charged per address. Total student counts are considered for consolidated schools located at one address.**



## **The State of Colorado Permit and Inspection Process**

In lieu of utilizing the entire State process, a District may opt to use their local regional building department under a memorandum of understanding between the two organizations.

There are a number of local or regional building departments that are preapproved through the State.

Pike Peak Regional Building Department is one of those preapproved.

Should the District elect to Pikes Peak could be used for all but Plumbing and Electrical modifications

# The State of Colorado

## Permit and Inspection Process

Prequalified Building Department	City	State	Contact Name	Contact	Appr. Date
City and County of Denver	Denver	CO	Michael L Roach	720-865-2909	2/24/2009
City and County of Broomfield	Broomfield	CO	Michael Stensland	303-438-6222	12/2/2008
City of Greeley	Greeley	CO	Timothy Swanson	970-350-9853	12/12/2008
City of Thornton	Thornton	CO	Greg Wheeler	303-538-7250	12/19/2008
City of Aurora	Aurora	CO	Scott Berg	303-739-7135	12/12/2008
Larimer County Building Department	Fort Collins	CO	Tom Garton	970-498-7705	12/31/2008
City of Gunnison	Gunnison	CO	Eric Jansen	970-641-8151	2/10/2009
City of Evans	Evans	CO	Dan Swallow	970-475-1111	3/17/2009
Pikes Peak Regional Building Dept	Colorado Springs	CO	Henry Yankowski	719-327-2900	3/24/2009
Mesa County	Grand Junction	CO	Robert Lee	970-244-1631	3/27/2009
Town of Gypsum	Gypsum	CO	Mark Gunther	970-524-1737	4/8/2009
Town of Windsor	Windsor	CO	Russ Weber	970-545-3502	4/8/2009
Town of Mt. Crested Butte	Mt. Crested Butte	CO	Joseph Fitzpatrick	970-349-6632	12/17/2009
City of Aspen	Aspen	CO	Stephen Kanpe	970-920-5090	3/17/2009
Moffat County Building Dept	Craig	CO	Patrick Mosbey	970-824-9149	6/10/2009
Pueblo Regional Building Department	Pueblo	CO	David C. Vaughn	719-543-0002	7/31/2009
Arapahoe County	Centennial	CO	Steven Byer	720-874-6600	9/10/2009
Jefferson County Division of Building Safety	Golden	CO	Rebecca Baker	303-271-8284	9/28/2009
Town of Severance	Severance	CO	Russ Weber	970-292-2201	10/20/2009
Town of Ault	Ault	CO	Russ Weber	970-292-2201	11/13/2009
Town of Keenesburg	Keenesburg	CO	Barry Kramer	303-732-4281	11/19/2009
Town of Wellington	Wellington	CO	Russ Weber	970-5683381	11/19/2009
Town of Hudson	Hudson	CO	Barry Kramer	303-774-1388	12/3/2009
City of Centennial	Centennial	CO	Tom Pitchford	303-754-3321	12/15/2009
City of Westminster	Westminster	CO	Dave Horras	303-658-2077	9/14/2009
Town of Kersey	Kersey	CO	Russ Weber	970-353-1681	12/29/2009
Town of Timnath	Timnath	CO	Russ Weber	970-224-3211	12/29/2009
Town of Gilcrest	Gilcrest	CO	Russ Weber	970-737-2426	6/9/2010
Town of Platteville	Platteville	CO	Barry Kramer	303-774-1388	9/15/2010
City of Littleton	Littleton	CO	Jim Thelen	303-795-3784	9/20/2010
City of Arvada	Arvada	CO	G. Noel Vargo	720-898-7611	12/1/2010
City of Edgewater	Edgewater	CO	Eric Pendley	303-238-7803	4/1/2011
Chaffee County	Salida	CO	William Paradise	X110 719-530-5574	6/30/2011
City of Glenwood Springs	Glenwood Springs	CO	Patrick Seydel	970-945-8582	8/1/2011
City of Thornton	Thornton	CO	Greg Wheeler	303-538-7250	1/24/2012

## Pikes Peak Regional Building Department Permit and Inspection Process



### **Pikes Peak Regional Building Department**

The Pikes Peak Regional Building Department was created by an Inter-governmental agreement between the **El Paso County** Board of County Commissioners and the City Council of **Colorado Springs** in 1966. The Cities of **Fountain, Manitou Springs, Green Mountain Falls, Monument and Palmer Lake** later became parties to the Agreement.

## **Pikes Peak Regional Building Department Permit and Inspection Process**

The Department is designed to be self-supporting and nonprofit making. A cost analysis is performed annually by an independent auditor. Fee adjustments are proposed when the Commission determines them to be necessary to maintain the Departments' operations.

The main goal of the Department is to safeguard life and limb, health, property and public welfare by regulating and controlling the design, construction, quality of materials, use and occupancy, location and maintenance of all buildings and structures within all zoned areas of El Paso County through the enforcement of minimum building code standards.

Also, the building department performs comprehensive inspection of all new building construction and alterations and additions to all buildings to ascertain compliance with numerous building codes through:

# Pikes Peak Regional Building Department

## Permit and Inspection Process

### Purpose

**Plan Review** of new construction and components

**Construction** Inspections

**Electrical** Inspections

**Heating, Ventilating & Air Conditioning** Inspections

**Plumbing** Inspections

**Elevator** Inspections

Review qualifications and conduct examinations of all **General Building Contractor** and **Mechanical Contractor Applicants**.

Registration of all **State licensed Plumbing** and **Electrical Contractors** working within this jurisdiction.

# **Pikes Peak Regional Building Department Permit and Inspection Process**

## **Vision**

It takes everyone in the community to keep our homes, schools, offices, stores and other buildings safe for public use. Safe construction practices help protect you, your family, your friends and your investment. Be sure to get your code official involved with your building project.

## **Pikes Peak Regional Building Department Permit and Inspection Process**

Permits are usually required for the following:

1. New buildings
2. Additions (bedrooms, bathrooms, family rooms, etc.)
3. Residential work (decks, garages, fences, fireplaces, pools, water heaters, etc.)
4. Renovations (garage conversions, basement finishes, kitchen expansions, re-roofing, etc.)
5. Electrical systems
6. Plumbing systems
7. HVAC (heating, ventilating and air-conditioning) systems

PPRBD has designed a program similar to the State's annual permit process that allows K-12 schools to complete small projects in a timely fashion/



# Pikes Peak Regional Building Department

## Permit and Inspection Process

### **PUBLIC SCHOOL UPDATE**

The public school districts listed below have committed to using the services of Pikes Peak Regional Building. All construction and mechanical related work within these school districts will be reviewed, permitted and inspected through Pikes Peak Regional Building until further notice. All electrical and plumbing work remains under the jurisdiction of the Department of Regulatory Agencies (DORA) of the State of Colorado..

1. *Air Academy School District 20*
2. *Calhan School District RJ-1*
3. *Cheyenne Mountain School District 12*
4. *Colorado Springs School District 11*
5. *Edison School District 54JT*
6. *Ellicott School District 22*
7. *Fountain - Ft. Carson School District 8*
8. *Hanover School District 28*
9. *Harrison School District 2*
10. *Lewis Palmer District 38*
11. *Manitou School District 14*
12. *Peyton School District 23JT*
13. *Widefield School District 3*

We are committed to provide the best possible service to the citizens of El Paso County.

# Pikes Peak Regional Building Department

## Permit and Inspection Process

TABLE A

VALUATION	PERMIT FEE
\$1 to \$500	<b>\$50.00</b>
\$501 to \$2,000	<b>\$50.00</b> for the first \$500 plus \$2.00 for each additional \$100 or fraction thereof, to and including \$2,000
\$2,001 to \$25,000	<b>\$80.00</b> for the first \$2,000 plus \$8.00 for each additional \$1,000 or fraction thereof, to and including \$25,000
\$25,001 to \$50,000	<b>\$264.00</b> for the first \$25,000 plus \$8.00 for each additional \$1,000 or fraction thereof, to and including \$50,000
\$50,001 to \$100,000	<b>\$464.00</b> for the first \$50,000 plus \$5.00 for each additional \$1,000 or fraction thereof, to and including \$100,000
\$100,001 to \$500,000	<b>\$714.00</b> for the first \$100,000 plus \$4.00 for each additional \$1,000 or fraction thereof, to and including \$500,000
\$500,001 to \$1,000,000	<b>\$2,314.00</b> for the first \$500,000 plus \$3.50 for each additional \$1,000 or fraction thereof, to and including \$1,000,000
\$1,000,000 and more	<b>\$4,064.00</b> for the first \$1,000,000 plus \$3.00 for each additional \$1,000 or fraction thereof.

# Comparisons and Conclusions

## **State Process Summary**

Inspections Tuesday and Thursday

No Online review process at this time

Permit attainment process minimum one week

Annual Permit program for K-12

## **Pikes Peak Regional Building Summary**

Local small project processing attained same day

Online permit inspection tracking

Complete online automated permit process program

Represent majority of K-12 schools including Academy, D11 and Douglas County

Lower overall permit and inspection fees approximately 40% savings on normal maintenance and facilities work

Daily re-inspections available

Focus on promotion of El Paso County



## **BOARD OF EDUCATION AGENDA ITEM 10**

<b>SPECIAL BOARD MEETING OF:</b>	September 25, 2013
<b>PREPARED BY:</b>	Peter Hiltz
<b>TITLE OF AGENDA ITEM:</b>	10. Cultural Capacity Initiative
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

**RATIONALE:** To support our strategic priority of being the best district to work, learn, and lead, it is imperative that D49 increase our capacity to bring out the best in people from diverse backgrounds and cultures.

**RELEVANT DATA AND EXPECTED OUTCOMES:** This initiative will demonstrate our commitment to cultural competence, and pay dividends as we improve the environment for workers, learners, and leaders from all cultures.

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

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

**FUNDING REQUIRED:** Yes   X   No     

**AMOUNT BUDGETED:**

### **RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

**APPROVED BY:** Peter Hiltz, CEO

**DATE:** September 18, 2013

## School Climate Survey (Draft)

This survey is designed to provide FSD49 with data that will be useful to individual schools, innovation zones and the district as a whole as we ensure educational experiences are individualized and capable of launching *every* student toward success. Your engaged and authentic participation will help us meet this strategic goal and others related to diversity, inclusion and closing the achievement gap.

The survey should take less than 15 minutes to complete. Answer the questions based on your experiences at the school where you serve now, not on your views on the district or public education in general. Questions about school staff refer to all staff members – from classified personnel to administrators. A few of the questions ask for information that might be considered personal. **All survey responses are anonymous and completely confidential.**

**What is your role at this school?**

**In your role, do you provide instruction or services to students who are:**

- |   |   |  |                          |
|---|---|--|--------------------------|
| <input type="checkbox"/> Receiving free or reduced lunch<br>From families that are homeless | <input type="checkbox"/> Being raised by grandparents<br><input type="checkbox"/> Identified as gifted and talented | <input type="checkbox"/> English Language Learners | <input type="checkbox"/> |
|---|---|--|--------------------------|

**How long have you worked at this school, in any position?**

**How long have you worked at this school in your current position?**

**What is your Race/Ethnicity?**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Asian or Pacific Islander | <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> African-American or Black (Not Hispanic) |
| <input type="checkbox"/> White (Not Hispanic)      | <input type="checkbox"/> Hispanic/Latina/o                | <input type="checkbox"/> Multi-Ethnic/Multi-Racial                |

## Instructions

Please indicate how much you agree or disagree with these statements about this school. If the question is not applicable to your position, and you could not know enough to answer it, mark “Not Applicable.”

This school...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Sets high standards for all students					
Is an inviting and supportive place for students to learn					
Promotes academic and other success for every child					
Emphasizes relevant learning					
Provides adequate support, remediation and counseling for students who struggle					
Is a supportive place for all staff to work					
Promotes trust and team work at all levels					
Provides the tools, resources and training necessary for all to do their jobs well					
Has a culture that is open and welcoming to all staff, parents and community					
Is constantly engaged in efforts to learn more about the cultures of its students and their families					
Encourages all students to participate in classroom and school decision making and leadership					
Encourages all students to pursue courses with rigor (such as honors, etc.) regardless to gender, race/ethnicity, physical ability, etc.					
Encourages empowered parents and their presence at every level					
Utilizes instructional materials that reflect the race and cultures of all its students					
Is constantly involved in self-examination and growth through professional development opportunities like diversity & inclusion training					
Sees closing the racial/ethnic/gender-based achievement gap as a high priority					

## THE DISTRICT 49 CULTURAL CAPACITY INITIATIVE

**To support our strategic plan, we are consolidating existing efforts and initiating new activity to increase the cultural capacity of District 49.**

Cultural capacity refers to the district's ability to bring out the best in all people.

The more our district culture brings out the best in all people, the more deeply we can anchor our strategic priorities, including:

**Big Rock #3** Establish District 49 as the best district in Colorado to work, learn, and lead

**Big Rock #5** Customize our educational systems to launch each student toward success

### **Goal Statement:**

District 49 will establish and nurture an organizational culture where learners, workers, and leaders from diverse backgrounds have equal opportunities to thrive. Current stakeholders as well as parents, students, and educators who consider joining District 49 will increasingly recognize our district as a leader in cultural competence, sensitivity and diversity.

Our Cultural Capacity Initiative will have two major components:

### **Talent and Leadership Component**

- Develop a leadership culture that models and promotes cultural sensitivity
- Train and equip all staff for cultural competence and sensitivity
- Develop recruiting strategies to reach more culturally diverse talent pools
  - Connect with colleges in Colorado that nurture high quality, culturally diverse educators and leaders
  - Aggressively pursue student teachers who increase our cultural capacity and insight
  - Aggressively pursue alternative licensure candidates
  - Develop a stable of search firm partners—especially to discover candidates for administrative positions

### **Outreach Component**

- Educating Children of Color Summit
  - Become a top-tier sponsor
  - Provide compelling incentives to encourage staff and student involvement
  - Become a summit host
- Actively participate in and contribute to the Colorado Springs Diversity Forum and the Black Educator's Network
- D49 Community Engagement Component
  - Establish a community advisory group
  - Invite community perspective through surveys and focus groups
- Reach out to local military bases to connect with veterans as they retire and pursue career transitions



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## Prospective Timeline

### **Year One (2013-14) Estimated Budget \$15,000**

- Establish a project leader
- Assemble an advisory team/teams
- Sponsor the Educating Children of Color Summit.
- Underwrite staff attendance at the Educating Children of Color Summit.
- Conduct a baseline survey for district staff
- Conduct a baseline survey for community

### **Year Two (2014-15) Estimated Budget \$45,000**

- Launch Cultural Capacity Training for all staff
- Fund a part-time transitional position (perhaps a TOSA for Cultural Capacity)
- Sponsor and host the Educating Children of Color Summit
- Underwrite staff attendance at the Educating Children of Color Summit
- Coordinate the District Calendar to deconflict the Educating Children of Color Summit
- Conduct surveys of staff and community to address any growth or decline from the baseline

### **Year Three (2015-16) Estimated Budget \$85,000**

- Continue Cultural Capacity Training for staff
- Inaugurate a full-time executive position – Coordinator of Cultural Programs & Capacity
- Sponsor and host the Educating Children of Color Summit
- Underwrite staff attendance at the Educating Children of Color Summit
- Continue conducting annual surveys to measure growth and recalibrate programs



**Falcon School District 49**  
**Board of Education Work Session - September 25, 2013**  
**Prepared by Human Resources**

**Ethnicity - D49 Students, Staff and General Population**

	All Students	All Staff	Administrative	Professional / Technical	Licensed	Classified	Colorado Springs*	State of Colorado*
Native American/Alaskan Native	0.65%	1.01%	3.13%	3.85%	1.25%	0.33%	1.00%	1.10%
Asian	3.21%	1.95%	1.56%	3.85%	1.25%	2.84%	3.00%	2.80%
Black (not Hispanic)	6.26%	2.15%	0.00%	3.85%	1.88%	2.67%	6.30%	4.00%
Native Hawaiian or Other Pacific Islander	0.25%	0.47%	0.00%	0.00%	0.13%	1.00%	0.30%	0.10%
White (not Hispanic)	66.68%	88.10%	93.75%	88.46%	90.61%	84.14%	78.80%	81.30%
Multiple Races	4.16%	0.27%	0.00%	0.00%	0.50%	0.00%	5.10%	3.40%
Hispanic	18.01%	6.05%	1.56%	0.00%	4.38%	9.02%	16.10%	20.70%

\*SOURCE: 2010 Census (Note that census data totals more than 100% as individuals may report more than one ethnicity.)

**Ethnicity - Licensed Teachers**

	District 49	Local Districts*	Statewide Districts*
Native American/Alaskan Native	1.25%	0.41%	0.37%
Asian	1.25%	1.27%	1.09%
Black (not Hispanic)	1.88%	2.18%	1.29%
Native Hawaiian or Other Pacific Islander	0.13%	0.21%	0.10%
White (not Hispanic)	90.61%	88.27%	88.43%
Multiple Races	0.50%	1.41%	0.97%
Hispanic	4.38%	6.26%	7.75%

\*SOURCE: Colorado Department of Education

Local districts include D2, D3, D8, D11, D12, D20 and D38

**Gender - D49 - By Job Category**

	Administrative	Professional / Technical	Licensed (teachers)	Classified (support)
Male	44.00%	44.00%	23.00%	21.00%
Female	56.00%	56.00%	77.00%	79.00%

**Gender - D49 Building Administration**

	Assistant Principal	Principal	Zone Leader
Male	39.00%	47.00%	75.00%
Female	61.00%	53.00%	25.00%