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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.

REVISED AGENDA

REGULAR BOARD OF EDUCATION MEETING

November 14, 2013

6:30 p.m.

Education Services Center – Board Room

1.00 Call to Order and Roll Call

2.00 Welcome and Pledge of Allegiance

3.00 Approval of Agenda

4.00 Consent Agenda

4.01 Approval of Matters Relating to Licensed Personnel

4.02 Approval of Matters Relating to Educational Support Personnel

4.03 Approval of Minutes of Regular Board of Education Meeting 10/10/2013

5.00 Board Update

5.01 Chief Officer Update

5.02 Falcon Education Foundation Mini Grants

6.00 Open Forum

7.00 Action Items

7.01 Approval of Policies: GCQEA Transitional Retirement Plan, GCQEA-R Guidelines for Employment of Retired Persons, GDQCA and GDQCA-R Educational Support Staff Transitional Retirement Plan

7.02 Approval of Policies: GBK, GBK-R, GBK-E Staff Grievances

7.03 Approval of DAAC Membership

7.04 Approval of Job Description for Executive Director of Individualized Education

7.05 Items Removed from Consent Agenda

8.00 Information Items

8.01 POWER Zone Update

8.02 Student Study Trips

8.03 Expulsion/Suspension Information

9.00 Discussion Items

9.01 Energy/Utility Management Program

10.00 Other Business

10.01 Executive Session: Pursuant to CRS 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification; Pursuant to CRS 24-6-402(4)(b) to confer with an attorney for the purpose of receiving legal advice on specific legal questions

11.00 Adjournment

DATE OF POSTING: November 8, 2013

Donna Teubner
Executive Assistant to Board of Education
and Personnel Director



BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Licensed Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: To gain Board of Education approval for personnel changes

RATIONALE: 1. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. 2. Retirement and resignations, if any, are including in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

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

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 X No ____

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: In accordance with Board of Education approved salary tables

APPROVED BY:

Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer;
Paul Andersen, Personnel Director

DATE: November 1, 2013



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Lisa Hines, Educational Support Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Educational Support Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- To gain Board of Education approval for personnel changes

RATIONALE:

- The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement.
- Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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 X No ___ **AMOUNT BUDGETED:** In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the recommendation of the administration for personnel changes listed on the attached sheet.

APPROVED BY: Peter Hilts, Chief Education Officer
Brett Ridgway, Chief Business Officer
Paul Andersen, Personnel Director

DATE: October 16, 2013



BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Donna Teubner
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 10/10/2013
ACTION/INFORMATION/DISCUSSION:	Consent Agenda

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Board approval required prior to posting minutes.

RATIONALE: Board of Education shall review minutes of meetings to ensure accuracy.

RELEVANT DATA AND EXPECTED OUTCOMES: Minutes of the October 10, 2013 Board meeting will be posted on the district website after approval.

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

Student Achievement and Performance		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: I move to approve the consent agenda.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: November 1, 2013



BOARD OF EDUCATION AGENDA ITEM 5.01

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Jack Bay, Peter Hiltz, Brett Ridgway
TITLE OF AGENDA ITEM:	Chief Officer Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION. DESCRIPTION OF NEED: The chief officers will provide an update to the board on district activity in their respective areas.

RATIONALE: To provide timely information to the board.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

FUNDING REQUIRED: Yes ____ No ____

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Jack Bay, COO, Peter Hiltz, CEO, Brett Ridgway, CBO

DATE: November 1, 2013



From the desk of the Chief Operations Officer Board of Education Report

November 14, 2013

Dear Board Members,

As the November elections are now complete, I want to congratulate the newly elected board members for our District's board of education. Also, I want to thank each of the outgoing board members for their commitment to Falcon 49 as each of them has spent countless hours assisting the District in navigating the world of K-12 education. I wish each of you well in your future endeavors and hope that our paths cross in the future. As the transition process of the board takes place over the next month or so, I look forward to working with each of you as we continue to strive to attain each of the strategic plan's five big rock initiatives. I believe this year's election results provide our district some great opportunities as we move into 2014.

Please find an update of the activities in the facilities, operations and maintenance departments including transportation and nutrition services.

Respectfully,

Jack W. Bay MBA

Facilities & Maintenance

Ongoing

1. **Revamping the District inventory-warehouse system and facility to prove accountability for District assets.**
2. Working to resolve several outstanding issues that remain from the electrical storms that occurred at the beginning of school.
 - a. Installing a lightning mitigation plan at Woodmen Hills Elementary
 - i. Estimated time of completion April 2014.
3. Preparing a preliminary snow removal plan for each school.
 - a. Determining what are the first, second and third priorities.
 - b. **Reviewing preliminary plan with building principal to obtain consensus.**
4. Recruiting a new Safety, Health and Regulatory compliance person for the District.

- a. A key position to ensuring compliance with all of the many regulatory issues we must comply with each year.
5. **Completing a comprehensive staff review for the fiscal 2015 budget.**
6. Developed a plan to resolve several OCR issues that have surfaced at Vista Ridge High School in a random review by August 2014.
7. Completing a comprehensive physical plant inventory to be integrated with our school dude operating system. This would be a basis for our preventive maintenance and long term capital needs assessment program.
8. Installing a new marquis sign at Falcon Middle School.
9. **Mitigating operating or capital needs safety issues throughout the District including ADA access issues.**
10. **Engaging with our peer district and outside organizations to determine best practices in our Quest to become the “Best School District” to learn, work and lead.**

Upcoming

1. Finalizing the department dash board of key performance indicators to be presented at the November work session for the first quarter of 2013-2014.
2. Completion of 2013-2014 capital improvement projects
3. **Completing the District wide Modular Paint project. To date eight school campuses have had their modular classrooms painted.**
4. Reroofing the majority of Falcon Middle School.
 - a. Completion June 30, 2014

Completed:

1. Determined a capital needs list of expenditures that will allow for significant operational savings or efficiency improvements for possible inclusion in the 2014 bond and/or mill levy override campaign.
2. Re-designed the facilities webpages to provide our community stakeholder’s information on what we do, how we measure our performance and various reports on our progress. Our aim is to regain their Trust by providing transparency and clarity on our operations as desired in Big Rock #1.
3. **Adopted a comprehensive training program for all facilities, operations and maintenance staff members at the October BOE meeting in support of our desire to become one of the Best districts to learn, work and lead as noted in Big Rock #3.**
4. Completed the CPR and First aid training for all Facilities, Operations and Maintenance staff over the fall break.
5. **Completed a preliminary Bad weather dash board for use in decision to close or delay normal operation.**
6. **Transferred permitting and inspection to Pikes Peak Regional Building.**

Grounds

On Going

1. Preparing all athletic venues for competition on a weekly basis.
2. Preparing all equipment needed for the winter weather conditions.
3. Capital construction projects for 2013-2014 related to grounds

Upcoming

1. **Installation of two small artificial turf areas at Remington and Ridgeview Elementary**
 - a. **Timeframe – Nov/Dec 2013**
2. Modification to Evans Elementary POD fire lane.
3. Completion of POD landscaping

Completed

1. Winter shutdown of all irrigation systems
2. Sand Creek pedestrian bridge capital project

Transportation

Ongoing

1. Developing a more potential lucrative bus advertising program.
2. Prepare preliminary plans for the new bus barn electric service capital project. The department is attempting to resolve a snow drifting issue with this project as well.
 - a. Preparing an Request for Proposal for pricing and completion by June 30, 2014
3. The TLC paint team is now booking spring break projects.
4. **Reviewing current time management system to provide greater clarity and optimum operational performance.**

Upcoming

1. Preparing for the annual the Soup & Bread event November 2013 to provide funds for the annual Santa's Toy Express.
 - a. This program provides forty nine (49) elementary students the opportunity to have an enhanced Christmas Holiday and supports Big Rock #2 (engage the community).
2. **Conducting the annual National Association for Pupil Transportation's annual bus safety poster contest with our students and staff.**
3. **Scheduled various staff members for November CPR training.**

Completed

1. Completed the annual Chili cook-off October 30, 2013
2. **Completed installation of 10 video surveillance systems on buses**

3. Prepared a yellow and white fleet replacement program for the possible 2014 Bond campaign.
4. Reviewed bus and parent loops to create greater efficiency at Vista Ridge and Sand Creek High School
5. **The TLC paint team completed the two painting projects listed below over the break.**
 - a. **Springs Ranch Cafeteria**
 - b. **Remington Cafeteria**

Nutrition Services

Ongoing

1. Continue to locate and incorporate high quality, nutritious, child friendly foods into the menu that meets the financial constraints of the program.
2. Continually monitoring and striving to exceed or meet their breakeven point at the end of fiscal 2014.
3. **Reviewing the Rocky Mountain Charter School's new building plans and the nutrition area with the charter school leadership to provide clarity and optimum operational performance.**

Upcoming

1. Election for regional board of director's position that our Director, Monica Deines-Henderson is a candidate.

Completed

1. Completed their employee training session on September 27, 2013
2. Completed a facilities upgrade for the proposed 2014 Bond and Mill Levy election.
 - a. Remodel and enhance Stetson and Evans Elementary schools.



Ongoing	Upcoming
<p>The last month was an important season to continue our district's legacy and begin a series of initiatives for the future of our district.</p> <p>I began the month by attending a management training session called <i>The Breakthrough Coach</i> with my assistant, Barbara Seeley. The training is one that several district administrators value as a way to help executive teams optimize their productivity. I am already working to put some of the best practices we learned into place as I work with the education office. In particular, I am increasing the percentage of time I spend in zones, schools, and classrooms.</p> <p>I also attended regional and state meetings to stay current with developments around the state. At the monthly meeting of the Pikes Peak Area Superintendents Association (PPASA) we had extended discussions about issues with transgender students, classroom door lock magnets, and the Amendment 66 campaign. I also attended the CASE Superintendents' conference where I attended sessions on statewide assessment transitions, new graduation requirements, capital planning, and educator evaluation (SB 191).</p> <p>As part of our Cultural Capacity Initiative, Paul Andersen and I attended a candidate's forum at the Black Educator's Network monthly meeting. I was also encourage to see five district leaders represent our commitment at the Black Advisory Council of the El Pomar Foundation's Emerging Leaders Development Program. Closer to home, I led a group of district staff and stakeholders in a planning forum to identify priorities for improving our district's culture of inclusion and support for all.</p> <p>A few final highlights are that I participated in a series of meetings to formalize our technology master plan, including input from our operational technology contractor (CCS) as well as our instructional technology team and education experts from Apple computer and Hewlett Packard. I also had several meetings with our transportation, operations, and communications teams to prepare for the season of weather delays and closures. We are making a distinct effort to provide early, clear and consistent notification of our severe weather decisions.</p>	<p>In the month to come, I am increasing my time in the district by meeting with the boards of directors of our charter schools. I have also asked our communications team to identify some local restaurants and coffee shops that would be willing to host a series of "Chats with the CEO" where I will invite community members to drop by for informal conversations about the future of District 49.</p> <p>In preparation for a possible capital bond campaign, I will be attending the annual conference of the Colorado School Public Relations Association. Our Public Information Officer, Stephanie Wurtz, is currently president of that association, so I look forward to learning and working with Stephanie to promote our strategic direction.</p> <p>Later this month I will lead a series of meetings about the STEMsCO initiative with colleagues in District 11 and our partners in higher education. I am also meeting with representatives from the Mordgridge Foundation to discuss their substantial investment in district technology. I am very excited about our leadership role in STEM education for the region; and the benefits that leadership will bring to our students.</p> <p>Finally, I am working carefully with district, zone, and school leaders to guide our transition to new assessment systems and graduation standards. In two years, the standards, diploma standards and pathways to graduation will look very different in Colorado. We are aligning our best leadership to support the district's strategic priorities through the coming transition.</p>

Ongoing	Upcoming
<p><u>Rock #2 Engage the Community</u></p> <p>The Zone Leader is continuing to meet with all schools staff members and PTAs, throughout the zone, to get feedback and answer questions about future growth and capital needs.</p> <p>The parent groups have been very receptive to this during the initial meetings.</p> <p><u>Rock #3 Create an environment that is the best to learn, work and lead.</u></p> <p>PLC driven meetings driven by the 4 essential questions:</p> <ul style="list-style-type: none"> What do we want kids to know? How do we know if they have learned it? What do we do if they don't learn it? What do we do if they already know it? <p>Expectations are set and modeled at Admin meetings that then flow down into the schools.</p> <p>Grade level and department meeting are consistently following this expectation</p> <p><u>Rock #4 Develop a robust portfolio of exceptional schools.</u></p> <p>Schools are working on defining their essential standards by grade level and course. Some of our schools are finished and are working on enhancing their common assessments.</p> <p>We are also collaborating with the other Zones on creating/using common assessments across the Zone.</p> <p><u>Rock #5 Individualize education to launch every student into success.</u></p> <p>Falcon Zone elementary schools are continuing their inclusion work with Christi Casa. FMS has also started to work with Christi as well. The main focus is defining co-teaching and re-evaluating current pull-out methods. We have identified a Lead Inclusion teacher within the Zone, Avelyn Green, as a support to teachers when Christi is not available.</p>	<p><u>Rock #2 Engage the Community</u></p> <p>We are also going to bring together the community, staff and students to view the documentary <i>Including Samuel</i>.</p> <p>During and after the viewing, we will lead whole and small group discussions.</p> <p><u>Rock #3 Create an environment that is the best to learn, work and lead.</u></p> <p>We are developing teacher surveys for parents and students that will be included in teacher evaluation with SB 191</p> <p>We are working on developing/using common assessments across the Zone and working with other Zones about common assessments across the District.</p> <p>The iPad teachers are continuing to get training in enhancing their instruction through deeper integration of technology in their day-to-day teaching.</p> <p>FHS admin is going to observe PLCs at Arapahoe HS in Littleton to help develop their best practices for PLCs. In the future, staff members will also be going to observe PLCs at Arapahoe HS.</p> <p>Falcon Zone Elementary schools are continuing work with White River SD on improving our PLC cycles.</p> <p><u>Rock #5 Individualize education to launch every student into success.</u></p> <p>Differentiation training for the entire zone with Ann Benninghoff will take place in January.</p>

Power Zone	Ongoing	Upcoming
	<p>Big Rock 1: Reestablishing Trust: Zone wide Capturing Kids Hearts (CKH) survey results were reviewed by our zone CKH's Committee. There were 157 responses with school response rates between 25 and 40 per school. The responses were categorized and three common elements were chosen out of this analysis. A daily face to face greeting, a commonly defined set of behavioral expectations created collaboratively between students and their teacher(s), and a common vocabulary for redirection of students school wide were the elements decided on by the committee.</p> <p>Big Rock 2: Community Participation: POWER Zone has aggregated the results from the community participation survey and this data will be reviewed by their Zone Innovation Assembly on Wednesday, November 6. Members will then decide next steps for furthering community participation opportunities.</p> <p>Big Rock 3: Best district to learn/work/lead: Teacher and administrator growth plans are now complete and evaluations have begun using the Marzano Causal Teacher and Leadership Evaluation Model. Quarterly meetings will be held with the POWER Zone Evaluation Committee members in order to review current processes and make recommendations for future implementation.</p> <p>Big Rock 4: Robust portfolio of exceptional schools: Work is underway to analyze the effectiveness of POWER Zones STEM programming. Conversations will begin with POWER Zone's IL, principal team, 3 STEM teachers, and the districts STEM Coordinator to look at enhancing the STEM "track" within POWER Zone.</p> <p>Big Rock 5: Customize educational experiences: POWER Zone's IL, Mike Pickering, attended the International Association for K-12 Online Learning symposium and will share some new ideas with me and his leadership team for how to bring a more customized and personalized experience to the students within the coordinated schools in his zone.</p>	<p>Instructional Alignment to the Colorado Academic Standards: As UIP's are completed zone wide each school has a unique action plan on how to meet the goal of aligning instruction to the Colorado Academic Standards across the core content areas over the next 18 months.</p> <p>Professional Development: The Art and Science of Teaching book study and iObservation Academy online Marzano Framework Study will continue through the end of next quarter. Qualitative feedback will be reviewed for ways to improve future PD opportunities at the conclusion of these trainings.</p> <p>Innovation Assemblies:</p> <p>ZIA – The Zone Innovation Assembly will continue to meet twice quarterly to discuss implementation of current zone initiatives.</p> <p>SIA – Proposals are beginning to emerge and School Innovation Assembly members will review these proposals using the guidelines established in the POWER Zone By-Law Committee last 2012-13 school year.</p> <p>StIA – The 30 student group of representatives have broken up into three separate areas. These areas include leadership opportunities, student life, and curriculum and instruction. Students are beginning to research and brainstorm ideas for how to improve these elements within VRHS.</p>

	Ongoing	Upcoming
iConnect Zone	<ul style="list-style-type: none"> To better ensure that our district creates a robust portfolio of distinct and exceptional schools, the iConnect has started the first part of the process to obtain a waiver from the State Board of Education for a spring charter application process. It will be coming to the board as an information item at the November work session. With the approval of the Valiant Academy's charter we are in contract mode in addition to starting the pre-opening process and checklist. To engage with our community FVA is connecting with the local boy and girl scout group to landscape the entry to the school with Xeriscaped materials in conjunction with their device learning components. As a part of "Every Student" FVA is currently exploring RtI interventions through a program called A+ to assist kids in mastery of common core standards in Math. Their preliminary results are very encouraging with students seeing up to two years growth within a 12 week period! We will continue to monitor this success to determine its viability to scale. PPSEL is continuing to engage the minds of their students through fieldwork with historians, and even a Respiratory Therapist to study the human body. More amazing connections that our charter students are making each day, GOAL academy student speaks GOAL student speaks at TEDx and aired on PBS (http://www.ted.com/tedx/events/10165) Each charter focuses on character education and RMCA was focusing on Responsibility this month and many students were "Caught Being Good" and were rewarded with a party and recognition at their character assembly. The iConnect zone really reaches far out into the community, and GOAL has done this through Habitat for Humanity and GOAL students were involved in the Colorado Construction Institute building a custom rail and steps for President Carter to access the stage during a big event for the 30th annual carter work Project Gala. 	<ul style="list-style-type: none"> FVA will begin construction Nov. 5th on their art room to be completed by Feb. 19th. FVA will be hosting visiting schools from around the world to explore their school model including school representatives from Singapore, Sturgis SD, and Minnesota. FVA will be hosting an EdCamp with partnership of Poudre Global Academy from Ft. Collins in late January. Students from FVA will become student bloggers for Gettingsmart.com as a perspective of students in blended schools. GOAL Academy's traveling Reading Plus Trophy went to the Canon City site this past month. PLC is connecting with our local senior citizens and hosting their annual Thanksgiving feast on November 15th at 11:30 in addition to the collection of the Thanksgiving tree for those less fortunate.

	Ongoing	Upcoming
Sand Creek Zone	<p>Evans Elementary</p> <ul style="list-style-type: none"> Our PLC focus for Q2 is on aligning writing instruction with the Common Core Writing Standards. The goal is to develop a plan to engage students in writing in all content areas, increase the rigor and variety of writing experiences for students, and utilize the NLC Every Child a Writer framework as a foundation of writing skills for all students. <p>Springs Ranch Elementary</p> <ul style="list-style-type: none"> This quarter's focus will be on developing a guaranteed, viable curriculum, and common assessments, in order to be consistent across our zone, thus improving instruction and student achievement. <p>Remington</p> <ul style="list-style-type: none"> Colorado Springs Optimist Club will honor 5 third grade students with "BUG" awards for Bringing Up Grades Reading Program. (10/31) Intermediate grades will be using Hands-On Equations for development of algebra concepts, making algebra child's play <p>Horizon Middle School</p> <ul style="list-style-type: none"> Student-led conferences were held October 10, 2013. Student-led conferences allow the student to develop a portfolio of their work and academic achievement to share with their parents. This model allows staff to meet with more parents versus the scheduled conference model. We are proud to announce that we had 267 students participate in this process. <p>Sand Creek High School</p> <ul style="list-style-type: none"> We have 47 students who completed the PSAT over fall break, a significant increase from last year that qualifies these students for the National Merit Scholarship. We were notified that 2 students have become finalists in the National Merit Scholarship and the Questbridge Scholarship. 	<p>Evans Elementary</p> <ul style="list-style-type: none"> Beginning October 30, we will be offering a 6-week Love & Logic course called "<i>Parenting the Love & Logic Way</i>" for our parent community. The Cimarron Hills F.D. has adopted Evans as part of its "<i>Firefighter Adopt a School</i>" program. The goal of the program is to provide positive role models for our students. <p>Springs Ranch Elementary</p> <ul style="list-style-type: none"> 1st quarter Pride Assembly 11/1 – recognizing student achievement 5th grade musical 11/11 3rd grade musical 11/21 <p>Remington</p> <ul style="list-style-type: none"> 1st Grade field trip to Cave of the Winds – 11/1 Harvest of Love Food Drive – 11/1 – 11/8 Veterans Day Luncheon – 11/11 Fall Fest @ RES 6-8 p.m. – 11/15 <p>Horizon Middle School</p> <ul style="list-style-type: none"> Horizon will hold our annual Veteran's Day recognition assembly on 11/11. <p>Sand Creek High School</p> <ul style="list-style-type: none"> SCHS is one of three area high schools chosen to host the Air Force Academy Band for a series of concerts in December designed to encourage students in zone elementary and middle schools to become musicians and to draw the community to Sand Creek for a musical celebration of the holidays 12/13 and 12/15.

Ongoing	Upcoming
<p><u>AIMS Web Training:</u> On October 9, teacher-leaders throughout the district attended an all-day training on utilizing the internet-based tool, AIMS Web. AIMS Web is a universal screening, progress monitoring, and data management system that supports D49 students who need an additional level of progress monitoring and instructional intervention to ensure grade level proficiency. AIMS Web participants found the day extremely valuable as they not only examined the many changes and updates to AIMS Web, but also were exposed to new ways to support student achievement in mathematics through the use of improved progress monitoring probes and data analysis within the program. Participants left with many new ideas and strategies to better support our students.</p> <p><u>Gifted Students' Advanced Learning Plans (ALP) completed:</u> All identified gifted students in D49 have an Advanced Learning Plan (ALP). The ALP is a legally mandated document and serves to outline educational goals and objectives for the student. Additionally, the ALP records enhance educational opportunities that will be provided to the student through the GT Program to ensure academic growth. This document is created with input from classroom teachers, GT Specialists, parents and the student. During the October conferences, the finalized plans were shared with parents.</p> <p><u>School Assessment Coordinator (SAC) meeting begins to prepare schools for new state/national assessments:</u> This year, a building administrator at each school was asked to take on the role of School Assessment Coordinator (SAC). The SAC is responsible for the preparation and administration of all state assessments. Our first SAC meeting was held on October 29. This training reviewed the important procedures and regulations that must be followed as we conclude the Transitional Colorado Assessment Program (TCAP) and prepare for the new on-line Social Studies and Science Assessments that are part of the new Colorado Measurements of Academic Success (CMAS).</p>	<p><u>Gifted Education in D49:</u> In order to identify the strengths of our gifted and talented program and examine areas for improvement, we will be sending out a survey to parents of identified GT students to solicit their feedback on our existing GT program and services. After compilation and review of survey data, we will invite parents, teachers and administrators to a meeting in January to being to formulate a long-term strategic plan to improve our program. This process aligns with Rock 5 of our district's overarching strategic plan. Our goal is to design a program of the highest caliber that provides enhanced educational opportunities for our higher ability students.</p> <p><u>Alpine Achievement releases new technology platform to support administrators and teachers:</u> Alpine is the internet-based data management system designed to help our administrators and teachers improve the achievement of all students by housing all assessment data and individualized student plans in one location. Alpine is releasing a new, upgraded system that will better support our work surrounding teacher effectiveness and school accountability. On November 12, we will be providing our D49 administrators with a one-day training on the new Alpine features that will improve the tracking of student growth and achievement and the new resources now available to support and enhance teacher instruction.</p>

Ongoing	Upcoming
<p><u>Schoology</u> The professional development office is researching cutting-edge tools to design and deliver professional learning experiences to educators across the district. The TOSA for on-line professional development is assisting educators with a variety of professional courses using the on-line tool, Schoology. Current on-line course offerings include The Art and Science of Teaching, Teaching the Youngest Writers, Formative Assessment in Math.</p> <p><u>Leadership Development</u> The Executive Director of Learning Services is a guest speaker at the Sand Creek Zone Leadership Academy during the month of November. A focus on instructional leadership, specifically “Setting a Vision for High Achievement” is being shared with principals, assistant principals and deans through presentation, collaborative dialogue and reflection activities to increase leadership capacity within the zone. Training for mentors of aspiring principals was held on October 30. Mentors have been selected for each of the principal induction candidates this year to provide on-going leadership development, consultation and support.</p> <p><u>Unified Improvement Planning</u> Improvement planning efforts continue this month at the school and district levels. The Executive Director of Learning Services is leading the development of the district unified improvement plan (UIP) with input from all education office departments and innovation zones. Training for principals on school-level UIP development was provided on October 11. Schools that receive Title I funding have additional UIP requirements, including a peer-review process scheduled for November 20.</p> <p><u>Model Classroom Project</u> On October 23 and 24, UCCS professors provided further training in inquiry and writing instruction for model classroom teachers. The office of professional development continues to plan collaboratively with UCCS representatives and Sand Creek zone administrators on researching and implementing instructional strategies which best impact student learning.</p>	<p><u>On-line Professional Learning</u> The office of professional development is excited to offer upcoming on-line courses to include topics on science and inquiry-based instruction, strategies for “rookie” teachers that leverage student growth and learning, emerging trends and techniques for virtual classrooms, instructional practices for English language learners, and meeting the social-emotional needs of students.</p> <p><u>Aha!</u> The office of professional development is sharing the concept of Aha! A website, virtual networking hub, and resource center for all professional learning needs aimed to establish our district as the best place to learn, work and lead. Currently in the research and development phase, Aha! Is anticipated to be formally unveiled in early 2014.</p> <p><u>Educating Children of Color Conference</u> We have begun an intentional campaign to promote the Educating Children of Color Conference, which will be held at Colorado College on January 11. The professional development office will pay the conference fee for staff and is working with the operations office to support transportation for student attendees.</p> <p><u>Grant and Fund Development</u> We recently secured the following grants: <ul style="list-style-type: none"> • Colorado State Library Grant for \$4,320 benefitting the Falcon Virtual Academy and Sand Creek High School libraries </p>

Ongoing	Upcoming
<p><u>Grants and Fund Development</u></p> <p>The Grant and Fund Development Coordinator is working to sustain current wellness grant initiatives in upcoming years. Potential funders include the Federal Carol White Pep Grant, CIGNA, El Pomar and Colorado Health Foundation. She is also supporting the start-up initiative for the Colorado Digital BOCES to secure funding. Over the course of the upcoming month, she will continue meeting with innovation leaders to prioritize zone - funding needs.</p> <p><u>Health and Wellness</u></p> <p>Rachel Duerr, district Health & Wellness Coordinator started on Monday, October 14. She attended the Colorado Alliance for Health, Physical Education, Recreation and Dance conference October 17-19. Currently, she is updating all zone leaders, principals, District Wellness Advisory Council members and co-leaders for school teams on the Rocky Mountain Health Grant awarded to our district. A recent press release on this award was also recently released to the local community. Upcoming activities include visits with coordinated school health teams at Skyview Middle School, Oct 29 and Stetson Elementary School, Oct 30.</p> <p><u>October Count</u></p> <p>The data and reporting team has been working diligently to clean up our student information system (Infinite Campus) to ensure accurate submission through the new Colorado Data Pipeline to the Colorado Department of Education. The October count reporting process is the most critical activity for school district's across the state this time of year to verify student population information which impacts district funding.</p>	<ul style="list-style-type: none"> • Morgridge Family Foundation \$5,000 matching grant benefitting Springs Ranch Elementary, Meridian Ranch Elementary and Falcon Virtual Academy with SMART technology <p>Upcoming grant opportunities include:</p> <ul style="list-style-type: none"> • Colorado Legacy Foundation Grant for enhancing School Behavioral Health Services • Kaiser Permanente Grant to support increased physical activity for students and staff • Caring for Colorado Foundation grant to support the Academy of Health Sciences <p><u>Big Rocks Survey</u></p> <p>Each of the Big Rock Subcommittees continues to meet to revise and refine our upcoming "Big Rocks" survey, which will be released shortly after the new year. The goal of this survey is to solicit feedback and input from all stakeholders; students, parents, community members and staff related to strategic planning within each of our "Big Rock" initiatives.</p> <p><u>Federal Consolidated Grants</u></p> <p>In compliance with federal consolidated grant requirements, we are in the process of preparing for two upcoming obligations. First, districts must provide supplemental services to students attending low performing schools that receive Title I funds. We are currently in the process of contacting vendors and soon will identify service providers with input from parents at GOAL Academy. Secondly, each year, districts must complete a study to ensure equal distribution of staff among schools that receive Title I funds and those that do not. These reports take priority within the upcoming month.</p>

	Ongoing	Upcoming
Communications	<p>As we strive to best engage and inform our community, updates to the district website are in progress to align with our current organizational chart. The site now refers to the Education Office, Business Office and Operations Office, and includes staffing and departmental information in a more coordinated format. Restructuring of content and support to other departments' webpage managers is underway to ensure the district has a consistent, high-quality outward-facing website as a resource to our community.</p>	<p>To expand the district's reach, an investment of grant dollars will be made to upgrade the programming equipment in order to run district messaging on our cable-access channels. The wealth of video content created by the department can run free of charge on Comcast and Falcon Broadband channels, but updated equipment is necessary to do so efficiently.</p>
	<p>In support of being the best district to lead, our public information officer serves as the president of the Colorado School Public Relations Association. Comprehensive planning for the organization's annual fall conference and professional development event is in progress for the Nov. 15 event. The entire communications team will attend, along with school communicators and leaders from across the state. This opportunity allows the communication department's leadership to serve as a positive District 49 representative at the state level, as well as collaborate on school-specific communications issues and strategies.</p>	<p>Extensive Veterans Day events in coordination with the Saluting American Program (which the district is piloting along with about a dozen districts statewide) will take place on and around Nov. 11. Media and community outreach and coverage will take place to highlight Community, Best District and Every Student initiatives by showcasing student projects and performances. These are wonderful events to attend and to invite community members and leaders into our schools.</p>
	<p>The first direct mail piece of the school year was distributed to all households within District 49 boundaries, with messaging around our Big Rocks initiatives as well as a call-to-action inviting community members to subscribe to the district newsletter and social media platforms. Direct mail is one of the only communications avenues the district uses to intentionally target those students living in our district who may choose to choice out to other districts – a tactic related to the retention component of the communications strategy.</p>	<p>The communications department will work in coordination with staff members leading the district's Portfolio of Schools initiative to begin planning and messaging related to the district's enrollment guide and choice enrollment. It will be critical to collaborate to maintain consistent messaging and preserve the district brand, while individualizing zone- and school-level offerings.</p>
	<p>The staff electronic newsletter the Big Rocks Report has now been fully implemented as a tool to directly communicate with staff members and to reinforce and affirm successes related to the district's five strategic initiatives.</p>	

REPORT OF THE CHIEF EDUCATION OFFICER

CTE	Ongoing	Upcoming
	<p>SCHS Engineering – Continues to build and expand, focusing this semester on an invention on clean water (possibly school and community wide) built off of the springboard of our Inventteams initiative. This piggybacks off the grant that was won for MIT.</p> <p>FHS has 210 students enrolled in the Academy of Health Sciences this school year, which is a dramatic increase.</p> <p>FHS Biotech - Forensic Science is expanding the program to include analytical instrumentation (electrophoresis, gas chromatography and comparison microscopy) to allow students hands experience working with advanced scientific equipment commonly utilized in real world crime labs.</p> <p>PLC Catering – Culinary Creations is ready to start catering events! Presenters from Paragon Art Institute and Escoffier have provided informative demonstrations in the catering classes.</p> <p>SCHS Engineering – Continues planning for the 2014 Colorado engineering summit.</p> <p>October 24th - Nikki Lester received a call from Grand Junction School District, requesting information about our D49 CTE programs. Grand Junction was directed by State to look at D49 as a model because of the great reputation we have!</p> <p>SMS Pre Engineering/GTT – Currently working on the following projects 6th grade: Website design and tower building 7th grade: Rockets 8th grade: Mouse trap cars</p>	<p>CTE Professional Development day for all CTE staff on Nov 8th</p> <p>Nov 5th - FHS will be taking 60 students & VRHS will be taking 10 students to the Fall HOSA conference in Denver. (Attendance statewide is limited to 400, so we are well represented!)</p> <p>Nov 7th-10th - Dana Orton and Andrea Slusarski are presenting at the Colorado Art Educators Association Fall Conference on the curriculum developed for the middle school CTE program in Breckenridge, Colorado.</p> <p>Nov 13th - FHS HOSA meeting (for all staff and students who would like to attend). Dr. Uche Njiaju will be the keynote speaker. She is currently a practicing oncology in Colorado Springs. Dr. Njiaju began her schooling in Zimbabwe and attended some very prestigious schools in the U.S. Her story is motivating and interactive. A link to her bio - http://www.memorialoncology.org/chmg-medical-oncology-hematology-welcomes-dr-uchenna-njiaju/</p> <p>Nov 12th - FHS Biotech students are taking a field trip to the National Space Foundation to discuss technological advancements that have improved human existence.</p>

REPORT OF THE CHIEF EDUCATION OFFICER

	Ongoing	Upcoming
CTE	<p>With the Perkins grant approval, various schools within the district will receive the following:</p> <p>PLC Catering - \$2500 for the purchase of new stoves.</p> <p>FHS ACE - \$8650 to acquire supporting technology to continue the development of the hands-on print shop project.</p> <p>PLC Business - \$2500 for the purchase of a Smartboard with accessories.</p> <p>PLC Biotechnology - \$5000 to purchase supplies and materials for the new Biotechnology/STEM program at our alternative school.</p> <p>VRHS Engineering - \$28,560 to acquire new technology (plasma cutter & accessories) that will encourage student participation in the engineering program and allows for more skills attainment. Students will be given more opportunities to explore the high demand opportunities offered in the engineering field. Students will study safety protocols, equipment maintenance, product design and development and production.</p> <p>PLC - Multiple programs - \$12000 for the purchase of 2 labs (40 Google chrome books) to be utilized across multiple CTE programs.</p> <p>FHS AOHS - Applied for a \$50,000 grant from Caring for Colorado to help supplement and continue to grow the Academy of Health Sciences and HOSA. Susan Hill is coming for a site visit on Nov 13th at 9am.</p>	<p>PLC Catering - The owner of Bambino's is coming to make cannoli with the catering class.</p> <p>Nov 15th - FHS Academy of Health Sciences will take a field trip to Denver's Animal Research Lab.</p> <p>Nov 7th – FHS AOHS/HOSA Sponsoring a Blood Drive in Media Center (9am-2pm).</p> <p>Nov 14th – 15th - Three of our ACE instructors (2 FHS & 1 SCHS) will be attending the ACE Special Populations Conference in Denver.</p>

Ongoing	Upcoming
<p>August-October:</p> <ul style="list-style-type: none"> - Ongoing collaboration with GOAL Academy – expectations, enrollment reports, re-designation criteria, etc. - Implementation of Language Benchmark Assessment – WIDA MODEL. With SB 191, ELD Teachers need to be able to share growth with ELLs (English Language Learners) within a school year. This assessment will be used in conjunction with the annual WIDA ACCESS. - ELD Parent/Teacher/Student Advisory Group Meeting – several ELL parents attended. Parents were provided with current ELD data, how to access various local resources, etc. - Hosted regional ELD Directors and UCCS meeting. Discussions around READ ACT/ELLs, WIDA ACCESS, upcoming events, etc. - Attended CABA (Colorado Association of Bilingual Education) Convention in Denver, CO. Participants acquired information on Parent Engagement, READ ACT/ELLs, etc. - Coordinated interpreters for October Parent/Teacher Conferences – Community Liaison assisted with educating parents, teachers, and staff. - Planned/coordinated/implemented SIOP I Teaching Institute for D49 teachers. SIOP- Sheltered Instruction Observation Protocol is a framework that provides techniques to work specifically with ELLs as well as all students. - Planned/coordinated/implemented KAGAN 3-day Cooperative Learning training. Forty D-49 teachers participated in this training during Fall Break. All learned strategies/structures that they are able to take back to the classroom. There is an interest of Days 4 & 5. - October Count – ELL section clean up. The change over to the new Infinite Campus resulted in hundreds of ELL errors. The ELD Admin. Team spent days cleaning up old errors. 	<p>November-January:</p> <ul style="list-style-type: none"> - November 8th & 9th: Several ELD/General Education Teachers will be attending – Colorado-Teaching English to Speakers Other Languages Conference in Denver. The author of SIOP Framework – D. Short is scheduled as the Keynote Speaker. - Nov. 13th – Next ELD Parent/Teacher/Student Advisory Meeting – Pikes Peak Mobile Library is scheduled to attend to get our ELLs library cards! - Nov. 19th – ELD Team PLC – a representative from CDE will present on MPIs – Model Performance Indicators. MPIs are a part of new CELF (Colorado English Language Proficiency) Standards. - WIDA ACCESS – annual Language Assessment for ELLs – Training for proctors – December. Administration is scheduled for the entire month January. - Creation of online ELD Schoology class – - Classroom Instruction That Works for ELLs – - to be delivered in December.

	Ongoing	Upcoming
Special Education	<p>Big Rock: Research, Design and Implement Programs for Intentional Community Participation. Meetings with Smart Schools Partners regarding D-49 students in their day treatment program, unilaterally placed by parents. SSP requested “excess cost” reimbursement. SSP administration understands there will be no reimbursement without prior approval of placements through the IEP process. Meeting at the El Paso County Courthouse regarding a student placed in the Pikes Peak Pathways Program. The meeting was held with the GAL, DHS and PPBOCES in preparation for a hearing with a magistrate. Recommendations for placement were discussed. Facilitated a manifestation determination at Indigo Ranch.</p> <p>Big Rock: Grow a Robust Portfolio of Distinct and Exceptional Schools. Meeting with the CD BOCES leadership to discuss coordinating special education services, in consideration of D-49 as the administrative unit. Meeting with the GOAL Academy Special Education Coordinator to discuss coordinating special education services. Participated in the District sponsored AIMSweb training. Participated in the Gap Analysis for Crisis Prevention and Intervention for Co-Occurring Challenges/Diagnoses meeting sponsored by Aspen Pointe, CU Anschutz Medical Center, JFK Partners and the Resource Exchange. Developed an initial plan for coordinating multiagency services. Agreed to be the representative for the group for CDE and the Pikes Peak Region SPED Directors. Attended the Capital Planning Committee Meeting related to Operations Discussion. Participated in a subcommittee meeting related to the Trust Big Rock.</p>	<ul style="list-style-type: none"> Continued planning with the CD BOCES to coordinate special education services and state reporting. Developing an MOU between D-49 and CD BOCES Continued coordination with GOAL Academy, addressing policies and procedures, and state reporting. Also consulted on District placement of a Vista Ridge student with special needs at GOAL Academy Collaboration with Aspen Pointe and the Resource Exchange related to follow up to the Gap Analysis meeting

	Ongoing	Upcoming
Special Education	<p>Rock #3 –</p> <ul style="list-style-type: none"> • Participated in Rock Head meeting to address survey questions • Disaggregated Exiting student data (draft data sheet attached) for further consultation with Rock #3 sub-committee • Updated the Exit survey for parents to take when withdrawing students (draft attached) <p>Rock #5 –</p> <ul style="list-style-type: none"> • Participated in a CDE sponsored Early Dispute Resolution (EDR) Advisory Committee, first meeting. The voluntary advisory committee is charged with brainstorming various EDR strategies, considering strengths and constraints of implementation and possibly serving as a resource for school districts for training. Shared our work on increasing the ‘friendliness’ of IEP staffings as a proactive strategy to enhance parent relationships. • Co-presented “Equity in Education” to Principal Induction candidates with Martina Meadows. • Participated in multiple system trainings (AimsWeb, Scantron, CoAlt, Read Act) and am currently in the process of collaborating with the Director of Special Services, Curriculum, Instruction and Assessment Coordinator and the School Improvement Coordinator to update various system procedures. 	<p>Rock #3 –</p> <ul style="list-style-type: none"> • Collaborate with Rock #3 sub-committee members to review disaggregated Exit student data • Collaborate with Rock #3 sub-committee members to address Exit survey procedures. Begin implementing in December. <p>Rock #5 –</p> <ul style="list-style-type: none"> • Four more EDR Advisory Committee meetings before July 2014. • Implement new procedures for READ plans using Alpine and IC • Consult with Christi Kasa regarding Falcon Zone and Sand Creek Zone support

Ongoing	Upcoming
<p>A community partner paid for a facilitator to assist with creating the strategic plan for STEMsCO. The plan is completed and ready for adoption.</p> <p>The community members that have been asked to be part of the Executive Team for STEMsCO have all accepted.</p> <p>The STEM in Equity task force sponsored by National Alliance for Partnerships in Equity (NAPE) convened For their quarterly meeting, and Dianne Kingsland is a member of that committee.</p> <p>The CDE STEM Think Tank met and assigned its committee members to work sessions. Dianne Kingsland will be a member of the Research team and the Regional Representation team for STEM in Colorado.</p>	<p>November 2013 - STEMsCO's Executive Team is ready to meet to adopt the strategic plan, by-laws, and work with the CD BOCES Board.</p> <p>The next Colorado Springs STEM Consortium is set for November 21. D11 will be hosting the meeting at their Tesla building, and the Cougars Gone Wild Robotics Team from Coronado High School will be the presentation.</p>

Ongoing	Upcoming
<p>Trust</p> <ul style="list-style-type: none"> Online courses regarding policies and procedures for Suicide Assessment, Threat Assessments and Grief, Loss, Trauma Incidents are being developed via Schoology for the purposes of district professional development. Support and leadership was provided in response to the death of a SCHS student over Fall Break <p>Community</p> <ul style="list-style-type: none"> The District Climate Survey was opened on October 7 and closed on November 1 to gather input from students and parents. Periodic updates were provided to all building administrators regarding student completion rates. <p>Work, Learn, Lead</p> <ul style="list-style-type: none"> 504s and Rtl were addressed at the District SAC meeting concerning state assessments. Detailed instructions were created and provided to all building coordinators for entering 504s into Alpine Achievement. <p>Every Student</p> <ul style="list-style-type: none"> A presentation on the new State Graduation Guidelines was given to Zone Leaders. They were also informed of ICAP requirements and made aware that the District Counselor is a resource for all buildings. A meeting was held with representatives from each high school to ascertain building procedure surrounding topics pertaining to credible transcripts. A crosswalk template was developed and provided to each building in order to review information during our next meeting in December. CDE's classroom level Rtl rubric was tweaked for ease of use and put into SurveyMonkey for teacher completion. 	<p>Trust</p> <ul style="list-style-type: none"> Research will be done on available bully prevention resources to provide to schools so that programs can be developed. <p>Community</p> <ul style="list-style-type: none"> The data gathered from the District Climate Survey will be disaggregated and delivered to all schools. Information will be presented to the Board during the December meeting. <p>Work, Learn, Lead</p> <ul style="list-style-type: none"> Aha! sites will be developed for Rtl, 504, and District Crisis Information A training will be developed and provided to building 504 coordinators in regard to the new requirements for state testing. <p>Every Student</p> <ul style="list-style-type: none"> A rubric for 504s will be developed and a district-wide audit of all 504 plans will be conducted. A presentation on ICAPs will be given to all Juniors and Seniors at SCHS. A training will be provided to SCHS technology teachers in regard to student ICAP reports.

	Ongoing	Upcoming
Human Resources	<p>At the October board work session, Paul Andersen outlined four key priorities in Human Resources: Increasing Supervisor Strength, Performance Management Excellence, Improving Internal Processes and Cultural Capacity. Each of these priorities supports the District's Big Rock #3. Watch for updates on these priorities in future monthly reports.</p> <p>Supervisor Strength: Over the next month, Paul Andersen will develop a basic framework for a supervisory training program designed to increase the District's supervisory strength. (Rocks 1 & 3)</p> <p>Internal Processes: The HR team is exploring opportunities to leverage the features of our existing systems (e.g., eSchool and Applitrack) in ways that streamline internal processes. For example, Applitrack has a built-in tool for personnel requisitions. This represents an easy opportunity to move from a paper-based process to an electronic process. HR is currently testing this. (Rocks 1 & 3)</p> <p>Human Resources, in collaboration with Business Services, is developing a proposal to allow charter schools to access the District's substitute system. One of the charters has requested this.</p> <p>Performance Management: Sally McDermott, Human Resources Manager, will meet with principals and other administrators over the next month to check in on the status of staff performance. (Rock 3)</p>	<p>In collaboration with Amber Whetstone, HR is reviewing Board policies in light of SB 10-191. Proposed changes will be discussed at the November work session. (Rocks 1 & 3)</p> <p>In the next week, HR will compile and report on results of the Facilities and Maintenance climate survey. (Rock 3)</p> <p>On November 7, Paul Andersen will speak to about 100 attendees at the Annual Student Night hosted by the Pikes Peak Chapter of the Institute for Management Accountants. His presentation to approximately 100 attendees will focus on tips for job seekers. (Rock 3)</p> <p>Improvements to board policy GBK – Staff Grievances continues and should be concluded by the December board meeting. (Rock 3)</p>

Ongoing	Upcoming
<p><u>Excel and Expulsions</u></p> <ul style="list-style-type: none"> • There were no additional expulsions this past month • The expelled students have been doing an excellent job. Between the 7 students, 9 full on-line classes have been completed totaling 4 ½ total high school credits • Excellent attendance has been displayed. Two of the expelled students have been removed from the books for truancy court. • The students have been working on affective education. Virtues and life skills discussed this month were: Friendship, Work, Courage and Perseverance • The students have also been working out of the book: “7 Habits of Highly Effective Teams” • Already transitioned students are doing an excellent at their respective schools <p><u>District Athletics</u></p> <ul style="list-style-type: none"> • We had our regular meeting with Brett Ridgeway to discuss budget issues: Fundraising Budgets; Cost Responsibilities – General Fund vs. Activity Fund Criteria • Ongoing items that we are working with building AD’s on are; Small vehicle procedure for schools; Yellow Bus Media: Eligibility; Funding for state events; Coach’s evaluation forms; eligibility for FVA and out of district students • There was regular attendance by the district AD at fall sports. Some great sportsmanship was reported by other schools concerning our football team(s). • Good inter-district rivalries and sportsmanship has been consistently demonstrated. • The football “Golden Ball” was presented to Falcon High School 	<ul style="list-style-type: none"> • I am meeting with Greg Northlete for a presentation on artificial turf. • I am meeting with Dan Rojas from Yellow Bus Media to discuss advertising on buses and in gyms Army Recruiting has expressed an interest. This is all very preliminary and in conjunction with the transportation department and Gene Hammond • As the semester comes to a close we are beginning the work of successfully transitioning current expelled students back to a traditional setting and setting them up for success upon their return second semester. • Two students are returning to FHS; 1 student is returning to HMS; 1 student is starting PLC night school, 2 students are starting PLC day school and 1 student is returning to VRHS • State Football playoffs for this year include FHS which is a 4 seed and hosting a playoff game and VRHS which is a 16 seed. • The district is gearing up and starting up the HS Girls and Boys basketball season

Educational Technology	Ongoing	Upcoming
	<p>John Litchenberg has been busy working directly with Apple Care and Apple Engineering to find a solution to the problems created with the installation of iOS 7 on our iPads.</p> <p>After several false starts, John will be working with schools to implement the fix provided by Apple to get our iPads updated.</p>	<p>Installing a new HD video server to broadcast our TV content on Comcast, Falcon Broadband, and Century Link. John will also be training our PR department on how to manage and use the equipment.</p> <p>John will present the staff with the Technology Uses and Perceptions survey. This survey will give us valuable insights on where our teaching staff can benefit from professional development in the area of technology integration.</p>

	Ongoing	Upcoming
Instructional Technology	Wayne coordinated with CCS to install the new CogAT Secure Browser on every elementary school computer lab. The Secure Browser will be used to conduct the online testing for CogAT.	CogAT testing for all 3 rd Graders. Test window is Oct 28 – Nov 22 nd 2013.
	Wayne coordinated with Smart Technologies to replace a broken projector. Projector was under warranty. Swap out was completed.	Technology input to Technology Master Plan
	Wayne completed a tech webinar for HS Fall Field testing. Actual testing occurs in Spring 2014. During this webinar TestNav 8 was reviewed. TestNav 8 will allow I pads and Chromebooks for testing. All rules covering screen size and keyboards still apply.	
	Wayne confirmed the current Smart Notebook software is not updated to run smoothly with Apple's new Mac Pro OS 10.9. Smartboard users will need to continue using Apple's OS 10.8 until Smarttech releases an update.	
	Our District's Computer Support Company completed the installation of our new storage hardware and moved some of our district's software to the new equipment.	

Infinite Campus Support	Ongoing	Upcoming
	<p>Central Enrollment:</p> <ul style="list-style-type: none"> Central enrollment is looking to address the enrollment process and procedures for a more efficient and user-friendly experience. To establish a more trustworthy use of taxpayer investments. <p>Parent Portal:</p> <ul style="list-style-type: none"> Investigate how schools are using the Parent Portal. Help school staff expand the use of features on the Portal to present more information for parents. Help design and implement community participation. <p>Test Scores attached to Student Information</p> <ul style="list-style-type: none"> Populating Student Information with test scores for 'one stop shopping' for parents. <p>Gradebooks/Teachers:</p> <ul style="list-style-type: none"> Training for teachers to expand their knowledge on the Infinite Campus grade book features. Helping launch each student toward success. 	<ul style="list-style-type: none"> Meet with CIC to establish updated modifications to the Online Enrollment software. Discuss Parent portal in the next secretary user's group meeting. Surveying schools on what they do now and what information they have the ability to provide parents. What method of communication schools are using and what is available to them. Mapping all test to Student Information software. Set up training documents for distribution to all schools on Grade book features.

Ongoing	Upcoming
<p>Community Collaboration- Podcast training videos with the Colorado Springs Fire Department have been completed. One is ready for viewing; the other is in the editing phase.</p> <p>Pikes Peak Region School Pillar Group- Mr. Watson represents District 49 as a member of the Pikes Peak Region School Pillar Group. This group discusses school safety and security topics. The 2014 topic to discuss and begin making changes is on Mental Health, and the epidemic effecting schools; Suicide, and Suicidal ideations.</p> <p>Colorado Association School Safety Law Enforcement Officers (CASSLEO)- Mr. Watson represents District 49 as a member of this Sate-Wide Committee. The committee meets monthly to discuss school safety trends, and is the Liaison to the State Legislature on topics that affect School Law. Next meeting is scheduled for Nov. 4, 2013.</p> <p>Safe 2 Tell- Safe 2 Tell reports have increased in the District. Most reports are of "Bullying" activity and self-harm.</p> <p>Climate Survey- The District-Wide Climate Survey open period ends Nov. 1, 2013. The results of the month long survey will be tallied and presented to the Board of Education at a 2014 scheduled meeting.</p> <p>Colorado Springs Office of Engineering- Mr. Watson is working in collaboration with this City Unit to assist in mitigating traffic congestion around all District 49 schools.</p> <p>School Site Patrols- Mr. Watson continues to conduct periodic patrols around all District 49 schools to ensure the safety of all staff, students and the community.</p>	<p>District Safety Emergency Management Group (DSEM)- The next meeting is scheduled for November 13, 2013. Agenda items will include a presentation by Officer Sack, SRO for Vista Ridge High, A question and answer session for school staff by Gary Herbst from the City Engineering Department, and other school safety topics will be discussed.</p> <p>Cyberbullying and Social Media Training- This training will take place on November 13, 2013, and is hosted by the Colorado Springs Police Department. All school staff and Charter schools have been invited to send staff.</p> <p>Schoolology Courses- Topics pertaining to school safety and security will be offered through the Schoolology website beginning after the first of the year for all school district staff.</p> <p>Safe School Award- Mr. Watson would like to begin developing criteria to award a Safe Schools Award annually. This could be done by Zone, Academic Level (El, Middle, High), or just one overall District school.</p> <p>Investigate Anti Bully Programs- Mr. Watson along with other District members will begin to look at current programs offered in the district, and work to construct a bas curriculum for all schools to build from, as well as look at ways to improve the current climate within the schools.</p> <p>School safety Video- Mr. Watson is in the beginning stages of developing a school safety video with the assistance of School Resource Officer's.</p>



BOARD OF EDUCATION AGENDA ITEM 5.02

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Stephanie Wurtz
TITLE OF AGENDA ITEM:	Falcon Education Foundation Mini-Grants
ACTION/INFORMATION/DISCUSSION:	Board Update/Presentation

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Falcon Education Foundation Mini Grants

RATIONALE: Each year, the Falcon Education Foundation awards mini grants to District 49 educators for projects and educational programs outside the usual means of district budget. The foundation is dedicated to supporting and funding those projects that are innovative, creative, and inspirational and advance one or more of the district's five strategic initiatives.

RELEVANT DATA AND EXPECTED OUTCOMES: A healthy school district partners with local residents and businesses to help meet the growing demands of education to increase student achievement and prepare students for success in the 21st century. The Falcon Education Foundation is honored to support District 49's outstanding educators as they prepare every student to succeed like never before.

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: None needed

APPROVED BY: Peter Hilts, CEO

DATE: October 16, 2013



BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Approval of Policies: GCQEA Transitional Retirement Plan, GCQEA-R Guidelines for Employment of Retired Persons, GDQCA Educational Support Staff Transitional Retirement Plan, and GDQCA-R Educational Support Staff Transitional Retirement Plan – all related to 110-140 day employment offerings
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Colorado law affords public employees to work for a state-level public entity, after declaring retirement, in a manner that limits the amount of work that employee may dedicate to any combination of state-level public entities so that the retiree is not considered a ‘full time’ employee of any entity while working as a retiree. By design, this was intended to give teachers the opportunity to teach one extra school year after retiring, as a way to launch the employee into retirement with gratitude. The time-worked limitations are defined in calendar year terms, rather than fiscal year, to facilitate that one extra school year of work. Due to the lack of specific wording to the contrary, the statute does offer the potential for a retiree to work multiple years (rather than just one) for any combination of state-level public entities. In past years, this was done with the understanding that such arrangements would effectively be ‘no-cost’ to the state-level public entity. However, due to changes in the requirements for funding of Public Employees’ Retirement Association (PERA) and changes as a result of the Federal Government’s Affordable Care Act, it can no longer be pursued or perceived as a ‘no-cost’ option to the state-level public entity.

Falcon School District policy has been silent toward the ability of employing retirees for more than the one year originally intended for 110-140 arrangements.

RATIONALE: In order to properly manage costs, and be a good steward of public funds, it is appropriate that the District modify board policy regarding employment for ‘Transitional Retirement Plans’ for both Licensed staff (policy GCQEA) and Educational Support Staff (policy GDQCA) as well as related regulations for these policies..

RELEVANT DATA AND EXPECTED OUTCOMES: We hope to provide clarity to any staff potentially affected by this change and to provide appropriate cost control for future fiscal years.

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

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

FUNDING REQUIRED: Yes ___ No X

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to adopt revisions to policies GCQEA Transitional Retirement Plan, GCQEA-R Guidelines for Employment of Retired Persons, GDQCA Educational Support Staff Transitional Retirement Plan, and GDQCA-R Educational Support Staff Transitional Retirement Plan as recommended by the Administration.

APPROVED BY:

Brett Ridgway, Chief Business Officer

DATE:

November 7, 2013

Title	Transitional Retirement Plan
Designation	GCQEA

Licensed employees who have worked for Falcon School District a minimum of five (5) years and who are qualified for Public Employees' Retirement Association (PERA) benefits may apply for ~~an~~ one (1) additional year of employment after retirement. This plan is known as the 110-~~110~~ 140 day plan because PERA restricts the number of hours (converted into days) that an individual can work for a PERA employer ~~after~~ while they are receiving PERA retirement benefits.

The 110-140 day limitation applies to each calendar year after the retirement has begun.

- Adopted: June 27, 2001
- Reviewed: December 10, 2009
- Revised: November 14, 2013

LEGAL REFS:

- C.R.S. 22-64-111 (*Employment after retirement*)

Title	Guidelines for Employment of Retired Persons
Designation	GCQEA-R

The following are the guidelines that will govern the employment of retired persons by Falcon School District. In addition to District guidelines, PERA regulations will also need to be followed.

1. Any individual retiring from the District and taking PERA benefits must allow for one (1) month separation from actual work. This PERA rule is supported by a financial penalty of 5% of the benefit for each day worked.
2. An employee intending to work beyond retirement must submit a letter of application to the human resource office by January 20 of the calendar year in which retirement will take effect.
3. The Board of Education shall give final approval to determine which employees are selected for participation. Consideration for participation will include the needs of the District, past performance of the employee, and the recommendation of their immediate supervisor and the Chief Education Officer, Zone Innovation Leader, Chief Business Officer and Chief Operation Officer~~or Chief Business Officer~~.

If an individual is approved:

1. Participants in a retirement plan will receive a salary commensurate with their last placement. No raise will be granted to individuals approved for the plan.
2. Licensed participants must have a valid Colorado teaching license.
3. ~~The District will not provide any insurance benefits~~The District will provide minimal benefits only as required by State and Federal Law.
- ~~4. The District will not make any PERA contributions on behalf of the employee.~~
- ~~5.~~4. Participants in a retirement plan shall not be provided with any paid holidays, paid vacations, or leaves.
- ~~6.~~5. Licensed participants working under a retirement plan must execute a retirement contract in which they waive any and all rights and remedies available under the provisions of the Colorado Teacher Employment, Compensation, and Dismissal Act (C.R.S. 22-63-101).

- Adopted: June 27, 2001
- Revised: December 10, 2009
- Revised: September 8, 2011



- Revised: January 26, 2012
- Revised: November 14, 2013

Title	Educational Support Staff Transitional Retirement Plan
Designation	GDQCA

Support employees who have worked for Falcon School District a minimum of five (5) years and who are qualified for Public Employees' Retirement Association (PERA) retirement benefits may apply for one (1) ~~an~~ additional year of employment after retirement. This plan is known as the 110-~~110~~-140 day plan because PERA restricts the number of hours (converted into days) that an individual can work for a PERA employer after-while they are receiving PERA retirement benefits.

Due to the regular need of the Transportation Department to employ PERA retirees on a regular basis in order to fill their need for bus drivers, they are exempt from the restrictions contained herein.

The 110-140 day limitation applies to each calendar year after the retirement has begun.

- Adopted: June 27, 2001.
- Revised: December 9, 2010.
- Revised: November 14, 2013

LEGAL REFS:

- C.R.S. 22-64-111 (*Employment after retirement*)

Title	Educational Support Staff Transitional Retirement Plan
Designation	GDQCA-R

The following are the guidelines that will govern the transitional retirement plan offered by Falcon School District. In addition to District guidelines, PERA regulations will also need to be followed.

1. Any individual retiring from the District and taking PERA benefits must allow for one (1) month separation from actual work. This PERA rule is supported by a financial penalty of 5% of the benefit for each day worked.
2. An employee intending to work beyond retirement must submit a letter of application to the human resources office by January 20 of the calendar year in which retirement will take effect.
3. The Board of Education shall give final approval to determine which employees are selected for participation. Consideration for participation will include the needs of the District, past performance of the employee, and the recommendation of their immediate supervisor and the Chief Education Officer, Zone Innovation Leader, Chief Business Officer and Chief Operation Officer.

If an individual is approved:

1. Participants in a transitional retirement plan will receive a salary commensurate with their last placement. No raise will be granted to individuals approved for the plan.
2. The District will provide minimal benefits only as required by State and Federal Law~~The District will not provide any insurance benefits.~~
- ~~3. The District will not make any PERA contributions on behalf of the employee.~~
- ~~4.~~3. Participants in a transitional retirement plan shall not be provided with any paid holidays, paid vacations, catastrophic leave bank or leaves.

- Adopted: June 27, 2001
- Revised: December 9, 2010
- Revised: November 10, 2011
- Revised: January 26, 2012
- Revised: January 10, 2013
- Revised: November 14, 2013



BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Paul Andersen, Personnel Director
TITLE OF AGENDA ITEM:	Approval of Policies: GBK, GBK-R and GBK-E Staff Grievances
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Personnel Director will outline recommended revisions to staff grievance policies.

RATIONALE: Revisions to this policy and regulation are recommended to increase clarity, especially with respect to the timeline for staff grievances.

RELEVANT DATA AND EXPECTED OUTCOMES: The revised policies will provide specific timelines and clarity to all parties involved in a staff grievance.

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	
Operational Efficiency and System Effectiveness	<u>X</u>		

FUNDING REQUIRED: Yes ___ No **X**

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the policies in item 7.02 as amended and recommended by the administration.

APPROVED BY: Peter Hilts, CEO

DATE: November 1, 2013



Title	Staff Grievances
Designation	GBK

The Board ~~It is the Board's~~ desires that procedures for settling differences provide for prompt and equitable resolution at the lowest possible administrative level and that each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal **or retaliation.**

A "grievance" is defined as an alleged material violation of Board of Education policies or administrative regulations that apply to all employees.

An aggrieved person or persons must be employed in Falcon School District #49 at the time the grievance is filed. The grievance process is only available to current employees of the District.

The Board will hear grievances only after unsuccessful resolution by the employee's supervisors. The Board shall take action only on those grievances that fall within the authority of the Board. Before accepting a grievance appeal, the Board shall seek the advice of the board attorney as to whether the appeal falls within the requirements of this policy.

The board will not hear any grievance concerning personnel actions taken the by the Chief Officers, unless the grievance is based on an alleged violation of constitutional, statutory, regulatory, or policy provisions.

The Board shall not hear grievances concerning simple disagreement or dissatisfaction with a personnel action. Any personnel grievance not falling within the requirements shall be appealed only to the level of the Chief Officer.

Nothing in this policy shall be construed to imply in any manner the establishment of personal rights not explicitly established by statute or Board policy. Neither shall anything in this policy be construed to establish any condition prerequisite relative to nonrenewal of contracts, transfer, assignment, dismissal or any other employment decision relating to school personnel.

~~All employment decisions remain within the sole and continuing discretion of the administration and/or Board of Education, as appropriate, subject only to the conditions and limitations prescribed by Colorado law.~~

~~An aggrieved person or persons must be employed in Falcon School District #49 at the time the grievance is alleged to have occurred. The grievance process is only available to current employees of the District.~~

- Adopted: date of manual revision.
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: March 11, 2010
- Revised: November 28, 2012
- **Revised: November 14, 2013**

Title	Staff Grievances
Designation	GBK-R

Purpose

~~A good working and learning atmosphere is achieved and maintained by promptly resolving problems that arise in the work place in an equitable and appropriate manner. Problems may consist of perceived misinterpretation or misapplication of Board of Education policies, or regulations. The purpose of the following Grievance Procedure is to secure, at the lowest administrative level, equitable and appropriate solutions to such work place problems through the sincere efforts of all persons involved to work toward constructive, solutions in an atmosphere of courtesy, respect and cooperation.~~

Definitions

1. Grievant: an employee or employees who are directly affected by a District decision or action and object to it.
2. Grievance: an alleged material violation (**misapplication or misinterpretation**) of Board of Education policies or administrative regulations that apply to all employees.
- ~~3. Days: will be referred to in this policy as those regularly scheduled working days that the administrative office(s) are open.~~

Conditions

1. An aggrieved person or persons must be employed in Falcon School District #49 at the time the grievance is filed. The grievance process is only available to current employees of the District.
2. Grievances shall be documented and presented using the District's Grievance Initiation Form GBK-E.
3. All records associated with the grievance shall be maintained in the Human Resources office. Grievance records shall be considered private information and shall be maintained separate from the individual employee's personnel record. All records will be kept for a minimum of three (3) years.
4. Retaliation in any form will not be tolerated against any aggrieved person because of the filing of a grievance.
5. Employees are not authorized to contact Board members individually about grievances.
6. The grievant shall be permitted to have one (1) representative present at any step of the grievance process.
7. When appropriate, the grievant may give his/her grievance initiation form directly to the Personnel Director or Chief Officer; thus bypassing the immediate supervisor. This action shall be taken only in those instances where the matter communicated is of such a personal and private nature that it cannot be effectively communicated at a lower level. The Personnel Director and/or Chief Officer reserve the right to redirect the grievant to the appropriate level.
8. All employment decisions remain within the sole and continuing discretion of the administration and/or Board of Education, as appropriate, subject only to the conditions and limitations prescribed by Colorado law.

Time Limits

1. Days referred to in this policy shall be regularly scheduled working days when the administrative office(s) are open.

2. Employees must file their grievance within sixty (60) working days following the alleged violation. However, depending on the nature of the grievance, the Chief Officer may recommend an extension of the filing deadline to ninety (90) working days.
3. The time limits stated in various sections of these procedures may be extended by mutual consent of the Board, its authorized agents, and the grievant.
4. If no extension occurs and the grievant does not file an appeal to the next level within ten (10) working days of receiving a response, the grievance shall be considered to have been settled and closed at the previous level, and the answer given at that level shall stand.

Grievance Procedures

Step 1: The grievant shall present the completed grievance initiation form to his/her immediate supervisor. The supervisor shall meet with the grievant within five (5) days of receipt of the grievance initiation form. The supervisor shall render a written decision within ten (10) days of meeting with the grievant.

Step 2: If the grievance is not solved at Step 1, the grievant may present the written grievance to the Personnel Director who shall review the grievance and the report from Step 1 and render a written decision within fifteen (15) working days of receipt of the grievance and report from Step 1.

Step 3: If the grievance is not solved at Step 2, the grievant may present the written grievance to the Chief Officer or designee who shall conduct a review within ten (10) working days of receipt of the grievance and report from Step 2 and shall render a written decision within ten (10) working days of the hearing.

The grievant may present the grievance to any of the District's Chief Officers.

Step 4: If the grievance is not solved at Step 3, the grievant may request a hearing before the Board of Education. The Chief Officer or the grievant shall present the request to the Board of Education.

If upon review of the facts of the case, the Board determines that a material violation (misapplication or misinterpretation) of Board of Education policies or administrative regulations has not occurred, it may choose not to hear the grievance.

If the Board decides to review the grievance, the grievant will then be afforded an opportunity to appear before the Board for relevant discussion of the grievance.- If the grievant does not wish to make an oral presentation, the employee's right to refrain from such activity will be respected.

A hearing will be scheduled which will be held within fifteen (15) working days of receipt of the grievance and report from Step 3. The Board of Education will consider the grievance and will provide the grievant with a written response within fifteen (15) days of reviewing the grievance. The decision of the Board of Education shall be final.

~~Individual or group grievances by employees shall be resolved as follows:~~

~~Step 1: The grievance shall first be presented in writing on forms provided by the District in policy exhibit GBK-E to the persons having direct administrative or supervisory responsibility over the work of the~~

~~employee involved in the grievance. That person shall meet with the grievant and render a written decision within ten (10) working days.~~

~~Step 2: If the grievance is not solved at Step 1, the employee may present the written grievance to the Personnel Director who shall review the grievance and the report from Step 1 and render a written decision within ten (10) working days of receipt of the report from Step 1.~~

~~Step 3: If the grievance is not solved at Step 2, the employee may present the written grievance to the Chief Education Officer/Chief Business Officer/Chief Operations Officer or designee who shall conduct a hearing within ten (10) working days of receipt of the report from Step 2 and shall render a written decision within ten (10) working days of the hearing.~~

~~Step 4: If the grievance is not solved at Step 3, the employee may request a hearing before the Board of Education, which will be held within fifteen (15) working days of receipt of the report from Step 3. The decision of the Board shall be final and shall be made in writing within fifteen (15) working days of the hearing.~~

~~The employee may choose a person to accompany him or her to any step of the grievance procedure. The role of this person shall be limited to that of support. The person shall be allowed to attend meetings in the grievance process; however, he or she may not ask or answer questions on behalf of the grievant.~~

~~Notwithstanding the steps of the grievance procedure described above, an employee may discuss any problem at any time with any supervisor or administrator in the school system.~~

~~This procedure shall not abrogate~~ **nullify** the rights and responsibilities of the Board of Education under Colorado law or any other applicable laws.

- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: May 28, 2008
- Revised: December 9, 2010
- Revised: September 8, 2011
- Revised: November 28, 2012
- **Revised: November 14, 2013**



Title	Staff Grievances
Designation	GBK-E

Grievance Initiation Form

Grievant Information

Name _____ Date _____

Position _____ Supervisor _____

Building/Location _____ Contact Phone _____

Grievance Description

List the Board policy, regulation or statute being grieved (include code/title). Grievant may seek assistance from Human Resources in identifying specific policies. (Use additional sheet if necessary.)

Describe specifically how the Board policy, regulation or statute has allegedly been violated. Use full names, dates, exact location, and specific occurrence. (Use additional sheet if necessary.)

What results are you seeking from this grievance initiation? (Use additional sheet if necessary.)

Grievant's Signature

Date



STEP 1: IMMEDIATE SUPERVISOR

Name _____ Title _____

Date grievance received at this level _____

IMMEDIATE SUPERVISOR'S RESPONSE (USE ADDITIONAL SHEET IF NECESSARY.)

Supervisor's Signature

Date

This response shall be presented to the grievant within ten (10) working days of meeting with the grievant.

GRIEVANT RESPONSE

I consider this grievance resolved. **YES**___ **NO**___ If no, what do you disagree with? _____

I am satisfied with the outcome of Step 1. **YES**___ **NO**___ I choose to close the grievance. **YES**___ **NO**___

I choose to advance the grievance to Step 2. **YES**___ **NO**___



STEP 2: PERSONNEL DIRECTOR

Name _____ Title _____

Date grievance received at this level _____

PERSONNEL DIRECTOR'S RESPONSE (USE ADDITIONAL SHEET IF NECESSARY.)

Personnel Director's Signature

Date

This response shall be presented to the grievant within fifteen (15) working days of receipt of this grievance at this level.

GRIEVANT RESPONSE

I consider this grievance resolved. **YES**___ **NO**___ If no, what do you disagree with? _____

I am satisfied with the outcome of Step 2. **YES**___ **NO**___ I choose to close the grievance. **YES**___ **NO**___

I choose to advance the grievance to Step 3. **YES**___ **NO**___



STEP 3: CHIEF OFFICER

Name _____ Title _____

Date grievance received at this level _____

CHIEF OFFICER'S RESPONSE (USE ADDITIONAL SHEET IF NECESSARY.)

Chief Officer's Signature

Date

This response shall be presented to the grievant within ten (10) working days of the hearing of this grievance at this level.

GRIEVANT RESPONSE

I consider this grievance resolved. **YES**___ **NO**___ If no, what do you disagree with? _____

I am satisfied with the outcome of Step 3. **YES**___ **NO**___ I choose to close the grievance. **YES**___ **NO**___

I choose to advance the grievance to Step 4. **YES**___ **NO**___



STEP 4: BOARD OF EDUCATION

Note: The Board shall not take action of any grievance that does not fall within the authority of the Board, nor shall the Board hear grievances concerning simple disagreement or dissatisfaction with a personnel action.

Date grievance received at this level _____

BOARD OF EDUCATION'S RESPONSE (USE ADDITIONAL SHEET IF NECESSARY.)

Board President's Signature

Date

This response shall be presented to the grievant within fifteen (15) working days of review of this grievance at this level.

Revised: November 14, 2013



BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Peter Hiltz, Chief Education Officer
TITLE OF AGENDA ITEM:	District Accountability Advisory Committee Appointment
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Falcon School District 49 District Accountability Advisory Committee (DAAC) Bylaws state that the membership of the DAAC will be appointed by or elected through a process created by the Board of Education.

The purpose of the DAAC is to institute an accountability and parental and community Involvement program to define and measure academic and safety quality in the district.

The DAAC must consist of at least three parents of students enrolled in the District's schools that are not employees or related to employees of the district, one teacher, one school administrator, and one person from the community who is involved in business.

Members of the DAAC are appointed to serve for a two year period.

RATIONALE: The enclosed membership application includes the name of two (2) DAAC members for the 2013-2014 school year for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

RELEVANT DATA AND EXPECTED OUTCOMES: Recommended DAAC members: Christina Ciccariello-Sand Creek High School and Michael Hodgdon-Vista Ridge High School. DAAC members have already committed to the responsibilities of their charge through state statute and will report out their accomplishments in June 2014.

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:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the appointment of the members of the District Accountability Advisory Committee listed as recommended by the administration.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: November 1, 2013



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

**APPLICATION TO SERVE ON THE DISTRICT ACCOUNTABILITY ADVISORY COMMITTEE
FOR THE TERM: SEPTEMBER 1, 2013 to AUGUST 31, 2015**

The District Accountability Advisory Committee (DAAC) is a legally constituted committee of representatives from the Falcon School District (FSD). "All members, in good standing, with a School's School Advisory Council (SAC) may submit an application to the DAAC Executive Committee which will then be sent to the Board of Education for consideration of appointment to the DAAC, along with the Executive Committee's recommendations. The Executive Committee will first consider for DAAC membership, members of the school's SAC, but may recommend any person that meets the Colorado Department of Education (CDE) guidelines to fill any position at any time. CDE guidelines require that there will be at least three parents, one teacher, one school administrator, and one community member who is not employed by the school district, who resides within the district, and does not have children in Falcon School District 49. Applications for at-large members will also be reviewed by the DAAC Executive Committee and sent to the Board of Education for approval. At-large members will be sought for the purpose of broadening community representation on DAAC. At-large members will consist of no less than one community member."

Applications are due by August 15 of the current school year. DAAC is charged with legal responsibilities related to the "adequacy and efficiency of the educational and accountability programs" in the district. DAAC advises the Board and informs the public about the implementation and effectiveness of the district's accountability programs. For further information about the responsibilities of DAAC members, please review the DAAC bylaws online at:

<http://falcon49.schoolfusion.us/modules/groups/homepagefiles/cms/2198345/File/DAAC/DAAC%20Bylaws%20FINAL%2010-27-10.pdf?sessionid=32cf6a02b0cc18e3db1bf903881de0c9>

NAME: Christina (Tina) Ciccariello DATE: 10-03-13

ADDRESS: 4628 Hidden River Dr CITY: Colo. Spgs ZIP: 80922

HOME PHONE: 719-637-7548 WORK PHONE: 719-233-5088 cell

E-MAIL: trcicc@msn.com

Applying For:

☒ DAAC Member

☐ Chairperson

☐ Vice Chairperson

NOMINATED BY:

____ School Improvement Team

Mr Hamilton (Sand Creek H.S.)
(School Name)

____ FSD Board of Education

(BOE Member)

____ DAAC Executive Committee

(Chair)

____ At Large Member:

☒ Representing

Sand Creek High School
(Name of Organization/School)

The membership of DAAC is intended to represent students and community of the Falcon School District. To help us track and improve our representation of the various stakeholders in our district please submit the following information:

1. Do you have children in the Falcon School District at this time? ☐ no ☒ yes, if so at which school(s)? Sand Creek H.S.

2. Are you a resident in FSD? ☐ no ☒ yes

3. Are you an employee of FSD? ☒ no ☐ yes, if so what is your position? _____

*To help us involve you in areas of your interest and experiences please submit the following information:

4. Why are you interested in serving on DAAC? I would like to see Sand Creek represented...

5. Do you participate in any programs or organizations that relate to the educational programs of the Falcon School District? I am on the SAC committee for Sand Creek H.S.

6. Would you be willing to serve as a liaison between DAAC and this program or organization?
(See question #5) _____

Applicant Signature

Christina Cicciullo

DAAC Executive Committee Chair

Nominating Board of Education Member

Principal/SAC Chair

[Signature]

Nominating Organization

Sand Creek High School

Send this application to: Barbara Seeley, Executive Assistant to Peter Hilts, Chief Education Officer for Falcon School District 49

10850 E. Woodmen Rd., Falcon, CO. 80831

If you have questions, please call 719-495-1119



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

**APPLICATION TO SERVE ON THE DISTRICT ACCOUNTABILITY ADVISORY COMMITTEE
FOR THE TERM: SEPTEMBER 1, 2013 to AUGUST 31, 2015**

The District Accountability Advisory Committee (DAAC) is a legally constituted committee of representatives from the Falcon School District (FSD). "All members, in good standing, with a School's School Advisory Council (SAC) may submit an application to the DAAC Executive Committee which will then be sent to the Board of Education for consideration of appointment to the DAAC, along with the Executive Committee's recommendations. The Executive Committee will first consider for DAAC membership, members of the school's SAC, but may recommend any person that meets the Colorado Department of Education (CDE) guidelines to fill any position at any time. CDE guidelines require that there will be at least three parents, one teacher, one school administrator, and one community member who is not employed by the school district, who resides within the district, and does not have children in Falcon School District 49. Applications for at-large members will also be reviewed by the DAAC Executive Committee and sent to the Board of Education for approval. At-large members will be sought for the purpose of broadening community representation on DAAC. At-large members will consist of no less than one community member."

Applications are due by August 15 of the current school year. DAAC is charged with legal responsibilities related to the "adequacy and efficiency of the educational and accountability programs" in the district. DAAC advises the Board and informs the public about the implementation and effectiveness of the district's accountability programs. For further information about the responsibilities of DAAC members, please review the DAAC bylaws online at:

<http://falcon49.schoolfusion.us/modules/groups/homepagefiles/cms/2198345/File/DAAC/DAAC%20Bylaws%20FINAL%2010-27-10.pdf?sessionid=32cf6a02b0cc18e3db1bf903881de0c9>

NAME: Michael Hodgeon DATE: 10/28/13
ADDRESS: 7055 Amber Ridge CITY: C.S. ZIP: 80922
HOME PHONE: 719 622 8251 WORK PHONE: 719-510-2673
E-MAIL: ~~HB~~ Hodgeon.Mike@gmail.com

Applying For:

☒ DAAC Member

☐ Chairperson

☐ Vice Chairperson

NOMINATED BY:

____ School Improvement Team Vista Ridge
(School Name)

____ FSD Board of Education _____
(BOE Member)

____ DAAC Executive Committee _____
(Chair)

____ At Large Member:

☒ Representing Representing Vista Ridge H.S.
(Name of Organization/School)

The membership of DAAC is intended to represent students and community of the Falcon School District. To help us track and improve our representation of the various stakeholders in our district please submit the following information:

1. Do you have children in the Falcon School District at this time? __no ☒ yes, if so at which school(s)? Vista Ridge
 2. Are you a resident in FSD? __no ☒ yes
 3. Are you an employee of FSD? ☒ no __ yes, if so what is your position? _____
- *To help us involve you in areas of your interest and experiences please submit the following information:
4. Why are you interested in serving on DAAC? to report back to SAAC committee
 5. Do you participate in any programs or organizations that relate to the educational programs of the Falcon School District? SAAC
 6. Would you be willing to serve as a liaison between DAAC and this program or organization?
(See question #5) yes

Applicant Signature
[Signature]

DAAC Executive Committee Chair

Nominating Board of Education Member

Principal/SAC Chair

Nominating Organization

Vista Ridge High School

Send this application to: Barbara Seeley, Executive Assistant to Peter Hilts, Chief Education Officer for Falcon School District 49

10850 E. Woodmen Rd., Falcon, CO. 80831

If you have questions, please call 719-495-1119



BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Peter Hilts, CEO
TITLE OF AGENDA ITEM:	Approval of Job Description for Executive Director of Individualized Education
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: This position will provide coordinated leadership and expertise to a division where we have experienced some challenges with compliance and academic achievement.

RATIONALE: The Executive Director of Individualized Education position directly supports our strategic priority to customize educational systems that launch every student toward success.

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	<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 X No ____

AMOUNT BUDGETED:

Since this position subsumes the Director of Special Services, the difference in budget is not more than \$14,000 annually.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Move to approve the job description for the Executive Director of Individualized Education.

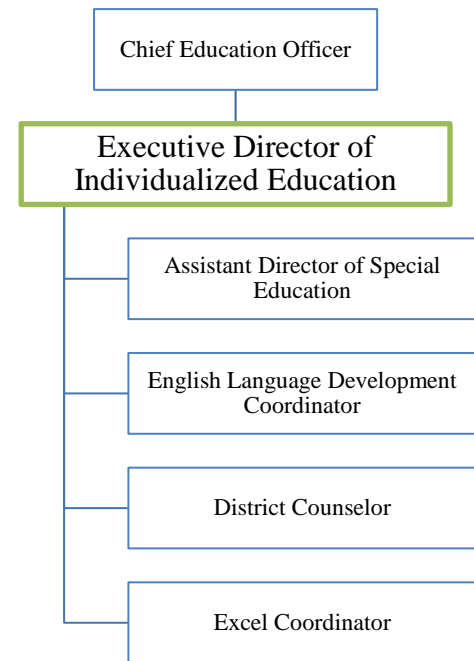
APPROVED BY: Peter Hilts, CEO

DATE: November 7, 2013

EXECUTIVE DIRECTOR OF INDIVIDUALIZED EDUCATION

Job Title:	Executive Director of Individualized Education
Initial:	November, 2013
Revised:	November, 2013
Work Year:	261 days
Division:	Learning Services
Department:	Education Office
Reports To:	Chief Education Officer
Supervises:	Assistant Director of Special Education English Language Development Coordinator District Counselor Excel Coordinator
Salary Range:	\$95,200 - \$113,300

Related Organization Chart



SUMMARY: The Executive Director of Individualized Education (EDIE) supports district administrators by collaborating with the CEO and serving as the primary leader for individualized education. The EDIE will direct, plan, organize, and control all functions of the Individualized Education Department. In addition, the EDIE will provide leadership and ensure zone and school compliance with district obligations to serve students with special needs, at-risk student populations, English language learners, and students on all types of individual learning plans. The EDIE's duties 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 that district programs support the individualized educational success of every student.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of duties, responsibilities, frequency, and percentages describe the general nature and level of work being performed by the leader filling this position. These statements are not an exhaustive list of all duties and responsibilities required by this position.

I. Advocacy—To advocate for the needs of individual students, the EDIE will:

- Lead the Special Education Department as the director of record (DOR) or in supervision of the DOR.
- Serve as the district's representative and liaison to relevant internal and external committees and associations.
- Advocate with zone and school leaders in support of individualized education.
- Secure necessary resources (time, people, training, and money) to fully enable individualized education.

II. Academic Achievement—To ensure academic growth and achievement for all students, the EDIE will:

- A. Model and uphold inclusive practices to ensure that students qualifying for special education services access high-quality education, curriculum, instruction and assessment experiences.
- B. Champion the needs and importance of English Language Learners by implementing programs and practices that foster the English Language development essential to success in school and beyond.
- C. Ensure that school, zone, and district leaders provide excellent counseling, §504, RtI, and ICAP development, implementation and monitoring.
- D. Secure the necessary personnel, facilities, and programs to provide high-quality learning for expelled students and other identified at-risk students.

III. Compliance—To ensure the district remains compliant with all applicable laws and regulations, the EDIE will:

- A. Serve as the district expert on federal and state laws and regulations related to Special Education; English Language Development; §504 accommodations and plans; Individual Career and Academic Plans (iCAP); graduation requirements; and expelled/at-risk programs.
- B. Develop oversight systems to monitor professional certifications, procedural safeguards, required documentation, and archiving systems within the department.
- C. Participate in ongoing professional learning to remain current on best practices and compliance requirements.

IV. Leadership Development—To ensure continuous improvement for the IE team, the EDIE will actively coach and develop increasing leadership capacity for the following leaders:

- E. The Assistant Director of Special Education.
- F. The District Coordinator of English Language Development.
- G. The District Counselor and, indirectly, other colleagues who implement 504, RtI, iCAP, ILP and other learning plans.
- H. The District Coordinator for Expelled and At-Risk Programs.

IV. Other Required Duties and Responsibilities—

- Supervise and evaluate professional and certified staff (Special Education, English Language Development, Counseling, Expelled and At-Risk Program, Itinerant staff) within the Individualized Education Department.
- Create and implement short and long term goals to improve the effectiveness of individualized education.
- Prepare Board of Education agenda items and presentations related to individualized education.
- 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:

The EDIE must hold a Master's degree plus additional coursework required for certification or licensure.

EXPERIENCE:

The EDIE must demonstrate a minimum of five years of building or district leadership.

DESIRED SKILLS, KNOWLEDGE, EQUIPMENT & OTHER

-
- Ability to work well with others in a diverse educational community
 - Demonstrated knowledge of general computer applications
 - Excellent written and verbal communication skills
 - Advanced written and oral communication skills
 - Sophisticated interpersonal relations and evaluation expertise

CERTIFICATES, LICENSES, & REGISTRATIONS:

Colorado Department of Education Principal or Special Education Administrator License

SUPERVISION/TECHNICAL RESPONSIBILITY:

The EDIE's 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 EDIE is solely responsible for developing, administering, monitoring, and coordinating assigned budgets.

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 8.01

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Mike Pickering
TITLE OF AGENDA ITEM:	POWER Zone Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE: POWER Zone has spent the past 24 months building a system that allows for community driven ideas to become the driving force in our educational improvement efforts. We are proud to say that we have a community of schools that now have a commonly defined set of priorities and innovation initiatives, all aimed at increasing student outcomes, for all the populations we serve. We would like to share our implementation process around these innovation initiatives with our Board of Education and our community members alike.

RELEVANT DATA AND EXPECTED OUTCOMES: Evaluation of these initiatives will also be discussed. Measurable outcomes will include, but are not limited to, student academic performance as demonstrated by a body of evidence and quantitative and qualitative survey and interview responses from a variety of stakeholders.

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: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

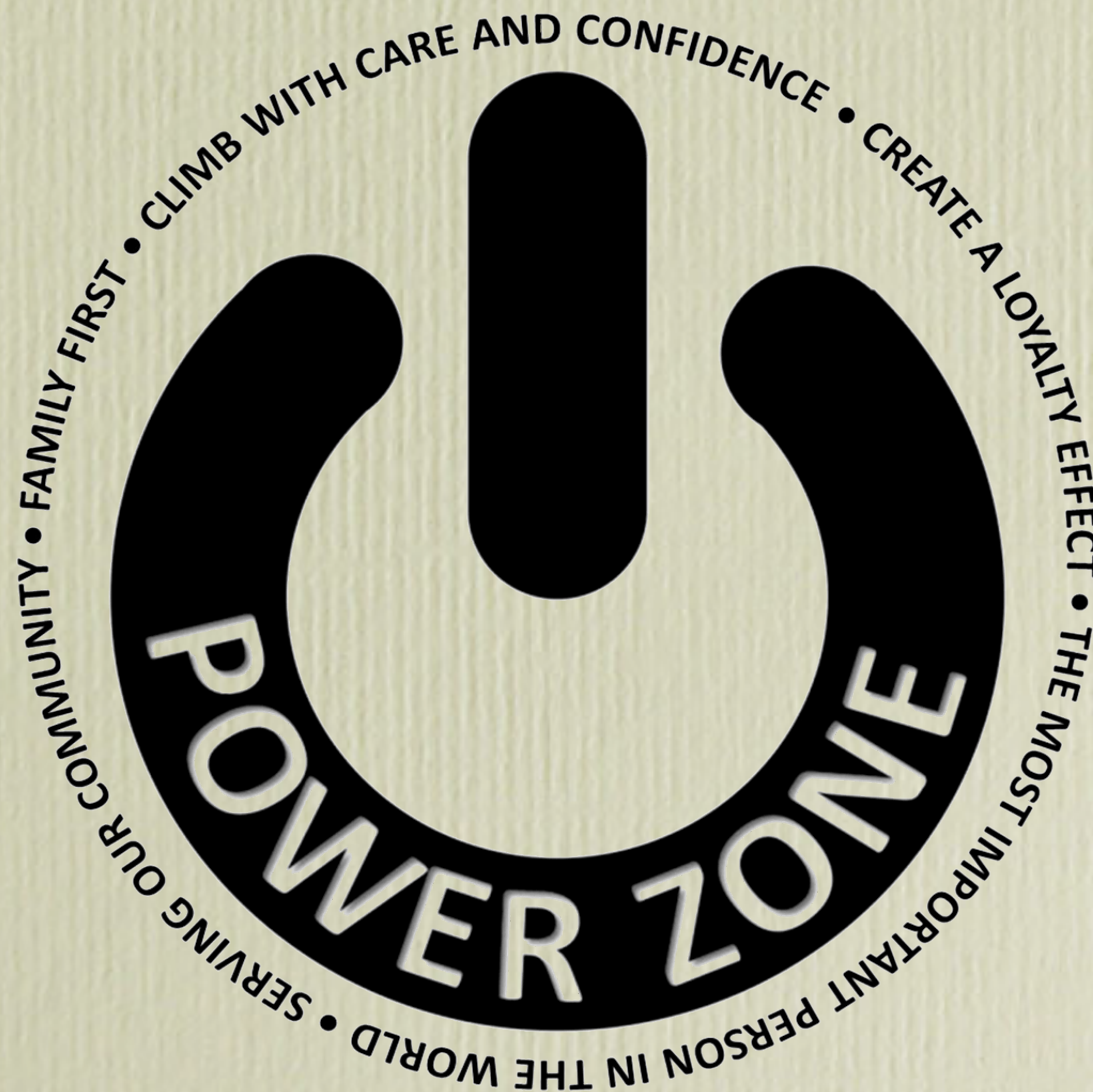
APPROVED BY: Peter Hilts, CEO

DATE: November 4, 2103

POWER INNOVATION ZONE

BOE UPDATE

OES * RVES * SES * SMS * VRHS



POWER Innovation Zone

- Where have we been?
 - Creating POWER Plan
- Where are we now?
 - Implementing POWER Plan
- Where we are going?
 - Results and Future Proposals/
Innovations

POWER Plan Overview

- Evaluation Driven Educator Effectiveness
- Open Access to a Guaranteed and Viable Curriculum Across Every Classroom within POWER Zone
- Relational Framework
- The POWER of Possibility

POWER Plan

POWER Zone Community-Created Zone Proposal Process											
POWER Zone Community - Created Zone Proposal Process	POWER Zone Purpose: POWER Zone will support our students in developing:										POWER Zone Community - Created Zone Proposal Process
	* strong academic skills		* personal passions through opening up a wide variety of learning opportunities		*solution-oriented critical thinking skills to encourage sound decision making and personal accountability		*a deepened understanding of the world around them				
	Climb with Care and Confidence		POWER Zone Values				Create a Loyalty Effect				
	Serving Our Community		The Most Important Person in the World				Family First				
	POWER Zone Mission: Purposeful Risk * Ownership of Learning * Whole Child * Engaging Inquiry * Respectful Relationships										
	POWER Zone Focuses - 24 Month Plan (July 2013 - June 2015)										
	Evaluation/Professional Learning & Instruction			Curriculum & Assessment			Relationships & Culture				
	Marzano			Curriculipedia			Capturing Kids Hearts				
	Tracking Student Progress	Checking for Student Learning	Increased Educator Effectiveness	Open Access to Content	Equal Opportunity to Learn	Open Opportunity for Educator Collaboration	Educator	Student	Parent		
	Learning Scales			Guaranteed and Viable Curriculum for All			Community Trust and Engagement				
POWER Zone Community - Created and Zone Proposal Process											

D49's Big Rocks



Customize our educational systems to launch each student toward success.

Grow a robust portfolio of distinct, exceptional schools.

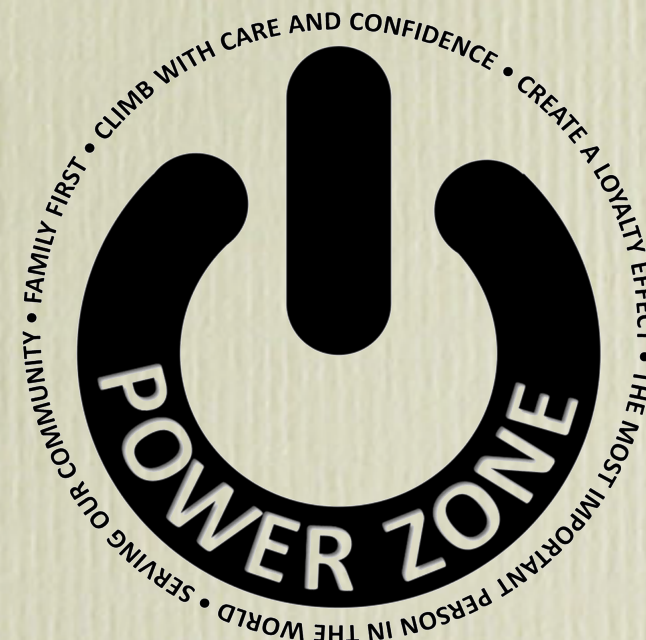
Establish District 49 as best district in Colorado to work, learn, lead.

Research, design, implement programs for intentional community participation.

Reestablish District 49 as a trustworthy recipient of taxpayer investment.

POWER Rocks

POWER Rocks																		
POWER Zone	Educator Engagement	Student Engagement	Family Engagement	Participation	Community Defined Accountability Dashboard	360 Degree Feedback	Providing Clearly Stated Learning Goals Aligned with CAS	Tracking Student Progress Against CAS Aligned Learning Scales	Checking for Student Understanding Against CAS Aligned Learning Scales	CAS Aligned Units and Lessons	Opportunities for Curricular Collaboration	Equal Opportunity / Access to Learn	Student Level Innovation Assembly (StIA)	School Level Innovation Assembly (SIA)	Zone Level Innovation Assembly (ZIA)	OES - RVES - SES	SMS	VRHS
	Capturing Kids Hearts			School Advisory Council			Marzano/iObservation			Curriculipedia			POWER Zone Proposal Process			Lexia, Mobi Max, Reading Plus, etc.		
	Relational Framework			Community Involvement Forums			Evaluation Driven Improvement in Teacher Effectiveness			Curricular alignment to CAS			Innovation Zone Status			Online and Blended Access to Differentiated Learning		
	POWER Zone Values			POWER Zone Values			POWER Zone Values						POWER Zone Values			POWER Zone Values		
Falcon School District 49	Reestablish District 49 as a trustworthy recipient of taxpayer investment			Research, design, implement programs for intentional community engagement			Establish District 49 as best district in Colorado to work, learn, lead						Grow a robust portfolio of distinct, exceptional schools			Customize our educational systems to launch each student toward success		



Evaluation Driven Educator Effectiveness

- Innovative Growth Plans
- Learning Goals Aligned to Standards
- Learning Scales Aligned to Standards
- Checking for Student Understanding Against the Learning Scales
- Aligned PD

Innovative Growth Plans

- Three Elements
 - Current behavior we want to see improve
 - Changes in behavior we expect to see as a result of focusing on this target element
 - State your growth goals
- Tracks Progress Directly Related to Growth Goals
- Define and Progress Monitor Action Steps to Meet Goals
- Ongoing Dialogue Regarding Progress Towards Goals Through Online and Face to Face Conferencing

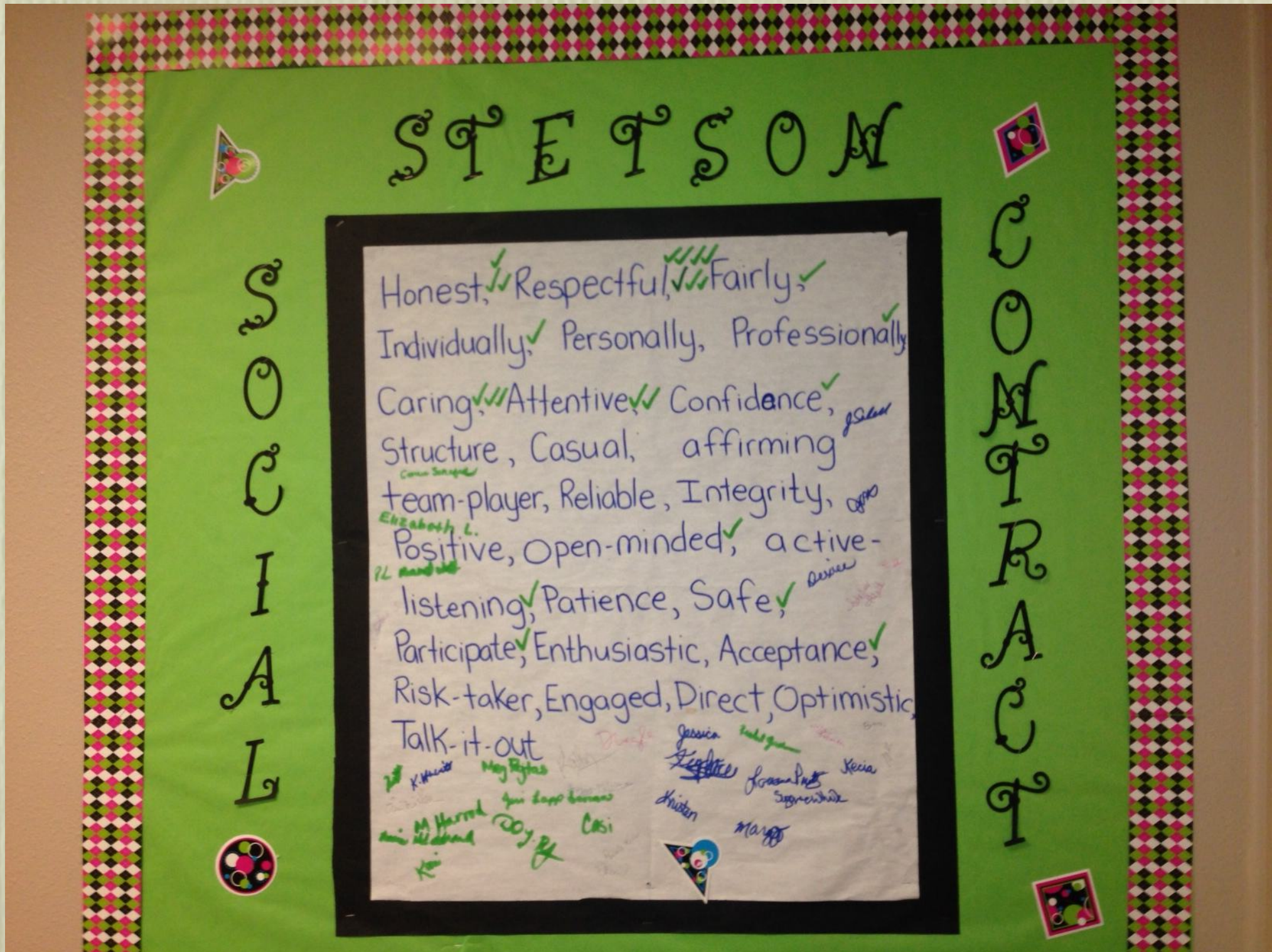
Equitable Access to Curriculum

- Guaranteed, Viable, and Accessible Curriculum for All
- Emerging Blended Concepts
 - Online Courses vs. Online Supplements
- [Curriculipedia Overview](#)

Relational Framework

- Educator – Students – Parents
- Capturing Kids Hearts
- Zone Wide Accountability
 - Greetings, Collaboratively Decided Upon Behavioral Expectations, Common Language for Student Redirection Per School
- Community Participation Work – ZIA & Community Forum

Relational Framework



The POWER of Possibility

- POWER Zone Proposal Process
- POWER Zone Assemblies
 - Zone Innovation Assembly (ZIA)
 - School Innovation Assembly (SIA)
 - Student Innovation Assembly (StIA)

Current Floating Micro Innovations

- Early Literacy Interventions - OES
- Blended Learning Programs – VRHS/Zone
- Zone Community Liaison - VRHS
- K-2 and 3-5 Schools - SES
- SPED Technology Use - VRHS



POWER Zone	Educator Engagement	Student Engagement	Family Engagement	Participation	Community Defined Accountability Dashboard	360 Degree Feedback	Providing Clearly Stated Learning Goals Aligned with CAS	Tracking Student Progress Against CAS Aligned Learning Scales	Checking for Student Understanding Against CAS Aligned Learning Scales	CAS Aligned Units and Lessons	Opportunities for Curricular Collaboration	Equal Opportunity / Access to Learn	Student Level Innovation Assembly (StIA)	School Level Innovation Assembly (SIA)	Zone Level Innovation Assembly (ZIA)	OES - RVES - SES	SMS	VRHS
	Capturing Kids Hearts			School Advisory Council			Marzano/iObservation			Curriculipedia			POWER Zone Proposal Process			Lexia, Mobi Max, Reading Plus, etc.		
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Falcon School District 49	Reestablish District 49 as a trustworthy recipient of taxpayer investment			Research, design, implement programs for intentional community engagement			Establish District 49 as best district in Colorado to work, learn, lead						Grow a robust portfolio of distinct, exceptional schools			Customize our educational systems to launch each student toward success		

POWER Zone Community-Created Zone Proposal Process									
POWER Zone Purpose:									
POWER Zone will support our students in developing:									
* strong academic skills		* personal passions through opening up a wide variety of learning opportunities		*solution-oriented critical thinking skills to encourage sound decision making and personal accountability		*a deepened understanding of the world around them			
Climb with Care and Confidence			POWER Zone Values				Create a Loyalty Effect		
Serving Our Community			The Most Important Person in the World				Family First		
POWER Zone Mission:									
Purposeful Risk * Ownership of Learning * Whole Child * Engaging Inquiry * Respectful Relationships									
POWER Zone Focuses - 24 Month Plan (July 2013 - June 2015)									
Evaluation/Professional Learning & Instruction			Curriculum & Assessment				Relationships & Culture		
Marzano			Curriculipedia				Capturing Kids Hearts		
Tracking Student Progress	Checking for Student Learning	Increased Educator Effectiveness	Open Access to Content	Equal Opportunity to Learn	Open Opportunity for Educator Collaboration	Educator	Student	Parent	
Learning Scales			Guaranteed and Viable Curriculum for All				Community Trust and Engagement		
POWER Zone Community - Created and Zone Proposal Process									



BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Barbara Seeley
TITLE OF AGENDA ITEM:	Student Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

FHS

Nike Regional Cross Country Meet in Mesa, AZ

Departure-11/21/13 Return-11/24/13

20 students will attend this trip.

Cost per student is \$250 (trip costs include airfare, lodging, meals, transportation and registration fees).

Fundraising will not be part of this program.

SCHS

Wrestling Tournament in Garden City, KS

Departure-1/31/14 Return-2/1/14

13 students will attend this trip.

Parents will drive athletes to this competition. Lodging is paid for by fundraiser.

The objective of this trip is for the athletes to compete at tournament.

Fundraising will be part of this program.

RATIONALE:

The objective of this trip is for the athletes to compete successfully in a nationally recognized cross-country meet.

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		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 Hilts, CEO

DATE: November 7, 2013



BOARD OF EDUCATION AGENDA ITEM 8.03

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Jay Hahn
TITLE OF AGENDA ITEM:	Expulsion/Suspension Information
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

No expulsions in October.

RATIONALE:

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		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 Hilts, CEO

DATE: November 1, 2013



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Jack W. Bay, Chief Operations Officer
TITLE OF AGENDA ITEM:	Energy- Resource Management Program
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: At this point in time, Falcon School District 49 does not have a formal energy/natural resource management program or dedicated staff member to manage our energy/natural resources usage. A formal energy program should be implemented to bring forth operational excellence in the management and stewardship of district energy & natural resources in the facilities, maintenance and operations department. Energy and resource management should be educational, proactive, organized, include a systematic coordination effort for procurement; manage distribution and use of energy taking into account environmental and economic objectives in order to meet the needs of the organization.

RATIONALE: As part of any facilities management best practices operating model in medium to large organizations, it is important to integrate the energy management in the organizational structure, so that the energy management can be implemented. Responsibilities and the interaction of the decision makers should be regularized and dedicated to one individual or a complete department depending on needs. The individual that is assigned this task should be an engineer that has extensive knowledge and experience in this specialty. A comprehensive and coordinated energy resource program can lead to a significant amount of financial resources being saved annually. A program of this nature will ensure that the Facilities, Operations and Maintenance Department efficiently manage its precious energy and natural resources. This leads to the district gaining the trust of its community stakeholders as noted in the Strategic Plan Big Rock #1 and moves the District closer to the attainment of Big Rock Goal #3 or the desire to become one of the best districts to learn, work and lead.

RELEVANT DATA AND EXPECTED OUTCOMES: Several of our neighboring school districts are generating significant annual savings as the result of implementing a comprehensive Energy-Resource Management Program. In FY 2011-2012, Colorado Springs District 11 (D11) experienced continued success in decreasing energy use and costs. They avoided costs for electricity and natural gas for FY11-12 in the amount of approximately \$1.8M. Their cumulative program energy cost avoidance compared to the program baseline FY 98-99 is estimated at \$15.1M. Douglas County implemented an Energy Management Program approximately seven years ago. Through effective management with a dedicated staff member, Lee Smit, the Douglas County School District generates approximately \$6.5 million in annual savings. Through 2011-2012, the program generated approximately \$21 million of accumulated savings. As a result of these significant savings, Falcon School District 49 should consider implementing a comprehensive energy – resource management program lead by a qualified staff member dedicated to managing this program. Given the Falcon School District 49 is smaller than neighboring peer districts our annual savings may be less than their financial returns, Falcon School District 49 could still generate significant annual savings by implementing a program of this nature.

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

Student Achievement and Performance		Staff Employment and Support	X
Parent/Community Engagement	X	Social and Ethical Responsibility	X
Operational Efficiency and System Effectiveness	X		

FUNDING REQUIRED: Yes X No **AMOUNT BUDGETED:** None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Request the Board of Education consider the implementing a comprehensive energy –resource management program with a qualified and dedicated staff member and thereby move this request to an action item at the December 2013 Board meeting.

APPROVED BY: Jack W. Bay, Chief Operations Officer

DATE: October 31, 2013



Annual Energy & Resource Management Report

By Jack W. Bay MBA

Chief Operations Officer

Wednesday, October 30, 2013

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1. Executive Summary
2. Why Energy & Resource Management?
3. Peer District Effectiveness
4. Organization Perspective
5. Facility Management, Procurement, Maintenance
6. Systems Management, Automated Control of Building Energy
7. Energy Resource Overview
8. Utility Rates
9. Program Initiatives
10. Energy Projects and Initiatives
11. Next Steps

Exhibits:

1. Electrical price per unit
2. Natural Gas price per unit



EXECUTIVE SUMMARY

At this point in time, Falcon School District 49 does not have a formal energy/natural resource management program or dedicated staff member to manage our energy/natural resources usage. A formal energy program should be implemented to bring forth operational excellence in the management and stewardship of District energy & natural resources in the facilities, maintenance and operations department. Energy and resource management should be educational, proactive, organized, include a systematic coordination effort for procurement, manage distribution and use of energy taking into account environmental and economic objectives in order to meet the needs of the organization.

As part of any facilities management best practices operating model in medium to large organizations, it is important to integrate the energy management in the organizational structure, so that the energy management can be implemented. Responsibilities and the interaction of the decision makers should be regularized and dedicated to one individual or a complete department depending on needs. The individual that is assigned this task should be an engineer that has extensive knowledge and experience in this specialty. A comprehensive and coordinated energy resource program can lead to a significant amount of financial resources being saved annually. A program of this nature will ensure that the facilities, operations and maintenance department efficiently manage its precious energy and natural resources. This leads to the district gaining the trust of its community stakeholders as noted in the Strategic Plan Big Rock #1 and moves the District closer to the attainment of Big Rock Goal #3 or the desire to become one of the best districts to learn, work and lead.

This report will provide an overview of the district's historical consumption and outline of what steps we have taken at the district to manage our energy resources.

Overview of Energy Management

Why Energy Management

A long-term energy strategy should be part of the overall strategy of a company. This strategy may include the objective of automating consumption and demand, integrating energy saving technology, equipment or material in the facility construction or remodeling and increasing the use of renewable energies. By formulating an energy strategy in a school district setting we provide the opportunity to earn the trust of our stakeholders and showcase we are a trust worthy recipient of tax investment in our facilities.

Many companies are trying to promote its image and protect the climate through a proactive and public energy strategy. General Motors (GM) strategy is based on continuous improvement. Furthermore they have six principles: e.g. restoring and preserving the environment, reducing waste and pollutants, educating the public about environmental conservation, collaboration for the development of environmental laws and regulations. In our strategic plan, Big Rock #1, indicates the district needs to be efficient and do the right things to reflect our desire to be trustworthy. This indicates a responsibility to implement an energy and resource management program to ensure we are efficient.

Peer District Effectiveness in Energy Management

Several of our peer school districts in Colorado are doing a fantastic job in managing their energy usage. Listed below are summaries of the performance in this area.

1. In FY 2011-2012, Colorado Springs District 11 (D11) experienced continued success in decreasing energy use and costs throughout its district. They avoided costs for electricity and natural gas for FY11-12 in the amount of approximately \$1.8M. Their cumulative program energy cost avoidance compared to the program baseline FY 98-99 is estimated at \$15.1M. D11 has been able to implement several programs listed below that have generated significant annual savings for the district.
 - a. Natural Gas Savings – In 2011-2012 D11 began purchasing natural gas on the open market. In their first 8 months of operation they produced a savings of \$366k over Colorado Springs Utilities commercial rate.
 - b. Solar Projects – As part of their overall strategy D11 has implemented in 2011-2012 seven solar projects that are projected to reduce costs by \$117k per year with an estimated pay back of 6.5 years. D11's investment is projected to save \$3M net after payback in the first 20 years. The district also has received \$269k in rebates for these projects.
 - c. Utility Bill Auditing – In FY 2011-2012 D11 recovered in excess of \$38k in overbilled utility costs due to internal utility bill auditing efforts.
 - d. Irrigation Controls – In FY 2011-2012, D11 purchased software upgrades for our existing irrigation controls system at their middle and high school sites to

automatically adjust irrigation zone run times based on real time weather data helping to conserve water.

2. Douglas County implemented an energy management program approximately seven years ago. Through effective management of a dedicated staff member, Lee Smit, Douglas County generates approximately \$6.5 million annually. Through 2011-2012, the program generated approximately \$21 million of accumulated savings.

Organization Perspective

It is advisable to establish a separate organizational unit “energy management” in energy-intensive companies. This unit or staff member supports senior management and keeps track of the program. In a matrix organization, such as D49 the energy management can be included as a matrix function and still accomplish most of the desired results. Looking at small and medium organization, energy management often is only a subtask of an executive. Typically, these organizations do not have the necessary capacity to fill a full-time position with corresponding responsibilities. Another option is outsourcing the energy-related issues and questions to an external service. This external service could contribute new knowledge and optimize processes based on its specialization.

Facility Management

Facility management is an important part of energy management, because a significant portion (typically 25%) operating costs are energy costs. According to the International Facility Management Association (IFMA), facility management is "a profession that encompasses multiple disciplines to ensure functionality of the built environment by integrating people, place, processes and technology." The central task of energy management is to reduce costs for the provision of energy in buildings and facilities without compromising the flow of activities. This can be done in an effective energy management program by managing our procurement, facilities and consumption.

Procurement

Energy prices fluctuate constantly, which can significantly affect the energy bill of organizations. Therefore poor energy procurement decisions can be expensive. Organizations can control and reduce energy costs by taking a proactive and efficient approach to buying energy. Even a change of the energy source can be a profitable and eco-friendly alternative.

Maintenance

Maintenance is the combination of all technical and administrative actions, including supervision actions, intended to retain an item in, or restore it to a state in which it can perform a required function. Detailed maintenance is essential to support the energy management. All too often energy management is not a major concern in the rollout of annual maintenance in many organizations.

Systems Management

Energy management systems are often commonly used by individual commercial entities to monitor, measure, and control their electrical building loads. Energy management systems can be used to centrally control devices like HVAC units and lighting systems across multiple locations, such as retail, grocery and restaurant sites. Energy management systems can also provide metering, submetering, and monitoring functions that allow facility and building managers to gather data and insight that allows them to make more informed decisions about energy activities across their sites.

Automated control of building energy

The term Energy Management System can also refer to a computer system which is designed specifically for the automated control and monitoring of those electromechanical facilities in a building which yield significant energy consumption such as heating, ventilation and lighting installations. The scope may span from a single building to a group of buildings such as university campuses, office buildings, retail stores networks or factories. Most of these energy management systems also provide facilities for the reading of electricity, gas and water meters. The data obtained from these can then be used to perform self-diagnostic and optimization routines on a frequent basis and to produce trend analysis and annual consumption forecasts.

Listed below are several ways that our district can manage our energy consumption and demand.

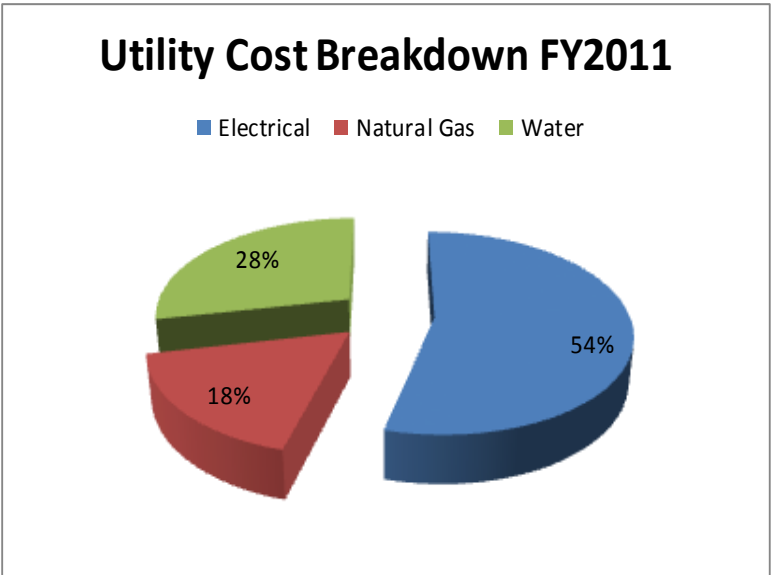
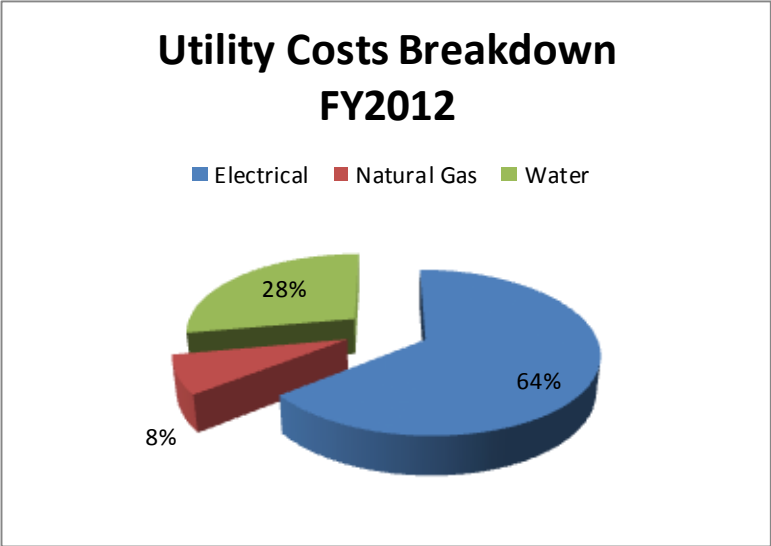
1. Implementation of HVAC control systems in a facility is a conservation project that yields both a rapid project completion – and fast return on investment. HVAC control systems can save 30-40% of heat/cool costs per month. The HVAC Control process includes:
 - a. Replacement of numerous thermostats and switches with electronic sensors that eliminate thermostat tampering.
 - b. Temperature set-back during non-production times and moderate weather.
 - c. Information and training that will foster energy awareness within all levels of your organization.
 - d. Synchronization of all heat/cool equipment into a single, user-friendly computer that allows you to view run times by piece, control areas by zone, and decrease energy usage during demand peak rates.
2. Lighting upgrades are considered a "low-hanging fruit" energy-efficiency project as it yields a rapid transition to energy savings.
 - a. Lighting upgrades:
 - i. save **50-70%** of energy costs.
 - ii. replace obsolete fixtures that are no longer in existence.
 - iii. increase employee safety, productivity, and product quality.
 - iv. improve the overall appearance of your facility.
 - b. Effective lighting solutions include design and installation of fixtures with:
 - i. high-efficiency ratings =substantially reduce energy load.
 - ii. longer bulb-life = less maintenance costs.
 - iii. less carbon emissions = better for the environment.
 - iv. special task lighting = improved quality control.
 - v. motion sensors = elimination of manual controls within designated areas.

3. Energy audits are an inspection, survey, and analysis of energy consumption in a building process or system. The end-goal of an energy audit is to identify areas of high usage and waste and determine services and/or systems that will reduce your energy demand or control usage - without decreasing your production.
 - a. Depending on the level of audit you need, a professional energy audit will:
 - i. determine where and how energy is used within a facility and areas of waste.
 - ii. identify potential opportunities to save money.
 - iii. quantify energy savings with implementation of energy-saving projects for investors and utility rebates qualifications.
 - iv. prioritize energy conservation projects by time, cost, and return on investment.
 - v. identify existing pollution levels and forecast improvement with new systems.
 - b. The two most typically performed audits are General Audits and Investment-Grade Audits.
 - i. General Audit: This audit examines both operating costs and energy usage analysis (generally 12-26 months of utility reports). It addresses demand rates and usage profiles, and provides sufficient data to support implementation of energy efficiency projects.
 - ii. Investment grade Audit: This audit addresses financial investment on a more detailed level and determines facility upgrades based on costs and return on investment. This level of audit is imperative to quantify guaranteed savings for investors/shareholders.
 - c. Organization that provide this service
 - i. There are a number of companies that are dedicating high trained staff members to providing this service.
 1. Chevron - Comprehensive consulting, implementation and monitoring
 2. Candles 3 – local firm that provides LED lighting project analysis
 3. State of Colorado - Office of Energy Consumption
4. Automated Irrigation & Water Consumption Controls
 - a. By installing electronically controlled shutoff valves and the use of energy or resource management software a significant amount of water consumption can be avoided. This results in an efficient system that manages use and provides a savings by eliminating the inefficient consumption.
5. Implementation of artificial turf for athletic and activities fields
 - a. Although the upfront cost of installing artificial turf is much high than natural grass the long term maintenance costs are substantially reduced. The projected life of the artificial turf is approximately 12 to 14 years and the payback period is approximately 5 to 6 years. The artificial turf also allows the district to reach out

to community groups and allow them to use the facilities for small fee. Thereby, creating a source of revenue used to offset maintenance costs.

- 6. Dedicated and Qualified leadership of program
 - a. Perhaps the most significant need for a program of this type is assigning the task of managing our energy and other precious resources to a professional engineer or other qualified staff member. This provides the focus, dedication and passion to implement, promote, and foster a program of this nature.

ENERGY – RESOURCE OVERVIEW



Fiscal Year	2012	2011
Electrical	\$1,176,419	\$1,186,172
Natural Gas	\$140,789	\$384,791
Water	\$510,394	\$620,217

D-49's energy related characteristics are:

1. Approximately 1,533,053 square feet (SF) of space
2. Approximately 398 acres of land
3. 18 schools (3 HS, 3 MS, 9 ES, & 3 other facilities)
4. The majority of our facilities systems have a pulse meter system that allows the District to monitor and manage our demand and consumption of electricity.
 - a. This system is outdated and needs to be upgraded.
5. The District does have automated systems for HVAC and irrigation management of our heating/cooling systems and water consumption.
 - a. This allows the District to remotely manage consumption. The system is in need of an upgrade.
6. The district does not utilize automated controlled to manage our lighting systems.
7. Approximately 70% of our facilities utilize automated controls for sensor controls to shut off lights while not in use.
8. Approximately 45% of our facilities utilize automated controls for sensor controls to shut off water while not in use (faucets, etc). Sand Creek, Skyview, Odyessey and Meridian Ranch
9. The district does purchase natural gas in the open market leading to substantial savings through Seminole.
10. fully air conditioned schools (3 HS, 3 MS, 9 ES)

D-49's energy performance statistics were:

Electrical Energy information:

1. 2011-2012 - 12,568,944 Kilowatts per Hour KWH in the amount of \$1,176,419.
2. 2010-2011 - 12,274,310 Kilowatts per Hour KWH in the amount of \$1,186,172
3. Over the past three years electrical rates have increased 28.2%
4. Energy use averaged **\$.77 KWH** per square foot (SF). District11 used \$.71 KWH per sq ft

Natural Gas Energy Information:

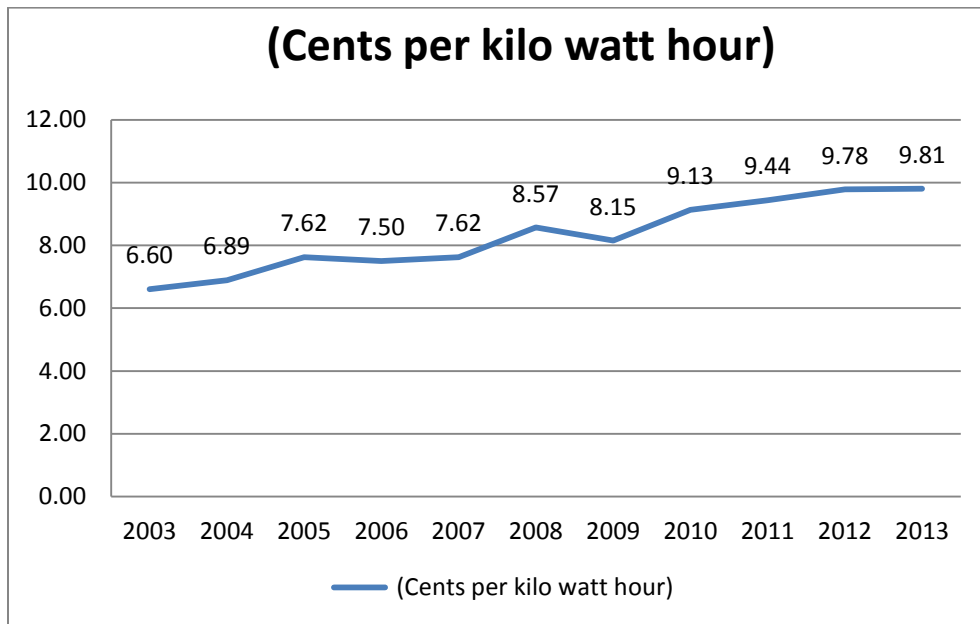
1. 2011-2012 – 194,406 CCF's (100 Cubic Feet) in the amount of \$140,789.
2. 2011-2012 – 639,988 CCF's (100 Cubic Feet) in the amount of \$384,791
3. Energy costs averaged **\$0.12** in 2012 versus \$0.25 per sq ft in 2011. District11 used \$0.26 per sqft.
4. In 2009, the district began an initiative to purchase natural gas direct from the natural gas producers. The initiative was not unique to D49. The district joined forces with the front

Water & Irrigation Use Information:

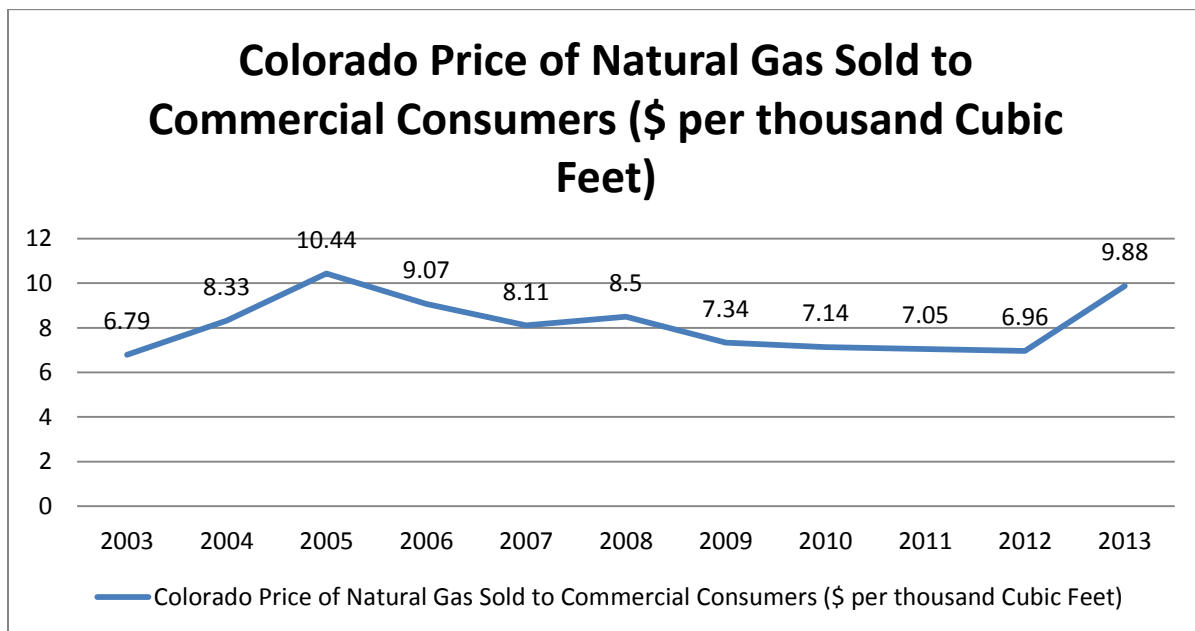
1. 2011-2012 – 64,024,577 gallons at a cost of \$510,394.
2. 2010-2011 – 78,025,401 gallons at a cost of \$620,217
3. Approximately 85% to 88% of the water is used for irrigation.
4. The district does employ managed irrigation controls to monitor usage remotely.
5. Approximately 50% of the District's school utilized sensor monitoring to regulate usage in the buildings.

UTILITY RATES

Over the past five years energy rates have continued to climb. Past on the forecast for the next ten years this upward trend has no relief in sight. The price for electricity per kilo watt hour has risen 20.23% in the past five years and 48.64% in the past ten years.



Natural gas prices have fluctuated over the past ten years and have declined slightly over the past five year. However, over the past year or so the price per thousand cubic foot has dramatically increased. The price for natural gas per thousand cubic has risen 34.6% in the past five years and 45.5% in the past ten years



Water rates have also continued to climb. In the fiscal year 2011-2012 the rate increase for our schools located in the Colorado Springs Utility market place felt a 10.6% increase. Over the past

three fiscal years ending in 2011-2012 rates increased 71.5% and the past five fiscal years the increase was \$158.5%.

Program Initiatives

Benchmarking

One of the first initiatives for the energy – resource management program will be the benchmarking overall use per school and generating a comparison by High School, Middle School and Elementary school. This benchmarking will formulate the data base lines for annual comparison of consumption and price. This information will be a key factor in the providing data for the Resource Conservation Management (RCM) program that is planned to provide a transparent overview of the impacts and results for the energy – resource management program. The district's energy comes from a combination of electric and natural gas. The planned district standard for benchmarking is to compare the current year to our previous three year average. This method of benchmarking has proven to be an effective tool for identifying energy saving opportunities and verifying the success of efficiency improvements in other districts that have an energy-resource management program.

POTENTIAL ENERGY PROJECTS AND INITIATIVES

Behavioral & Educational Awareness

1. Organizational Awareness
2. Reporting to BOE and Other Stakeholders
3. Energy Star Awards
4. Weekly Conservation Tips
5. Building Manager Training

User Controlled

1. Energy Dashboard and Alerts
2. Coordination with Rentals
3. Holiday Shutdown Checklists
4. Energy Audits

Facilities Controlled

1. Scheduling
2. Work Orders
3. Controls
4. Construction Standard
5. Commissioning
6. Energy Audits

Utility Rate

1. Natural Gas Purchasing
2. Water Conservation
3. Time of use
4. Power Factor Correction
5. Demand Management

Potential Projects

1. Artificial Turf for all athletic – activity fields
2. Solar panels
3. Heat pump systems
4. Fully integrated and computerized controls for heat, electricity and water consumption
5. District wide LED light retrofit
6. System Automation

Next Steps

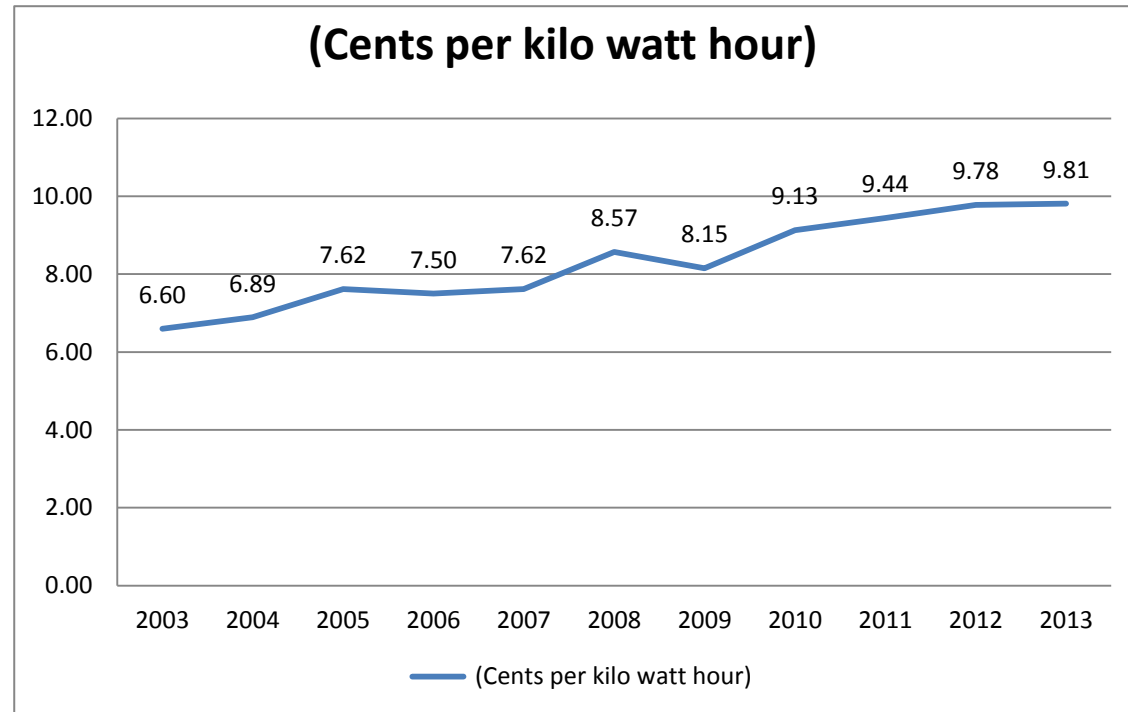
1. Adoption of a comprehensive energy – resource management program.
2. Hire a qualified staff member to lead and be held accountable for the program.
3. Identify potential areas for improvement with a comprehensive energy audit
4. Identify a funding source to implement modifications
5. Monitor and report on progress
6. Redeploy resources back into other areas of need for the District
7. Develop educational programs with student involvement.

Exhibits:

Electricity Commercial Prices

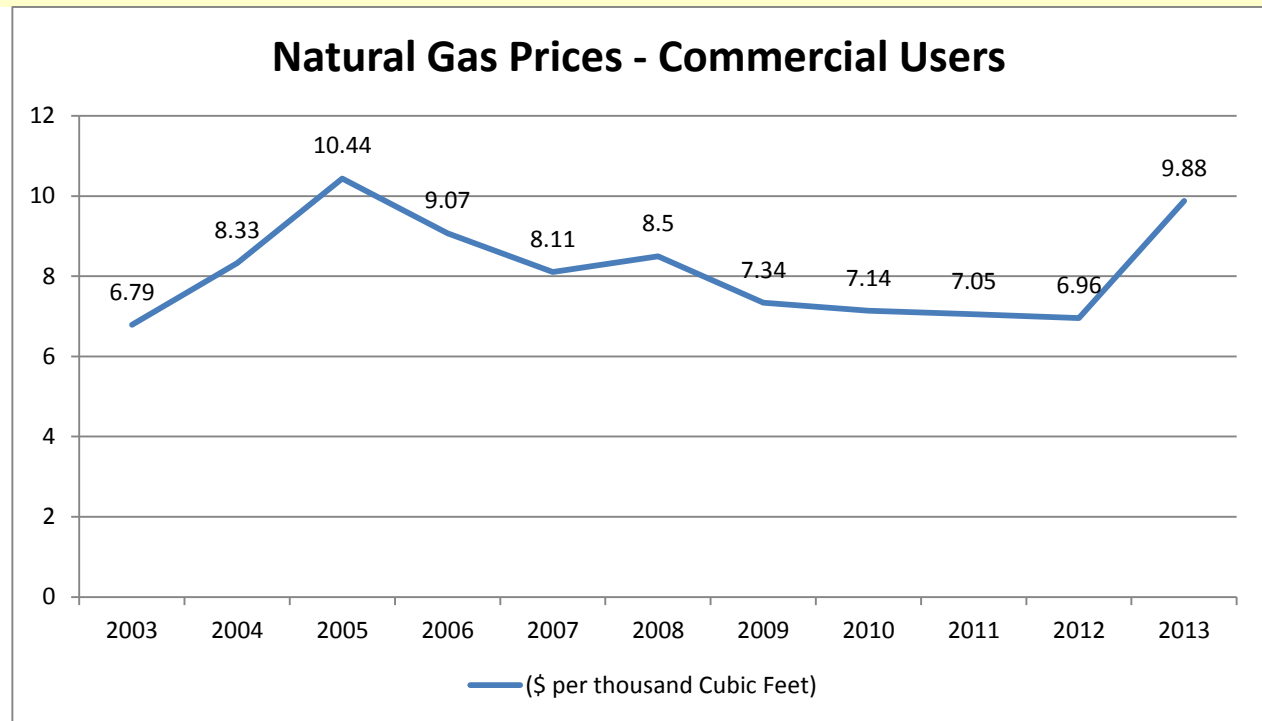
Year	(Cents per kilo watt hour)
2003	6.60
2004	6.89
2005	7.62
2006	7.50
2007	7.62
2008	8.57
2009	8.15
2010	9.13
2011	9.44
2012	9.78
2013	9.81

Five Year 20.37%
Ten Year 48.64%



Colorado Price of Natural Gas Sold to Commercial

Date	(\$ per thousand Cubic Feet)
2003	6.79
2004	8.33
2005	10.44
2006	9.07
2007	8.11
2008	8.5
2009	7.34
2010	7.14
2011	7.05
2012	6.96
2013	9.88
Five Year	34.60%
Ten Year	45.51%

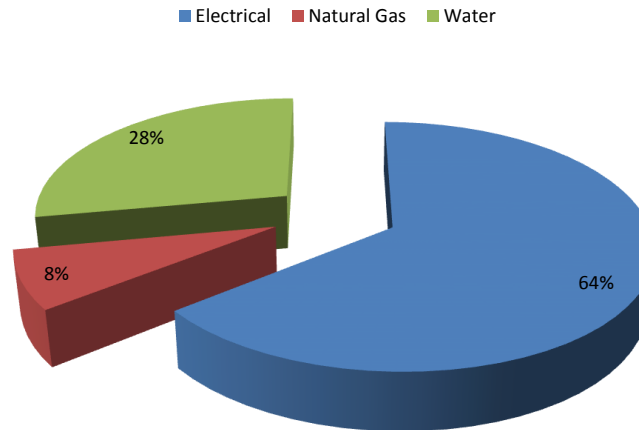


Falcon School District 49

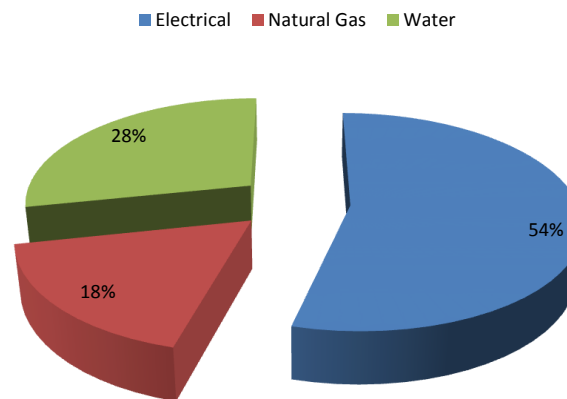
Utility Cost Breakdown

Fiscal Year	2012	2011
Electrical	\$1,176,419	\$1,186,172
Natural Gas	\$140,789	\$384,791
Water	\$510,394	\$620,217

Utility Costs Breakdown FY2012



Utility Cost Breakdown FY2011





BOARD OF EDUCATION AGENDA ITEM 7.12 MINUTES

BOARD MEETING OF:	October 10, 2013
PREPARED BY:	Brett Ridgway, Chief Business Officer Shannon Hathaway, Risk & Benefit Program Manager
TITLE OF AGENDA ITEM:	Recommended Changes to District Benefit Plan for 2013
ACTION/INFORMATION/DISCUSSION:	Action

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	X
Parent/Community Engagement		Social and Ethical Responsibility	X
Operational Efficiency and System Effectiveness	X		

FUNDING REQUIRED: Yes ____ No ____

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the change in Health Plan rates as recommended by the administration.

APPROVED BY:

Brett Ridgway, Chief Business Officer

DATE:

September 18, 2013

	ALLEN	HAROLD	IRONS	LAVERE-WRIGHT	WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	BAY	HILTS	RIDGWAY		
COMMENTED					

The motion passed 5-0.



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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.

MINUTES
REGULAR BOARD OF EDUCATION MEETING
October 10, 2013
Central Administration Office – Board Room

1.00 A regular meeting of the Falcon Board of Education was called to order at 6:35 p.m. by the President, Tammy Harold. The following Board members were present: Mr. Allen, Ms. Harold, Mr. Irons, and Mrs. LaVere-Wright and Mr. Wright.

2.00 Welcome and Pledge of Allegiance

President Harold welcomed those in attendance and invited them to join the Board in the Pledge of Allegiance.

3.00 Approval of Agenda

It was moved by LaVere-Wright and seconded by Irons to approve the agenda. *The motion was put and carried with Allen, aye; Harold, aye; Irons, aye; LaVere-Wright, aye; Wright, aye.*

4.00 Consent Agenda – See attachments

- 4.01 Approval of Matters Relating to Administrative Personnel
- 4.02 Approval of Matters Relating to Licensed Personnel
- 4.03 Approval of Matters Relating to Educational Support Personnel
- 4.04 Approval of Matters Relating to Schedule B Personnel
- 4.05 Approval of Falcon Homeschool Program Handbook
- 4.06 Approval of Minutes of Special Board of Education Meetings 09/11/2013, 9/25/13 and Regular Board of Education Meeting 09/12/2013

5.00 Board Update

Harold: This month is breast cancer awareness month. If you go to any district games, you might see students wearing pink or other colors to support a variety of cancers this month. There is one Boy Scout in the audience, please introduce yourself.

Dimitri Mahoney: I go to Horizon Middle School and I'm working on a citizenship and community merit badge.

LaVere-Wright: I've been working with Sand Creek on renewing their certification. Anyone who wants to know more about program should talk to Sheree Lynn. The IB program is used not just for high-achieving students. The program is about reaching and teaching every student.

Governor Hickenlooper announced that October is dyslexia awareness month, which touches 1 in 5 children statistically. Dyslexia can go from mildest range, language processing disorder, to children who completely cannot decode. Students with dyslexia can achieve. Review statistics and symptoms to see how it can impact your students.

Wright: Thank you to Kim McClelland for evaluating charter schools and to DAAC committee members who have an opportunity to be involved and change the face of education. On the accreditation summary, there are a couple of positive loops across entire district. I'm pretty pleased with how well we're doing and improving.

5.01 Chief Update

Bay: We're beginning to focus on inclement weather processes and snow removal. There is another training session scheduled on Monday with maintenance and facilities folks.

Allen: How can we ensure that students are able to get home safely? If we have a bus stranded in an isolated area, how do we provide water and warmth?

Bay: It has been part of our discussion. Worst thing is to have students in school and trying to get them home safely. The MOU with Red Cross is in place so we can use high schools and middle school. Will speak to Gene about it and it is being reviewed.

Hilts: Working aggressively to have a good communication plan in place, help community know how we are making decisions. Some early previews will come out to board and staff next Monday. In addition to the report that you received ahead of time, I've been out of the office often and dedicate the bulk of two days a week in zones. I spent a couple of days last week at a CASE convention and the first part of this week in a program, Break-Through Coach, working well with your executive assistant. You will see some adjustments on how I schedule time, with less in this building and more in schools and the community which relate to big rock #2 community engagement and #4 exceptional schools.

6.00 Open Forum- None

7.00 Action Items – See attachments

- 7.01 Approval of Accreditation of Schools
- 7.02 Approval of Charter School Applications
 - 7.02.01 Adventures in Learning Career Academy
 - 7.02.02 Valiant Academy
- 7.03 Approval of American Education Week Resolution, November 18-22, 2013
- 7.04 Approval of Chief Officer Review Measures and Current Year Process for CEO, CBO and COO
- 7.05 Approval of Graduation Dates & Times for Class of 2014 and Graduation Date for 2015
- 7.06 Approval of DAAC Membership
- 7.07 Approval of November 7, 2013 as Official Survey Date for Impact Aid
- 7.08 Construction Permit/Inspection Program
- 7.09 Approval of Policies JJJ and JJJ-R, Extracurricular Activity Eligibility
- 7.10 Approval of Policy for Guest Users
- 7.11 Approval of Revisions to Policies: GBED, ADC and JICG, Tobacco-Free Schools
- 7.12 Approval of District Benefit Plan for 2013
- 7.13 Items Removed from Consent Agenda

8:00 Information Items – See attachments

- 8.01 Sand Creek Zone Update
- 8.02 Student Study Trips
- 8.03 Expulsion/Suspension Information
- 8.04 Facilities, Operations and Maintenance Safety & Training Program

9.00 Discussion Items

10.00 Other Business

11.00 Adjournment

With no further business to be brought before the Board, the regular meeting of the Board of Education adjourned at 7:58 p.m.

Respectfully submitted by Donna Teubner

Tammy Harold, President

Chuck Irons, Secretary



BOARD OF EDUCATION AGENDA ITEM 10.01

BOARD MEETING OF:	November 14, 2013
PREPARED BY:	Peter Hilts
TITLE OF AGENDA ITEM:	Executive Session: Pursuant to CRS 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification; Pursuant to CRS 24-6-402(4)(b) to confer with an attorney for the purpose of receiving legal advice on specific legal questions
ACTION/INFORMATION/DISCUSSION:	Other Business

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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 X

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to go into Executive Session pursuant to CRS 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification; Pursuant to CRS 24-6-402(4)(b) to confer with an attorney for the purpose of receiving legal advice on specific legal questions.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 12, 2013