



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

Mission Statement

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

SECOND REVISED AGENDA
REGULAR BOARD OF EDUCATION MEETING
March 13, 2014
6:30 p.m.
Education Services Center – Board Room

Fantastic 49 - 6:00 p.m.

Recognition of Horizon Brain Bowl Team 6 from Horizon Middle School
Sand Creek Model Classroom Project

6:30 p.m.

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 Administrative and/or Professional Technical 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 Specialized Services Professionals
- 4.05 Approval of Minutes of Regular Board of Education Meeting 2-13-14

5.00 Board Update

- 5.01 Chief Officer Update

6.00 Open Forum

7.00 Action Items

- 7.01 Approval of SCHS Calendar Change
- 7.02 Approval of Policy Revisions Related to SB 10-191 & Teacher Evaluations
- 7.03 Approval of Policy GBGGA, Catastrophic Leave Bank
- 7.04 Approval of New Courses
- 7.05 Items Removed from Consent Agenda

8:00 Information Items

- 8.01 iConnect Zone Update
- 8.02 Student Study Trips
- 8.03 Expulsion/Suspension Information

9.00 Discussion Items

- 9.01 Capital Campaign Events & Strategies
- 9.02 FHS Athletic Fields
- 9.03 2014-2015 Budget Focus
- 9.04 Policy & Procedure Review: Preamble to Policies; AC-R, Nondiscrimination/Equal Opportunity; ADD, Safe Schools; BBA, Board Powers and Responsibilities; BEDB, Agenda; BG, School Board Policy Process; BHC, Board Communications with Staff; Section C; CBB, Recruitment of Chief Officers; CBF, Chief Officer's Conduct; CBA/CBC, Qualifications/Powers and Responsibilities of Superintendent; CBI and CBI-R, Evaluation of Superintendent
- 9.05 Covenant of Cultural Beliefs

10.00 Other Business

- 10.01 Executive Session: Pursuant to C.R.S. § 24-6-402(4)(b), conferences with an attorney for the local public body for the purposes of receiving legal advice on specific legal questions, and C.R.S. § 24-6-402(4)(e), determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and instruction negotiators
- 10.02 Executive Session: Pursuant to CRS 24-6-402(4)(f)(I) personnel matters for discussion of performance of a specific staff member with prior written notification

11.00 Adjournment

DATE OF POSTING: March 12, 2014

Donna Teubner
Executive Assistant to Board of Education
and Personnel Director



BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Administrative and/or Professional Technical 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 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.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<u>Major Impact</u>		

FUNDING REQUIRED: Yes X **AMOUNT BUDGETED:** In accordance with Board of Education approved salary tables.

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

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

DATE: February 28, 2014



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	March 13, 2014
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: The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. 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.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<u>Major Impact</u>		

FUNDING REQUIRED: Yes ✓
salary tables.

AMOUNT BUDGETED: In accordance with Board of Education approved

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

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

DATE: February 28, 2014



BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	March 13, 2014
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 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.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<u>Major Impact</u>		

FUNDING REQUIRED: Yes X **AMOUNT BUDGETED:** In accordance with Board of Education approved salary tables.

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

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

DATE: February 28, 2014



BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Continuing Special Services Providers
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

RATIONALE: The contract renewal actions on attached roster are to meet Board of Education objectives in student achievement.

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.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<u>Major Impact</u>		

FUNDING REQUIRED: Yes ✓
salary tables.

AMOUNT BUDGETED: In accordance with Board of Education approved

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

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

DATE: February 28, 2014



BOARD OF EDUCATION AGENDA ITEM 4.05

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Donna Teubner
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 2/13/2014
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 meetings will be posted on the district website after approval.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<u>Major Impact</u>	Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>Major Impact</u>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<u>Major Impact</u>	Rock #5 — Customize our educational systems to launch each student toward success	<u>Major Impact</u>
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<u>Major Impact</u>		

FUNDING REQUIRED: No √

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 3, 2014



BOARD OF EDUCATION AGENDA ITEM 5.01

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Chief Officers
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:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Major Impact
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Major Impact
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Major Impact
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Major Impact
Rock #5 — Customize our educational systems to launch each student toward success	Major Impact

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

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

DATE: March 10, 2014

January 2014 Board Update

Brett Ridgway, Chief Business Officer

March 13, 2014

State-Level School Finance Happenings

With the Legislature now in session, at K12 education being the largest part of the annual state budget, school finance is always an interesting subject at the state capitol. With the defeat of Amendment 66, which was the funding mechanism for SB13-213 which passed the legislature and was signed by the governor last year, the proponents of the changes that were proposed in that question did not simply go away. As a result a new measure has been introduced this year, HB 14-1292, officially titled the 'Student Success Act', but unofficially is known as 'Son of 213'. Our lobbyist, Amy Attwood, is tracking this bill in particular and suggested that I present testimony in the House Education Committee meeting convened to consider that bill on Monday March 3, 2014. The text of my testimony is attached to this report.



In a positive light, Son of 213 is an attempt to bring some of the lower cost elements of the original to school finance. From a negative light, it is an unworkable compilation of dissimilar issues designed to placate various political interests. Topics that District 49 is generally in favor of, like Average Daily Membership (ADM) and Financial Transparency are written in a way that compromises the intent of those ideals so as to make them unrecognizable. The bill has other components, redefining ELL education, READ Act, and Capital Construction funding, that are not as beneficial or palatable to a district like ours. The hope of the proponents, then, is that school districts will be tempted to support the entire package due more to nomenclature used rather than the substance of the definitions and implementation strategies buried in the detail of the bill's language.

Bond and Mill Levy Override Proposal

At the January 22 meeting, you also heard a presentation from the Capital Planning committee on their work over the past eighteen months in gathering information, assessing priorities, and quantifying the cost of particular ideas for the future of the District. It is always important to note and remember that the committee is not run, nor is it populated, by senior administration or board members. Many of us participate to provide guidance and suggestions, but it is the committee, which has community members and non-senior administrative staff that are, in the end, making the suggestions.

The upcoming months will be critical in reviewing the proposals with as many community groups as we can to vet the ideas, receive feedback, and eventually then adjust the proposal so that it fits as much of the community priorities as possible. With the diversity in our district, the proposal will not end up being something that everyone simply loves. We do aspire, however, to end up with a proposal that everyone sees a benefit from one or more pieces of it and can accept the portions that do not directly benefit them as being effective for the overall good of the District, the students, and the constituency.

We believe that the timing for this request is correct due to the solid financial standing the District has, the solid track record that now exists regarding educational innovation, and the coming changes to our district and education in general. It is important that we lead, not follow; that we are proactive, not reactive, and that we strive for excellence rather than settle for the conventional. The efforts and results of the last three years are worthy of additional investment by the community – for the students in the community. School District 49 is uniquely positioned to lead and innovate education. The successful passage of this bond would validate the work of innovation in our district.

Bond and Mill Levy Override Proposal (cont.)

As the Chief Business Officer for the District, I seek to support good and informed decisions for district decision makers including Educators, Board of Education, and Constituents.

Following are key facts surrounding the bond and mill levy proposal:

- District 49 is operating over core capacity at 15 / 18 educational campuses
- District 49 is in a net loss position for District Choice enrollment - our biggest deficit exists with D20 where we net 'lose' approximately 1,200 students
- The schools in close proximity to D20 schools are all over core capacity - suggesting we are fostering the net loss situation
- Housing construction activity predicts another ~ 1,250 students by 2016. This is picking back up after recession era lulls in new home construction.
- Of the total 2,400, it is believed that fully 1/2 of those are high school students. Therefore the ask is designed accordingly: one new high school plus two high school wing expansions to address that half; two new flexibly designed k-5/6-8 schools plus a third that replaces a current building slated to be repurposed for early childhood education.

With those facts taken into consideration, the committee has the following opinions:

1. They recognize the difficulty presented by the low assessed value due to the lack of commercial property in the district.
2. They also recognize that other districts are operating at a distinct advantage from operations funding provided by Mill Levy Overrides.
3. They don't expect the constituency to fund local support per student to the level of other school districts, that would mean a levy rate that is more than double the current rate. Instead, they ask for a rate that is about 40% higher – effectively requiring the same level of efficiency and effectiveness that the district has seen the last few years.
4. They simply ask to fund facilities that are necessary and make program options available that are useful and prudent for the students.

Early thoughts on the 2014/15 budget

As presented in the 2013/14 amended budget package, we see the need to prioritize new money in the 2014/15 budget to fully fund run-rate requirements and to invest in capital maintenance needs that have been deferred during the last three years – specifically bus refresh patters and building roof replacements. Other capital improvement needs are more appropriately addressed through the bond ask previously discussed.

Brett Ridgway
Falcon School District 49 Chief Business Officer
Colorado House of Representatives, Education Committee testimony
March 3, 2014

Madam Chair, members of the committee, my name is Brett Ridgway. I am the Chief Business Officer for District 49 – Falcon School District in Colorado Springs. I would like to state that we are currently funded in the 177th position in the state, we also have one of the lowest Assessed value per pupil rates in the state. District 49 is a 'have not' when it comes to school funding.

Regarding the student success act, we support increasing the total spend for education. We are among the 171 school districts that signed the letter to legislators requesting funds be distributed according to the negative factor pattern. Our sense is that there is still tremendous passion to continue to pursue that simple request rather than a tiered approach.

Therefore, this bill, which has some significant categorization of funds, is not necessarily received with great enthusiasm by the education community.

So, We suggest moving a greater portion of the fund distribution to the negative factor component.

As for the other categories that have been presented in the bill, I bring the following points:

1. ELL – allocating funds for ELL is nice, but showing favoritism within that goal is not. Concentration factor elements have the effect of funding some students higher than others. District 49 does have ELL students, and we believe they deserve as much funding as any other ELL student and this bill does not do that.
2. Capital Construction – the restrictions there related to Kindergarten preference are simply too significant. These conditions, again, leave districts feeling dictated to, feeling patronized - rather than listened to, and assisted with their difficulties.
3. Financial Transparency and ADM – Conceptually, we are very much in favor of these topics.

For financial transparency, we have been operating like this for several years already. We believe that better information can lead to better decision making – both for large and small districts. At District 49, our ADE submission and our regular monthly reporting for the board of education already reflect a school-level emphasis. We believe it has facilitated successes in innovating education.

Regarding Average Daily Membership, we believe moving away from a single count would be positive. One thing the public sector is constantly chided for, is the notion that we are out of touch - that we are slow to react to the new realities of our situation. The current count format and current formula funding structure facilitate that. It makes perception become reality.

I have heard several people ask – ‘what problem are we trying to solve?’ I suggest that this is the problem. The problem is both the perception and the reality that we are slow to react.

Everyone knows that student counts are constantly in flux – but overall trends are also present and can be measured.

For example at District 49, we have grown 157 students this year SINCE October count. Even a large district has trouble absorbing that kind of increase.

I have also heard people express concern that this is simply a way for the state to lower its funding commitment to education. I don’t honestly know if that is the intent, but ADM should not be used for that purpose, it should only change the manner in which funding is distributed.

Finally, we would also request language that would make student count fundamentally cleaner and easier. Eliminate the complexity in the counting process, especially in counting high school students. That would make it better for districts to count, and make it better for CDE to review and audit – costing each entity less, allowing associated funds to be reallocated to the negative factor. Improving the efficiency of the process is a necessary trade-off and would really improve the receptivity to such a change.

Thank you.

Ongoing	Upcoming
<p>In February, school finance and student success dominated the news and our work together.</p> <p><u>Rock #1 Trust</u>—In the arena of school finance, I have worked actively with state superintendents and our Chief Business Officer to participate in the statewide conversation about school funding options. We support the maximum restoration of state funds, combined with minimum mandates over how we can invest new funds. Because our community rejected the state funding model in last November’s election, we are advocating for more local control to meet local needs. As part of our plan to <i>Bring out the Best</i> in District 49, members of the Capital Planning Committee and district administration have presented at Board, DAAC, and multiple SAC meetings in the weeks since presenting the initial proposal to the board. Community members have provided excellent feedback and clarifying questions which we have incorporated in iterations of the plan and presentation.</p> <p><u>Rock #3 Best District to Learn, Work, and Lead</u>—As part of my effort to visit specific schools and watch teachers in action, I have participated in Professional Learning Communities (PLC’s) at several schools. I am impressed with the commitment to shared learning that is evident in many of our teacher meetings. While some schools are still developing excellent PLC practice, there are exemplary bright spots in every zone, so my optimism about our professional culture is based on direct observation about student-focused conversations and planning.</p> <p><u>Rock #5 Launching Every Student</u>—I have been especially impressed by the performances of district students at local, regional, and state-level competitions. With multiple teams in the basketball playoffs, regional champions at the science fair, brain bowl winners from our middle schools, successful wrestlers, and numerous other student successes, District 49 is increasingly incubating excellence in student performance.</p>	<p>Along with other community leaders, I will continue meeting with SAC’s and community groups to gather feedback and improve our school finance plans. I’ll continue these meetings through Spring Break, and then collaborate to initiate a more formal polling process to gather additional campaign insights. I will also be attending a statewide superintendents’ meeting to coordinate our efforts to influence school finance activity and proposals through the legislative session.</p> <p>The next major initiative for improving Rock #’s 3, 4, and 5 will be a major summit on April 4 to address graduation guidelines in District 49. We will be gathering nearly 100 administrators, counselors, teachers, and area experts to help plan our transition to Colorado’s new graduation guidelines. This transition will be redefining secondary education all over Colorado, so the summit is a major initiative to build unity and momentum in District 49.</p>

Ongoing	Upcoming
<p><u>Rock #2 Engage the Community</u></p> <p>The Zone Leader met with schools affected by the capping and discussed next steps and future plans.</p> <p>MRIS sent out an introductory video to their community about what it is like to be a student at MRIS. The parent feedback has been very positive.</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>WHES is piloting an Early Kindergarten classroom. This is something that we are hoping to expand/continue into the 2014-2015 school year.</p> <p>The Common Core Curriculum Cadre has had additional meetings. They are working on developing/using common assessments across the Zone and working with other Zones about common assessments across the District.</p> <p>Mid year reviews have been completed for all teachers and administrators in the Zone.</p> <p>Bloomboard has made some changes to their format based on feedback from Falcon Zone that has increase the user friendliness of the product.</p> <p>Evaluation Committee has been discussing how to best integrate student/parent feedback into the evaluation. We are developing possible survey for students/parents to fill out about their/their child's teacher.</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>Common assessment data is being reviewed and guiding next steps for instruction.</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 Kasa. 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>The Zone Leader will be meeting with parents of schools affected by capping for the 2014-2015 school year.</p> <p>The Zone Leader and the CEO will continue to meet with the SACs at each building in regards to BotB.</p> <p>Officials from CDE will be coming to MRIS on March 20 to observe the success they are having with the BURST interventions.</p> <p><u>Rock #3 Create an environment that is the best to learn, work and lead.</u></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. Evening courses are offered to our teachers in order to advance their skills.</p> <p>The evening classes are now being offered on Schoology.</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>We will be sending out a survey to current Kindergarten parents to get a temperature for the desire for additional Kindergarten/Pre-school options.</p> <p>We are working with Christi Kasa to secure additional technology for our students who receive special education services.</p>

	Ongoing	Upcoming
Power Zone	<p>Big Rock 1: Reestablishing Trust: Mike Pickering and Paul Brookens, teacher at VRHS, attended CDE's Family Engagement Promising Practices training on February 13th.</p> <p>Big Rock 2: Community Participation: POWER Zone's Zone Innovation Assembly met again on Wednesday, February 19th. Members reviewed work that has been completed all year long and then shifted focuses for the remainder of the meeting to give feedback on the Capital Planning Committee's work that was presented to the BOE in January. This feedback will be incorporated into the feedback received from the individual SAC meetings and the local zone capital planning feedback meeting that was held on Thursday, February 27th.</p> <p>Big Rock 3: Best district to learn/work/lead: POWER Zone leadership went to each school within the zone to ask staff three questions: 1) What is going well? 2) What is not going well? and 3) What specific ideas do you have on how the zone could offer more support? This work was done in department/grad level teams and included all licensed staff and much of the classified staff. The purpose of these meetings was to provide zone leadership with a better understanding of how staffs are perceiving the implementation of current zone level initiatives. This feedback is being organized by zone leadership and will be shared collaboratively with the admin teams at each building. Buildings will then formulate plans of support for their staff based off the feedback from their school. If the zone can maximize an effective implementation process, student achievement is more likely to rise in a more timely manner.</p> <p>Big Rock 5: Customize educational experiences: Personalization of learning is one way that POWER Zone is attempting to customize the learning experiences of their students. Learning scales are one significant way to begin this work without the need for additional technology. On February 14th all schools were presented a clearer understanding of the connections between the zone standards alignment work and the learning scale work within the Marzano Evaluation Model. Ideas around sharing the workload between schools and bringing teachers together across the zone to complete the work during the summer were also discussed.</p>	<p>Big Rock 1: Reestablishing Trust: Feedback from the Family Engagement Promising Practices conference is being integrated with the other engagement work completed this this year. A community engagement report is being compiled and will be presented to zone leadership and the district Big Rock 2 committee 4th quarter.</p> <p>Big Rock 3: Best district to learn/work/lead: After receiving feedback from the February 14th training it has become evident that some staff would like a longer/bigger picture vision of where we are headed than just 18-24 months out. This timeline was picked by zone leadership because it coincided with the amount of time left on current state/local innovation waivers. However, zone leadership is working on a 3-5 year vision that would integrate some of Marzano's Highly Effective School's work into the curriculum pathway and Marzano evaluation model work currently being implemented.</p> <p>Instructional Alignment to the Colorado Academic Standards: Sherry Kyle, Zone Operations Administrator, is working closely with principals to determine what level of standards work is needed at each grade level/department. Once identified, Sherry can further differentiate her support in this area across the zone.</p> <p>Big Rock 5: Customize educational experiences: POWER Zone leadership met with Eric Maliepaard, VRHS teacher and zone data analyst, regarding creating an achievement dashboard per school. This dashboard would showcase both state standardized data, local/district benchmarking data, and even begin to showcase classroom assessment and building level achievement data, both quantitative and qualitative.</p>

Ongoing	Upcoming
<ul style="list-style-type: none"> • All schools are busy with TCAP and preparations and proctor training for CMAS administration in April. • All schools in the zone have been attending D49 CMAS training and consulting with Wayne John and CCS to ensure our technology labs are appropriate, prepared and set up with a cashing system. • ICZ Charter Schools are in the process of providing a resolution in support of the Charter High School for the bond and sending a school representative to serve on the founding board for the new school application. • RMCA The Administration attended the CASE Conference in Denver this year. • RMCA Jenny Divitto was asked to film a short video representing the iConnect Zone and why parents chose the iConnect Zone and what it's like to lead in the zone. • RMCA is interviewing for available positions for 2014-2015 school year and adding a GT Teaching position. • GOAL Radix - GOAL recently created a GOAL Radix Endeavor team. The Radix Endeavor is a multiplayer online game for STEM (science, technology, engineering, and math) learning in high school. The game is funded by the Gates Foundation, and under development at the MIT Education Arcade in collaboration with Filament Games. The initial phase will cover topics in biology, algebra, geometry, probability, and statistics, providing students with a collaborative, social experience in a systems-based game world where they can explore how the world works and discover important scientific concepts. 	<ul style="list-style-type: none"> • RMCA is hosting a Town Hall Meeting to discuss possible Charter High School March 5th 6-8pm @ RMCA Middle School Campus. • RMCA is promoting the new school build with flyers and door hangers in the surrounding neighborhoods. • RMCA Prospective Student Night March 11th from 5:30-7pm at the Middle School Campus. • RMCA is Developing a Multicultural Education Committee at RMCA elementary is in the works. • GOAL Colorado Youth at Risk Career Exploration Day – GOAL students are participating in the 5th annual Colorado Youth at Risk Career Exploration Day on April 9th, 2014. The Colorado Youth at Risk Career Exploration Day is a chance for youth to meet professionals in a variety of different career fields and learn about what it takes to do what they do! • GOAL Spring Break Trip – GOAL Academy staff and students will be traveling to Utah's Goblin Valley, March 23 – 29. The group will hike Little Wild Horse, Ding and Dang, and Horseshoe Canyons and will be camping at Goblin Valley campground.

Ongoing	Upcoming
<ul style="list-style-type: none"> • GOAL Academy's NOLS Student Scholarship – GOAL student Jessey Hampton of Pagosa Springs received a \$6,000 National Outdoor Leadership School scholarship. Her application essay attributes the GOAL student leadership retreat as being "one of the most insightful experiences of her life." Here is an excerpt from her essay. • PPSEL CLCS Conference—3 board members, the principal and 1 teacher attended the Colorado League of Charter Schools conference on February 20-21. The board was able to get training and make progress on the new strategic plan, human resources processes, school board/school leader working relationships, and many other things. • PPSEL Parent Survey—The school's winter parent survey is complete. Part of Big Rock #2 "Community: The school now has data to analyze our community's views on our school calendar, weather and emergency alerts, and school communication. • PPSEL Teacher Awarded—The Exchange Club of Falcon award a "Teacher of the Year" award to a PPSEL teacher at their annual banquet. Mr. Ethan Troy, who teaches Middle School Math, was awarded for this excellence in the classroom, contributing to Big Rock #3 "Best District." • PPSEL Nutrition Seminar—Mrs. Gina Biolchini presented to the PPSEL community on behalf of the PTO. The information was answering the question "What is true healthy eating?" 	<ul style="list-style-type: none"> • GOAL GIRL Rising – On March 7, GOAL students and staff will be participating in the UNC International Women's Day Celebration, hosted by the League of Women Voters. The League of Women Voters is a nonpartisan political organization encouraging informed and active participation in government. It influences public policy through education and advocacy. " • PLC will be hosting a high school guest speaker – Peter Quick a Forensic Scientist. • BLRA BLRA students will participate in the Battle of the Books district and regional competitions. • BLRA BLRA will be conducting an enrollment lottery on March 13. 330 students have applied for 2014-15 seats during the open enrollment window, which closes February 28. • FVA is currently looking at the structure of their weekly schedule with changes that will increase face to face opportunities in our blended model by 30%, with extended days to ensure that we are meeting the needs of all stake holders and focusing our energies on student growth

Ongoing	Upcoming
<ul style="list-style-type: none"> • PLC is hosting a Health and Wellness Committee Meetings: Every third Friday, monthly @ 2pm • PLC is competing in a Biggest Loser Competition Jan. – April 17 • PLC is celebrating *Black History Month, Teen Dating Awareness Month and Jump Rope Month • BLRA BLRA has successfully implemented eLearning days on three occasions during the 2013-14 school year. Three more eLearning days are scheduled this school year. The concept was started at BLRA in 2012-13 and has grown to be an effective instructional modality for students and staff. • FVA hosted a Bone Marrow Drive on January 23 in conjunction with Bethematch.org in hopes of finding a Bone Marrow match for Aden Knar a 3rd Grader at FVA. 265 people attended yielding 248 viable donor candidates. The online donor drive for Aden continues through bethematch.org. We have recently been notified that a participant from our drive has matched another blood cancer patient. • FVA has deployed 140 Mac Book Airs in a one to one initiative within the confines of FVA. Their students will now have a tool when they enter our building that is cutting edge, highly engaging and supports our vision of cloud based content management. 	<ul style="list-style-type: none"> • iCZ Leader has been attending weekly Online Task Force meetings and will be presenting the outcomes to the legislators on March 20th. • iCZ Leader hosted a story boarding session with GOAL Academy representatives, CDE, PLC and other AEC leadership to begin discussion about AEC standards and accountability. • iCZ Leader has scheduled school visits with charter schools to complete the Annual Performance Report that will be presented to the board at the end of the year.

	Ongoing	Upcoming
Sand Creek Zone	<p>Evans International E.S.</p> <ul style="list-style-type: none"> Through mid-year reviews, we have identified four areas of focus: inquiry, differentiation, critical thinking, and student goal setting/assessment. We have developed four learning teams that will work together around these four school-wide goals during 2nd semester. During PLC meetings last week, teachers created accounts on Schoology and posted comments and shared ideas about these four focus areas. All teachers have individually developed a Student Learning Objective (SLO) to set a goal and measure student growth. These SLO's have been entered into BloomBoard and will become a part of the Teacher Effectiveness Rating. Teachers will use the SLO to measure student growth and report the growth prior to Spring Break. All 4th graders recently took the district's ELA Scantron Common Assessment. Administration along with the Instructional Coach will meet with the fourth grade team next week to review the data and dialogue about areas of success and next instructional steps <p>Springs Ranch E.S. D49 Ascend Basketball – finished on 2/15 – 3rd grade boys took 2nd! PTO purchased SMART Boards for our primary and SpEd teachers!</p> <p>Mr. Dorsey has focused his energies on getting into classrooms on a consistent basis. In addition, SC Zone and building leadership is continuing to conduct instructional rounds throughout the zone. Recently, we had a member of the Flippen Group conduct a comprehensive, multi-day site visit at Remington Elementary and Horizon Middle School. The completed feedback report will be provided to Mr. Dorsey the first Week of April. The report will provide zone and building leadership a blueprint to improve student achievement at RES and HMS. Flippen will be conducting a similar visit at Evans International Elementary School in April.</p>	<p>Evans E.S.</p> <ul style="list-style-type: none"> 4th and 5th grade orchestra performance will be on Thursday, February 20th at 6:30 p.m. in the gym 5th grade students will be visiting the Olympic Training Center on Wednesday February 19th. Our next SAC and PTO meetings will be held on March 11th in the Library. SAC will begin at 4:30 p.m. and PTO will begin at 5:30 pm. <p>Springs Ranch E.S. March 3-14 – TCAP testing March 3 – Girls on the Run begins</p> <p>Sand Creek H.S March 3-14 – TCAP testing</p>

Ongoing	Upcoming
<p><u>Assessments:</u> We have concluded ACCESS testing and the 3rd grade reading TCAP assessment. On Monday, February 24, the remaining TCAP materials were delivered to schools in preparation for the opening of the TCAP testing window on March 3rd.</p> <p>On February 24, we held a School Assessment Coordinator meeting in preparation for CMAS. Diane Cassidy reviewed ethical testing expectations and provided training on test procedures. Lynette Fandrei provided a step-by-step walkthrough to familiarize staff with the new online testing platform and explained what is needed to prepare schools for testing.</p> <p>Additionally, Amber Whetstine, Diane Cassidy and Katherine Hochevar led training on February 18 for building leaders/principals. We reviewed the results of the 4th grade English Language Arts and 6th grade math pilot common assessments and used this data to discuss and practice data driven conversations.</p> <p><u>Coordinated School Health:</u> Coordinated School Health (CSH) co-leaders attended a half-day training Monday, February 3 with a focus on their School Health Improvement Plans, budgets and implementation. After the training, many leaders stayed for a focus group geared towards the development of a state-wide nutrition cadre to provide training and resources. Rachel Duerr, Health & Wellness Coordinator attended a two-day training for all Healthy Schools Successful Students grantees on February 20-21 in Denver. A combined zone leader, principal and district-wide wellness advisory council meeting will take place on Tuesday, February 26. The district-wide wellness advisory council is hosting a logo contest for staff, students and community to design a wellness logo for Falcon School District 49.</p> <p>The staff wellness <i>Ready, Set, Go</i> challenge kicked off Monday, February 17 and will run through Sunday, April 13. We currently have 569 participants registered on the members.shapeup.com portal.</p>	<p><u>Assessments:</u> The TCAP window will run from March 3 to March 14 with makeups being done the week of March 17.</p> <p>CMAS preparations are underway and building School Assessment Coordinators are electronically creating test sessions and preparing computer labs for testing. Wayne John will be completing audits of all testing labs to ensure we have provided the best possible testing environment for our students.</p> <p>Falcon Elementary and Imagine Indigo Ranch will participate the in the PARCC pilot in April. Not only will their experience provide valuable feedback to PARCC, but participation in the pilot will allow us to test our computer labs and provide students exposure to the new test format.</p> <p><u>Coordinated School Health:</u> Rachel Duerr will be presenting to the BOE on the progress of all 17 schools funded by the <i>Healthy Schools Successful Students</i> grant as well as district-wide initiatives on Wednesday, March 19. Springs Ranch Elementary was selected by RMC Health to be highlighted on a video success story on their annual walk-a-thon fundraiser. This video will be used by RMC Health to promote the work of healthy schools and a copy will be provided to Falcon School District 49 for local promotion.</p>

Ongoing	Upcoming
<p><u>Aha! Network:</u> We are thrilled to announce the launch of our Aha! Network. This on-line hub for professional learning offers many opportunities for educators and leaders to collaborate, learn and inspire one another. We have also recently joined Twitter! Follow us at https://twitter.com/AhaNetworkTeam.</p> <p><u>CTE Credentialing Online Courses:</u> District 49 CTE has been granted approval by Colorado Community College System (CCCS) to provide online instruction for CTE credentialing. Under the State Board for Community Colleges and Occupational Education board rules governing credentialing, all secondary instructors who teach in a Colorado Community College System approved program must hold a valid credential. A credential ensures that the CTE program provides students with well-qualified instructors possessing appropriate occupational and educational experience. Credentialing courses will be offered this spring by Nikki Lester. Brian Green is supporting with development of the courses in an on-line platform.</p> <p><u>Model Classroom Project:</u> Videographer, Michael Ring (recent SCHS graduate), has filmed and is actively producing professional quality videos of inquiry learning best practices at Sand Creek High School. The videos will become training tools on the Aha! Network that contribute to District 49 being best place to learn, work and lead. Brian Green, and the Sand Creek Zone leaders and teacher are to be commended for their amazing work on this project!</p> <p><u>Schoology:</u> District 49 is moving forward to enterprise Schoology as the online learning platform for classrooms and professional development. Enterprising Schoology will enhance learning capabilities and unleash the full potential of online professional learning and training throughout the district. Enterprise will take effect in July 2014.</p>	<p><u>Aha! Network Ribbon Cutting:</u> We are planning a formal “unveiling” of the Aha! Network spring 2014. All those who contributed to the development of the site along with our stakeholders will be invited to celebrate with us and learn more about this initiative.</p> <p><u>Gifted Education in D49:</u> A very special week of professional development is being planned to support our district teachers the week of June 2nd – 6th. Navigating the SEAS (Supporting Education of Advanced Students) is a week-long event providing our district teachers the opportunity to participate in courses presented by nationally recognized trainers on the topic of higher level learning for advanced students. CDE Gifted Grant funds will be used to fund this engaging week for our teachers.</p> <p><u>Professional Learning Communities:</u> Kim Leon, Principal at Meridian Ranch Elementary School and Brian Green TOSA for on-line professional development are teaming up to produce training resources for Professional Learning Communities best practices. The teachers and leaders at Meridian Ranch Elementary will share through video, reflections, and narratives many of the practices they use to enhance and leverage the use of PLC’s.</p>

Learning Services	Ongoing	Upcoming
	<p><u>Grants and Fund Development:</u> Current work within the Grants and Fund Development Office includes:</p> <ul style="list-style-type: none"> • Grant proposal to El Pomar for \$40,000 to support the Health and Wellness Program • Development of \$125,000 proposal to CIGNA Foundation, <i>World of Difference Grant</i> to support the Health and Wellness Program • Program description for funding request to the Braitmayer Foundation for grant to support <i>Excellent to Extraordinary: A National Board Certification Support Program</i> for FSD49 teachers <p><u>Leadership Academy:</u> Thank you to Jay Hahn, Dave Knoche and Sean Dorsey who presented at the February Principal Induction Leadership Academy. Topics included, student discipline, 21st century instruction and innovative leadership practices.</p> <p><u>Teacher Induction Program:</u> Lead Mentors met on February 26 to collaborate and to begin to build Schoology groups and courses, which support best practices in mentoring. Amber Whetstine is working with mentors and building leaders to explore new and innovative ways to improve the current teacher induction program. The final phase of the program evaluation, which began last spring, will conclude May 2014. The results from initial results of the study have already been implemented to support continuous improvement and support for new teachers.</p> <p><u>Title Programs:</u> Principals and Zone CIA leaders attended the Title Principals National Conference during the first week in February. The conference focused on sharing ideas for increasing student achievement in high poverty schools.</p> <p><u>UCCS Professional Development Site Partnership:</u> Site Coordinators in each of our PDS buildings came together February 10 to discuss progress of the program this year. Meridian Ranch, Woodmen Hills, Springs Ranch, Horizon Middle School, Skyview Middle School and Sand Creek High School all serve as UCCS student teacher professional development sites this year.</p>	<p><u>Educator Effectiveness:</u> On February 20 and 21, Amber Whetstine, Erica Mason, Dave Knoche, Dustin Horras and Sherry Kyle attended a CDE sponsored workshop on becoming certified trainers on the State Evaluation Model System. We will be submitting an application to CDE to become an approved training site for new evaluators in our district and region which will support District 49 in our efforts to be the best place to learn, work and lead.</p> <p><u>New Teacher Orientation</u> The professional development team is beginning to plan New teacher Orientation 2014! The 3-day event, July 23, 24 and 25 will include a variety of differentiated professional learning opportunities for teachers new and experienced in their careers.</p> <p><u>State Review Panel</u> Amber Whetstine was recently selected as a member on the state review panel for Unified Improvement Plans. She is excited to serve in this role to support schools and districts across our state in efforts to improve learning for students.</p> <p><u>Title Programs</u> Principals are beginning to work on planning for the upcoming year program plans and budget allocations. Amber Whetstine is leading schools in considering new ways to use federal program dollars that will impact increased levels of student learning.</p>

	Ongoing	Upcoming
STEM	<p>Dianne Kingsland has spent a large part of this month working on the website. The website is now live. Work on the marketing plan for STEMsCO will begin after the website launch. Dianne will meet with the D49 media people.</p> <p>Dianne Kingsland as the Executive Director of STEMsCO has been doing research on after school /summer STEM activities for K-12 students and teachers, non=profit STEM organizations, and high schools with STEM diplomas in Colorado Springs for the meeting on February 26, 2014. This research will be part of a group research project that will be turned over to a person hired by this committee to do a gap analysis on STEM in our area and write the STEM strategic plan for El Paso County. The Build a Bridge conference will be postponed until this report is done.</p> <p>Dianne Kingsland and Carley Ries, STEMsCO President, met with Michael Ada, the grant writer, about the status of the Forensic Science grant. At this point in time, all we know is that the deadline for the grant is now November 2014. Mr. Ada was checking on the status on our application. We also discussed another NSF grant for Computer Science to implement a G School campus (s) for Colorado Springs. The target audiences would be veterans, the disabled, minorities, and women along with students who didn't finish their high school diplomas. The computer science grant is due in March 2014. The second grant would be to support the Bio Medical program with Project Lead the Way. This grant would enable STEMsCO to pay for the materials/equipment needed for rural and low income K-12 schools to implement the new K-12 Bio Medical modules. UCCS would provide the training for the teachers.</p> <p>STEMsCO met with Spectranetics to develop a partnership.</p>	<p>Dianne Kingsland will be meeting with Judy Brannberg, STEM Ventures.</p> <p>Dianne Kingsland will be meeting with two teachers from Springs Ranch Elementary School about their idea of the School in the Woods, which could fall under STEMsCO.</p> <p>Dianne Kingsland will be making contact with Candace Meir from TCA regarding the upcoming science fair.</p> <p>Dianne Kingsland will be meeting with Philip Tinsley from PPCC Foundation. He needs help with spending his scholarship money for his various programs.</p> <p>Work on the regional STEM plan will be ongoing.</p>

	Ongoing	Upcoming
Communications	<p>Best District – The communications department is working hard to ease a couple of personnel transitions. We recently hired a marketing and communications specialist, and are preparing for a new communications director. Our team is focused on ensuring these transitions are mostly seamless to the district’s patrons and stakeholders, while keeping department duties properly organized and prioritized.</p> <p>Our media and broadcasting specialist completed an extensive post-video production workshop to improve the district’s messaging through motion media.</p> <p>Trust – Our department is assisting with the development of communications materials and strategies for the district’s bond and mill levy override campaign, “Bringing Out The Best in District 49.” We started a phrase bank and are working on informational materials for each schools and zones.</p> <p>As part of our focus on trust through transparency, we coordinated with the district’s leadership and assessment team, and the Colorado Department of Education, to compile our annual report in a professional and informative manner. We published the report Feb. 24, and immediately had hardcopies produced by using a digital printing press. We provided human resources with roughly 100 copies for upcoming job fairs. A mailer will arrive at residences this week, notifying the public of the reports online and offline availability. The mailer also highlights the district’s strategic plan.</p> <p>Community – To engage our stakeholders, we presented to a group of relators Feb. 28. Immediate feedback was both affirming of what we’re doing, and helpful in shaping our ongoing information strategies.</p> <p>We continue to inform our community about the Colorado Springs Southern Delivery System, in collaboration with Colorado Springs Utilities. The construction affects access to Evans International Elementary School, Horizon Middle School, Rocky Mountain Classical Academy, Falcon Virtual Academy and Sand Creek High School.</p>	<p>Best District – After providing a breakout session in social media philosophy for the Colorado Association of School Executives, our digital communications specialist was asked to brainstorm with The Center for Professional Development at Peak to Peak Charter School for social media planning and policy design, March 10.</p> <p>Community – We expect to finalize a contract March 4 with SchoolWires for a responsive design website. Our new website will better support mobile devices, integrate more personalization options and improve overall usability. We’ll be integrating several features based on feedback from our patrons and stakeholders. During the next month, we’re working with SchoolWires’ creative services team to develop the new design. We plan to start moving content in May. The website will launch for the public July 1.</p> <p>We’re continuing to meet with local media and marketing firms to make constructive recommendations for media buys during the 2014-2015 school year.</p> <p>We’re brainstorming ways to best host a wiki for patron collaboration, specifically in capital planning and prioritizing.</p> <p>Portfolio of Schools – Using analytic tools to interpret our event coverage, we’re finding ways to strengthen our key communicators network. We’ve identified schools needing more story telling efforts, including Woodmen Hills Elementary School, Horizon Middle School, Evans International Elementary School, Remington Elementary School, Springs Ranch Elementary School and several charter schools. We’re also looking for ways to explain our department’s initiatives and resources during school and zone professional development opportunities.</p>

	Ongoing	Upcoming
CTE	<p>Vista Ridge High School - Biomed program provisionally approved now able to offer UCCS concurrent credit.</p>	<p>Vista Ridge High School HOSA- Has 9 students competing in CO State HOSA competitions March 6th – 8th.</p>
	<p>Falcon High School - SEMTech (Student Engagement and Mentoring in Technology) program started last Saturday. It is designed to engage middle school students in technology concepts with the goal of increasing the number of students who will take AP Computer Science courses in high school. Middle school students meet every Saturday at the high school and engage in activities such as Arduino Boards, Robotics and basic electronic circuit boards.</p>	<p>Falcon High School HOSA - Has 44 students competing in CO State HOSA competitions March 6th – 8th.</p>
	<p>Falcon High School's - CyberPatriot team recently participated in the national semifinal round of cyber security competition and ranked 17th in the nation (out of over 1000 teams).</p>	<p>Falcon High School - Two Falcon HOSA members, have completed the preliminary requirements for State Officer Candidates. Both young men will undergo online testing and interviews in order to advance to elections at Student Leadership Conference.</p>
	<p>Falcon High School - Two 12th Grade AOHS Students recently passed their Firefighter I exams and are one-step closer to becoming firefighters.</p>	

Ongoing

February:

- Attended IEP meeting for an English Learner - EL at SRES. Shared data collected on recent EL Benchmark Assessment. Because the student isn't exposed to a second language anymore, he home language will be reclassified as English and he is no longer classified as an English Learner.
- Collaborate with Skyview Middle School Principal on the implementation of SIOP (Sheltered Instructions Observation Protocol) framework and best practices for ELs.
- Final touches to WIDA ACCESS testing materials. Assessment and ELD team packed up all materials to ship back on Feb. 13th. Results should be released late April/May.
- Continued 'file audit' of all Charter Schools for a complete Home Language Survey. Some students will require further evaluation.
- ELD Team met for our monthly PLC (Professional Learning Community). Many housekeeping items were discussed. We came to a consensus on the use of WIDA MODEL (ELL Benchmark Assessment) and WIDA ACCESS. The decision was made to use WIDA ACCESS (January administration) as a Post Assessment data.
- Attended a TITLE/Federal Grants meeting with CDE representation because of oversee of TITLE III. Met with Federal Grant personal on TITLE III/ELPA and TITLE III Set Aside budgets.
- Research/purchase the best supplemental materials for ELs and preparation for the WIDA ACCESS.
- Attended Data Training offered by Amber Whetstine and Diane Cassidy.
- Planned and coordinated the ELD Parent Advisory Committee quarterly meeting. Ms. Von (Infinite Campus Supervisor) trained parents how to access Parent Portal and created accounts for those who didn't have accounts. Parents then took the 'Big Rock Survey'.

Upcoming

March-June:

- ELD Community Liaison was selected to attend the upcoming 'Parents Educating Parents' Conference Feb. 27th – March 1st.
- Attend ELL/Preschool IEP meetings.
- Attend IEP meeting for ELL at OES.
- Plan and coordinate ELD Secondary PLC to be held at SMS – March 11th.
- Attend State ELD Director's Meeting in Denver, CO – March 19th.
- Planned and Coordinated a National Trainer for SIOP (Sheltered Instruction Observation Protocol) for district/school leadership – March 25th.
- To attend Cultural Mediator training offered by CDE – April 11th
- Coordinated KAGAN for ELLs training for district staff – June 3rd.



REPORT OF THE CHIEF EDUCATION OFFICER

Special Education	Ongoing	Upcoming
	<p>This relates to Big Rock 4: Establishing District 49 as the best district in Colorado to learn, work and Lead. Of course, effective collaboration creates a trusting culture, which supports Big Rock 4. In addition, the SEAC meetings address Big Rock 1: Research, Design and Implement Programs for Intentional Community Participation. The training activities, by improving support services and interventions, addresses Big Rock 5: Customize our Educational Systems to launch Each Student toward Success.</p> <ul style="list-style-type: none"> • Several IEP meetings requiring Special Services Administrative support • Several meetings with RVES administration and the Power Zone IL addressing personnel issues • Meeting with the Goal Academy SPED Coordinator – agenda included state reporting, and choice IEP placements into Goal Academy • Consultation meeting related to contracted special education services • Consultation meeting with members of the Motor Team • Program planning meetings related to expanding center-based programming for students with Multiple Disabilities – HMS & SVMS • Unified Improvement Plan meeting • SEAC planning meeting • Crisis Intervention Training • Courage to Risk Conference • Policy meeting related to Assistive Technology documentation on the IEP • Preschool planning meeting • Individual consultations with itinerant support staff • Education Office Group working Lunch and Meeting • Consultations with the District 504 Plan Coordinator addressing liability issues • Colorado Preschool Program planning for annual renewal of application • Person-Centered Practices in Planning Transition training at VRHS • Consultation with school psychologists addressing coverage related to vacancies • SEAC Executive Committee meeting • Consultation with the FVA principal addressing itinerant assignments • Meeting with the PPBOCES Executive Director addressing a contracted personnel issue • Meeting with Human Resources address COTA/PTA compensation • Early Childhood Center meeting addressing CPP reapplication 	

Special Education	Ongoing	Upcoming
	<p>Rock #5 - Teachers are gearing up for TCAP, CoAlt, ACT and ACT-A and CMAS. The Assistant Director supported building based staff in collaboration with the District Assessment Coordinator to address accommodation questions, parent questions and training needs.</p> <p>Rock #1 – the Assistant Director supported several IEP staffings over the month of February. Being able to attend the staffings prompts immediate observation of the <i>process</i> of the staffings, not just the content. The building based staff is constantly looking at ways to increase the ‘family friendliness’ of their staffings. To illustrate, one building used time during a staff development day to address “Effective IEP Facilitation”. An outcome of that training was that each special education case manager identified two specific and immediately actionable items to support more effective IEP staffings. The Assistant Director facilitated that training and will conduct observations of the implementation phase to continue to support the staff.</p>	<p>Rock #3 – planning for spring 2014 and SY 2014-15 staff development regarding modifying curriculum has begun. A planning meeting is scheduled for March, as well as an actual training.</p> <p>Rock #5- To increase the effectiveness of trainings and overall staff support, the special Education department will begin to address staff development needs. These needs will be prioritized and will include input from a variety of sources.</p> <p>Rock #3 – The special education department is addressing a UIP action steps to increase the effectiveness of Professional Learning Communities (PLC).</p>

Ongoing	Upcoming
<p>Best District</p> <ul style="list-style-type: none"> • Cedar Springs provided a professional development on Reactive Attachment Disorder at the February Elementary Counselors Meeting. • A group of D49 Counselors toured the Peak View Behavioral Health facility at the St. Francis Medical Center. • The District Counselor attended professional development conferences on Managing Emergency Mental Health Situations and Positive School Climate: Bully Prevention Institute. Materials and information were shared with building counselors. • An Aha! page was created for Rtl professional development opportunities. • The District Counselor completed an online course provided by CDE on Family-School Partnering at the Secondary Level. <p>Community</p> <ul style="list-style-type: none"> • A grant proposal is being submitted to the Office of Suicide Prevention in an effort to gain funding to implement the Sources of Strength program. <p>Every Student</p> <ul style="list-style-type: none"> • An audit of all 504 plans is being conducted. • Changes were made in Alpine Achievement to track the use of 504 accommodations in order to gather data for review and state assessment purposes. • A chart/handout was created to outline the district options for non-traditional educational options. • A meeting was held with the representative of K12 to inquire into utilizing their online Homebound tutoring program. • A goal is being added to each school's SIP at actively address Rtl implementation. • The District Counselor attended a State-level ICAP Graduation Guidelines workgroup sessions. 	<p>Best District</p> <ul style="list-style-type: none"> • The District Counselor will be attending a professional development on Attachment Disorders. <p>Every Student</p> <ul style="list-style-type: none"> • A Rtl Resource Bank will be developed based on resources from the Family-School Partnering class as well as input received from schools throughout the district • 504 training will be provided to all district nurses will be trained on the usage of Alpine Achievement in regard to 504s. <p>Community</p> <ul style="list-style-type: none"> • The biannual District Climate Survey will be administered again before and after Spring Break.

	Ongoing	Upcoming
Human Resources	<p>Internal Processes The HR team recently completed the setup of a new online forms process. New hire forms are now electronic and sent via the application system, Applitrack, to all newly hired employees. This new process has been utilized on administrative, classified and substitute new hires, with moderate success.</p> <p>Substitute Pool In help overcome substitute shortages for the remainder of the school year, HR is hiring additional licensed substitutes.</p> <p>Affordable Care Act Preparation The HR team is collaborating with the Business Office to ensure that District practices are aligned with requirements of the Affordable Care Act. As a part of this, HR will add classified staff and substitutes (excluding Transportation) into eSchool, the District's substitute system. HR plans to complete this work by July 1, 2014 and to be ready to communicate with and train all affected staff when they return for the new school year.</p> <p>LiveOrgChart This month the District will roll out a new tool called LiveOrgChart. This tool will serve as an employee directory as well as a visual organizational chart for the District.</p>	<p>Policy Work Paul Andersen is coordinating a review of Board policy GBEB – Staff Conduct and Responsibilities. As a part of this review, the Administration is placing emphasis on more clearly defining expectations of all staff in the area of staff/student boundaries.</p> <p>SB 10-191 Paul Andersen and Amber Whetstine are collaborating to provide an update to the Board of Education regarding the District's implementation of SB 191.</p> <p>Community Outreach Linda Rogers, teacher at Horizon Middle School, and Paul Andersen are collaborating to develop and present a training for young job seekers at the April 5th Literacy Fair, an event hosted by the Black Educators Network.</p> <p>Training Human Resources is exploring ways to leverage the new Schoology tool for staff training. HR is grateful to Brian Green for his ongoing support in this endeavor.</p>

Ongoing	Upcoming
<p><u>Excel and Expulsions</u></p> <ul style="list-style-type: none"> • There was 1 expulsion in February and one student that was moved into a group home that was added to the EXCEL program. The program is currently working with 7 students as well as 3 who are in schools on deferments. • Excellent attendance continues to be displayed. • TCAP testing began in the EXCEL program for those students in the appropriate grade levels • An excellent storyboarding session facilitated by Peter Hilts was attended on February 21, along with PLC and Goal Academy to discuss the current state and future growth of our alternative programs to ensure student identification and success. <p><u>District Athletics</u></p> <ul style="list-style-type: none"> • We met with all nurses and trainers on the district in-service day on February at Sky view Middle School to review protocol and paperwork for students with concussions. We continue to “out in front” on not only returning to play but more importantly Return to Learn – students returning to the classroom after concussions and being successful academically • District teams in boys and girls basketball ended their season showing great success. Boys and Girls teams from both Sand Creek and Falcon high school made the state playoffs and as of this writing SCHS girls and boys teams are in the elimination rounds of the state tournament. • Track, soccer, golf and golf are beginning at all schools for the spring sports season. • SCHS boys and girls teams won the in-district basketball trophies awarded each year to the school that wins the in-district competition. <p><u>Other</u></p> <p>Jay presented discipline, truancy and expulsion procedures, policies and protocol to the administration induction class on February 24</p>	<ul style="list-style-type: none"> • Jay met with Dan Rojas and visited each high school site as well as met with each building AD to talk about possible extra funding through advertising at the schools. This will be site based decisions and this is the same company that is currently working with our transportation department - whom is receiving additional revenue through advertising on the buses • Jay will be attending the National Alternative education Conference on March 12-15. This is one of the few conferences on alternative education and gives the district excellent networking opportunities as well as ideas on how to expand and enhance our own programs. • The Elementary District track meet is upcoming. The District AD office and budget will continue to help support this event, financially through transportation for all of the schools

Ongoing	Upcoming
<p>Reestablish District 49 as a trustworthy recipient of taxpayer investment</p> <ul style="list-style-type: none"> John has been working with schools to focus their technology purchases on products and services that best fit budgets and are sustainable. <p>Research, design, implement programs for intentional community engagement</p> <ul style="list-style-type: none"> John Litchenberg and Pam Lewis are soliciting feedback from parents of students in the iPad pilot. The goal is to see what areas of our policy or implementation can be adjusted to better meet each student's need. A flexible technology initiative will produce better results when it comes to student growth. John continues to work with the Southern Colorado Educational Television Consortium (SCETC) replacing our television station equipment. This new system will allow D49 to broadcast at the new HD standard and provide better reliability. <p>Customize our educational systems to launch each student toward success</p> <ul style="list-style-type: none"> John Litchenberg has begun the planning of our staff technology replacement as our current lease of 1000 MacBook Pro's ends in July 2014. This will include model selection, purpose, deployment model, and staff development. Over 200 staff have responded to declare an interest in purchasing their laptop at the end of the lease. John has been making himself available to teachers who are frustrated by firewall policies. The new firewall enables John to sit in a classroom and make adjustments immediately that customize each building to be flexible and safe, based on the unique curriculum profile of the building. John is working with CCS and Wayne John to design and implement a district move to Google. The goal is to increase reliability when it comes to email and calendar services while opening up collaboration within the district that would not be possible with our existing Microsoft software. <p>John is working with leaders from Manitou Springs and Academy District 20 to form a consortium of technology integration experts. The goal of meeting monthly to is communicate, collaborate, and disseminate the best practices for increasing technology in a way that is measureable and effective. The group held our inaugural meeting on February 21st in Manitou Springs. More information can be found on our website http://comlearning.weebly.com.</p>	<p>Customize our educational systems to launch each student toward success</p> <ul style="list-style-type: none"> The district ordered a new server to host our Casper software (this system manages our Apple products.) Once John installs the server, the district will take advantage of a new ownership model with Apple software. This new model has the potential to save the district money on Apple software purchases. John has created a technology distribution plan for late July 2014. The goal is to create a smooth transition for our staff as we switch out our fleet of MacBook Pros. John will be sending out directions to staff on how to take the Technology Uses and Perceptions survey. This survey is designed to gain a better understanding of how educators use technology in their teaching, their level of experience with technology, and their comfort with and attitudes toward technology. Results from this survey help identify professional development needs at the teacher, school, and zone level.

REPORT OF THE CHIEF EDUCATION OFFICER

Instructional Technology	Ongoing	Upcoming
	<p>Wayne briefed the tech requirements and CMAS Fall Field Testing outcomes to all school SACs at Education Center SAC training.</p> <p>Wayne conducted 12 school lab reviews for CMAS and PARCC Testing. Made several recommendations for lab improvements. Some of these recommendations were passed to our IT Company to improve network performance in labs.</p> <p>Received briefing on Email to cloud migration from our IT Company</p> <p>Wayne continued to evaluate two Chromebooks from HP, the 11 and 14in models. Running them thru their paces to see if the district could use them in the future.</p> <p>Wayne and the rest of the Voice Over IP RFP Committee met with West Tech Communications team for VoIP installation Kick off Meeting. D49 and West Tech will begin the coordination meetings for the switch over of our telephone VoIP.</p>	<p>Continue technical setups and improvements for CMAS Online Testing.</p> <p>Email to cloud migration configuration.</p> <p>IT Committee conducted Contract Review of CCS (IT Co) and their current projects.</p> <p>West Tech Communications will conduct numerous site inspections to confirm our current setup for new VOIP contract. West Tech Communications will be accompanied by either a CCS or Facilities personnel.</p> <p>CDE Tech meeting for all District Technology Coordinators. This will be the last meeting before Spring CMAS testing.</p>

Ongoing	Upcoming
<ul style="list-style-type: none"> • Grant Opportunity- Mr. Watson, along with Tyra Little and Dr. Kim Boyd, are drafting an application for a grant through the Office of Suicide Prevention for the State of Colorado to assist with future funding to train staff, train student mentors, and for literature and information as resources for the district. The grant period is for 3 years, with a maximum funding of \$45,000. • Interviews- Mr. Watson participated in the interview process for the Director of Communications position. • Expulsions- Mr. Watson continues to attend district expulsions hearings, gathering important information about safety issues and trends within the district. • Capital Planning- Mr. Watson is a member of the Capital Planning Committee, representing the district on Safety and Security needs. • Special Education- Mr. Watson currently is attending and participating in Critical Incident Reviews of all use of physical intervention in the district which requires the use of Crisis Prevention Institute (CPI) de-escalation techniques. • Unannounced Lockdown Drills- Mr. Watson, along with the safety team, made up of School Resource Officer's (SRO's) have been conducting unannounced lockdown drills throughout the district. A report of the findings will be presented at the next safety update for an upcoming BOE meeting. • Safety Videos- The partnership with the Colorado Springs Fire and Police Department's continuing, with the making of safety videos on various topics. The most recent one was on science classroom safety, based on recent incidents at Falcon High School (FHS). 	<ul style="list-style-type: none"> • Policy- Mr. Watson has been partnering with the Human Resources Department to revise a staff conduct policy revolving around social media. • Safety Standards- Based on information gathered from the unannounced lockdown drills, Mr. Watson, along with the safety team will begin to draft particular standards within the district as it pertains to safety and security. • Board of Education Update- Mr. Watson will provide a safety update to the members of the BOE at the March Board meeting. • Climate Survey- Another climate survey will go out for all parents, staff and students, beginning the week prior to Spring Break, and will close the week following the break.

	Ongoing	Upcoming
Infinite Campus Support	<p>Student Information</p> <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. Working on creating an inviting environment. <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>Gradebooks/News Letters for 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. <p>Scheduling for 2014-15</p> <ul style="list-style-type: none"> Scheduling in Infinite Campus. Course offerings new and current Working with charters with 8th grade to 9th grade enrollments, coding for next school Assistance with scheduling <p>Implementation of Document Management</p> <ul style="list-style-type: none"> Meeting with the schools to implement the best locations to upload and store student documents What documents would be stored in Infinite Campus <p>Training for Teachers on the Assignments through the Student portal.</p> <ul style="list-style-type: none"> Teachers have the option of allowing students to submit assignments using the student Portal, whether through text responses or by using file attachments. Teachers provide the details of the assignment with the Assignment Editor and access the submitted response through the Scoring Editor. Students respond through the student Portal 	<p>Implementation of National Records Exchange</p> <ul style="list-style-type: none"> There are several local districts joining the National Records Exchange. This allows student records to be exchanged among Campus districts across the nation. The national router contains a registry of Campus districts that are participating in the NRE process of requesting and releasing student records across or within state boundaries. <p>Working on Document Management Systems with Infinite Campus</p> <ul style="list-style-type: none"> A function allowing the uploading of student documents in Infinite Campus accessible to all staff, ie. Attendance and Behavior letters/contracts, Birth Certificates, records from previous schools, ELL records and more. This will reduce printing and photocopying and the documents will follow thru their years in D49. <p>Instruction>Teachers >Assignments through the Student Portal.</p> <ul style="list-style-type: none"> Teachers have the option of allowing students to submit assignments using the student Portal, whether through text responses or by using file attachments. Teachers provide the details of the assignment with the Assignment Editor and access the submitted response through the Scoring Editor. Students respond through the student Portal.



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

March 13, 2014

Dear Board Members,

As we spring forward into the last nine weeks of our 2013-2014 school year the maintenance – grounds department in the operations team is geared up for a flurry of spring break projects. We have curtailed a number of projects due to the testing activities in our schools. These will also be completed during spring break.

I am pleased to announce that the Daniel's fund has given me the go ahead to submit the \$575,000 for consideration under their High School Competitive grant program. Consequently, the grant was submitted last Friday afternoon. There is no guarantee that the grant will be funded. However, the Daniel's representative stated we had a compelling rationale for strong consideration. I will continue to work with the Falcon High School leadership team and their stakeholders to overcome the field issues we are experiencing.

As part of this quest, our grounds team and I met with this leadership team last Friday to discuss the practice fields situation. During the meeting we concluded it is best to proceed with our proposed soccer/football practice re-sodding project as soon as possible in order to give the new sod time to mature before the fall sports activities begin. I commend the Falcon High School soccer coach, Matt McCluan, for his cooperation with his soccer team and support to allow our grounds team to start this key project much sooner than expected. Our grounds team will be doing this project in-house and will result in a significant savings to the school District. The anticipated cost of the projects is expected to approximately \$75,000. However, the only out of pocket cost will be the expenses for the sod, rental equipment, sprinkler repairs, soil treatment, etc. since the labor costs is in house.

In support of Big Rock #3, (Best District) I would like to congratulate Kathy Teeters and Debbie Merchant for their 7th place finish in the SPED Rodeo at the national transporting students with disabilities conference in February 2014. This was their first time competing at this level. They are truly fantastic 49 ers.

At our April board meeting, our department will provide the board an update on the activities of the Operations Department. Monica Deines-Henderson, Director of Nutrition Services, will be providing an update on a number of Nutrition Services changes that will take place July 1 as a result of new federal regulations. Gene Hammonds, Transportation Director, will present an operational update on the transportation department and I will present an overview for maintenance and grounds.

I am looking forward to supporting our capital bond campaign in the upcoming months in whatever manner I can.

Respectfully,

Jack W. Bay, MBA

Facilities & Maintenance

Ongoing

1. Completion of 2013-2014 capital improvement projects on or before June 30.
2. Working with the Falcon Zone (S.A.C) school accountability committee to provide insight and clarity on the status of the athletic/activity fields and action plan moving forward.
 - a. Preliminary meeting on 2-10-14
 - b. Followup meeting with the Chiefs, Monty Lammers and three Falcon High School stakeholders**
 - c. Followup presentation by the stakeholders at the March BOE meeting.**
3. Completing the district wide Modular Paint Project.
 - a. To date eight school campuses have had their modular classrooms painted.
 - b. Work will commence in late March depending on weather.
4. Re-roofing the majority of Falcon Middle School.
 - a. Progress is approximately 60% completed.**
 - b. Work was curtailed to accommodate testing in early March**
 - c. Completion June 30, 2014.
5. Developed a plan 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-June 2014.
6. Developed a plan to resolve several OCR issues that have surfaced at Vista Ridge High School in a random review by August 2014.
 - a. First phase of this mitigation plan has been completed.**
 - b. Phase two of the mitigation plan will be completed by spring break 2014**
7. Completing a comprehensive physical plant inventory to be integrated with our School Dude operating system.
 - a. This would be a basis for our preventive maintenance and long term capital needs assessment program.
8. Mitigating operating or capital needs safety issues throughout the District including ADA access issues.
9. Big Rock #3 - 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.
- 10. Completing a comprehensive staff and operational budget review for the fiscal 2015 budget.**

Upcoming

- 1. Big Rock #3- Staff training and comprehensive team meeting for maintenance, grounds and building management during spring break.**
- 2. Determination of the 2014-2015 capital projects.**
- 3. 2013-2014 evaluations for the staff.**
- 4. Big Rock #2 - supporting our capital bond campaign messaging, community engagement, etc.**

Completed:

- 1. Finalized the recruiting process for three replacement maintenance staff members.**

Our Facilities, Operations and Maintenance department mission is to provide safe, comfortable, & aesthetically pleasing facilities for our students, staff and community stakeholders through timely communication, accurate analysis, and effective use of resources.

- a. **Safety, Health and Regulatory compliance**
 - b. Maintenance Tech I
 - c. Maintenance Tech II – Safety, Security and Hardware low voltage specialist.
 - d. A key position to ensuring compliance with all of the many regulatory issues we must comply with each year.
2. Big Rock #3 - Completed the preliminary work on the I.T. master plan development
3. **Completed all school campus site operational/capital assets reviews with the various principals in November 2013- January 2014.**
 - a. **This review is designed to assess capital and operational needs of the school for the 2014-2015 fiscal year.**
4. **Completed mitigating damages to the data-communication center management at Vista Ridge**
 - a. A broken water pipe compromised our data and security communications this past week. We are looking to convert this key data – IT point to a dry containment room or move some of the IT equipment to another area of the school.
 - b. Mitigation plan is now complete.
 - i. The intercom system and the security backup system were fully restored by 2-14-14.
5. Completed a review of natural gas open market contract with Seminole Energy.
 - a. Overall since the inception of this program the District has saved \$61,975 through Dec 2013. This savings is after our initial invest of \$66,135. In 2013, the District was able to save \$54,321 by purchasing gas on the open market.
6. Installed a new marquis sign at Falcon Middle School.
7. Finalized a snow removal plan for each school.
 - a. Determined what are the first, second and third priorities.
 - b. Reviewing preliminary plan with building principal to obtain consensus.
8. Big Rock #3 - Finalized the department dash board of key performance indicators and presented the first quarter results at the November work session.
 - a. Second quarter results will be showcased in April 2014
9. Big Rock #3 - Revamped the District inventory-warehouse system and facility to prove accountability for District assets.
10. 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.
 - a. Determined a priority that will maximize lower annual operating costs.
11. Big Rock #1 & #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.
12. Big Rock #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.
13. Big Rock #3 - Completed the CPR and First Aid training for all Facilities, Operations and Maintenance staff over the fall break.
14. Big Rock #1 & #2 - Completed a preliminary bad or inclement weather dash board for use in decision to close or delay normal operation.
15. Big Rock #3 - Transferred permitting and inspection to Pikes Peak Regional Building.

Grounds

On Going

1. **Big Rock #2 - Replacement of sod for the soccer-football practice fields at Falcon High School**
 - a. **Work will be completed by the grounds team to minimize cost**
2. Snow removal support as needed.
3. Preparing all athletic venues for springs competition on a weekly basis.
 - a. **Kudos to Herman Pino for his work and support in working with the Falcon athletic staff to prepare the baseball field for spring play.**
4. Capital construction projects for 2013-2014 related to grounds.
5. Developing an action plan to enhance the grass athletic venues (practice fields, baseball field, etc.)
 - a. **Charging irrigation system charging for 2014.**

Upcoming

1. Reviewing an action plan to improve the Falcon High School athletic-activity fields.
 - a. **Big rock #1 and #2- the grounds team along with the COO met with the School Accountability on 2-10-14 to further discuss and provide clarity to the committee.**
2. Installation of two small artificial turf areas at Remington and Ridgeview Elementary
 - a. Timeframe – April 2014
 - i. Remington's PTA is funding the majority of their project.
 - ii. Cost estimating are currently underway.
3. Modification to Evans Elementary POD fire lane.
 - a. Plan has been developed and will be deployed when weather permits.
4. Completion of POD landscaping at Evans Elem.
 - a. Plan has been developed and will be deployed when weather permits.

Completed

1. **Conducted a stakeholder update on the Falcon High School athletic fields for the School accountability committee in Feb 2014**
2. Developed proposals for two health and wellness grant projects at Falcon Elementary School
3. Developed an action plan to efficiently remove snow for all of the school campuses.
4. Winter shutdown of all irrigation systems.
5. Evans POD site excavation and backfill.
6. Prepared all equipment needed for the winter weather conditions.
7. Sand Creek pedestrian bridge capital project.

Transportation

Ongoing

1. Big Rock #3 - Working to improve transportation management information system to provide key performance indicators.
 - a. Preliminary work is in process.
 - b. Reviewing current time management system to provide greater clarity and optimum operational performance.
 - i. Working with the payroll department to provide accurate payroll information for all transportation staff.

2. Big Rock #1 & #2 - Working with CEO to provide follow-up details to all snow closure or snow delays.
 - a. This key information will be used to tweak the adverse weather review/monitoring model.
3. Developing a revised policy for video surveillance.
 - a. To be presented to the BOE for discussion in late Feb 2014 or March 2014
4. Developing a more potential lucrative bus advertising program.
5. Prepared 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 a Request for Proposal for pricing and completion by June 30, 2014
- 6. The TLC paint team is now booking spring break projects.**
 - a. Five school projects will be supported**
 - i. Vista Ridge – Hallways**
 - ii. Stetson – Main entrance**
 - iii. Sand Creek - Hallways**
 - iv. Falcon High – Art wing hallways**
 - v. Ridgeview – Main hallways**
7. Reviewing and updating all department job descriptions to be reviewed by HR and submitted to BOE for approval, if necessary.

Upcoming

- 1. Department operational update for the Board at the April 2014 meeting.**
2. Conducting the annual National Association for Pupil Transportation's annual bus safety poster contest with our students and staff.

Completed

- 1. Winners of state ROADEO competition compete in national ROADEO event held at the Transporting Students with Disabilities Conference in Nashville at the end of February 2014.**
 - a. Team finished 7th in the national competition**
2. Completed a staff in-service event in January, February
3. Completed a tire recall impacting 5 to 7 vehicles.
4. Completed various staff members for CPR training in November
5. Completed the annual Santa's Toy Express event for 49 school district students on December 7, 2013.
 - 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).
 - b. Completed the annual Soup & Bread event November 2013 to provide funds for the annual Santa's Toy Express.
 - c. Completed the annual Chili cook-off October 30, 2013
6. Completed installation of 10 video surveillance systems on buses
7. Prepared a yellow and white fleet replacement program for the possible 2014 Bond campaign.
8. Reviewed bus and parent loops to create greater efficiency at Vista Ridge and Sand Creek High School
9. The TLC paint team completed the two painting projects listed below over the fall break.
 - a. Springs Ranch Cafeteria
 - b. Remington Cafeteria

Nutrition Services

Ongoing

1. Our director, Monica Deines-Henderson, is working on implementing the new nutrition laws that are tied to the Healthy Hunger Free Kids Act and will become effective in 2014.

Our Facilities, Operations and Maintenance department mission is to provide safe, comfortable, & aesthetically pleasing facilities for our students, staff and community stakeholders through timely communication, accurate analysis, and effective use of resources.

Listed below are the significant changes:

- a. School Program regulations at 7 CFR 210.14(e) requires school food authorities (SFAs) participating in the National School Lunch Program to ensure sufficient funds are provided to the nonprofit school food service account for meals served to students not eligible for free or reduced price meals.
- b. On November 6, 2013, the Food and Nutrition Service (FNS) issued memo SP 01-2014 to remind SFAs that for SY 2014-2015, SFAs which, on a weighted average, charged less than **\$2.65** for paid lunches in SY 2013-2014 are required to adjust their weighted average lunch price or add non-Federal funds to the non-profit school food service account.
 - i. The amount of the per meal increase will be calculated using 2% plus 2.27%, or **4.27%** total.
 - ii. SFAs are reminded that they must use their unrounded adjusted average paid lunch price requirement from SY 2013-2014 when calculating the weighted average paid lunch price increase for SY 2014-2015. For example if the unrounded SY 2013-2014 requirement was \$2.08 but the SFA opted to round down to \$2.05, the calculation of the SY 2014-2015 requirement is based on the \$2.08 unrounded SY 2013-2014 requirement
 - iii. We raised our lunch prices by a quarter two years ago which bought us a 2 cent grace for the 13-14 school year.
 - iv. We will have to raise our prices for the 14-15 school year as our weighted average for lunch is \$2.00.
 1. Nutrition Services is looking at a quarter increase this year if the PLE tool agrees that will meet the requirement to show we are trying to keep up- it may have to be more. The final number will not be available until CDE issues guidance on the memo. If we raise it enough this year hopefully we won't have to raise it again next year.
- c. Breakfast Standards:
 - i. There is no extra funding attached to the new meal requirements for breakfast.
 - ii. They gave us 6 cents per meal for being in compliance with lunch standards.
- d. Competitive Food Rule: Smart Snacks in the School :
- e. Goes into effect on July 1, 2014 - USDA recently published practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day.
 - i. The standards, required by the Healthy, Hunger-Free Kids Act of 2010, will allow schools to offer healthier snack foods to children, while limiting junk food.
 - ii. This rule impacts all items made available for purchase by students during the school day (defined as midnight to 30 minutes after the last bell) on all school grounds (defined as all areas of the property under the jurisdiction of the school that are accessible to students during the school day).
 - iii. In Summary, the breakfast requirements are going to add on the average of 30 cents per meal without additional funding.
 - iv. All foods sold to students during the school day must meet sodium, calorie, sugar, fat standards as well as being whole grain, fruit or combo item. Fundraisers done on school grounds during school day to be consumed immediately must meet standards and can't be sold during the meal periods.
 - v. The LEA (local education authority) must maintain the labels of all items sold in District and can be done through the SFA (School Food Authority). The District will have to raise meal prices to stay in compliance with the PLE (Paid Lunch Equity)
 - vi. **The Nutrition Department** is willing to lend support to all schools to help ease the burden of this law by either going into a partnership with their school stores by helping them purchase compliant products through our food bids or help answer questions on the nutrition data.

- vii. The Nutrition Department has a registered dietitian on staff who could help with label interpretation when need be. Currently the Department does that for some schools and we do put a small mark up on the product to cover our administrative and transporting fees.
- 2. Monica has been selected by CDE to attend the Produce Safety University in April 2014.
 - a. This is a prestigious acknowledgment.
- 3. Continue to locate and incorporate high quality, nutritious, child friendly foods into the menu that meets the financial constraints of the program.
- 4. Continually monitoring and striving to exceed or meet their breakeven point at the end of fiscal 2014.

Upcoming

- 1. **Department operational update for the Board at the April 2014 meeting.**
- 2. **The USDA commodity allocation season is open. As such, Monica will be directing the allocation of our entitlement dollars to the purchase of fresh produce as well as other items available through the commodity program. The District's total entitlement (which can be adjusted by USDA) is \$260,440f for the 2014-2015 school year.**
- 3. Monica has meet with Representative Moreno to carry the Colorado School Nutrition Association's bill to extend the elimination of reduced lunch price in the state of Colorado from preschool-2nd grade to cover preschool through 12th.
 - a. Monica will testify on 2-10-14.
 - b. Senator Jessie Ulibarri will be the Senate sponsor for this bill.
 - c. Monica is working with groups such as Hunger Free Colorado, Live Well Colorado to build a coalition of sponsors for the bill.
 - d. Our lobbyist Amy Atwood is also assisting on this issue
 - e. The passage of this bill would allow 957 reduced students to participate in lunch for free in the Falcon School District.

Completed

- 1. Election for regional board of director's position was completed. Our director, Monica Deines-Henderson was not selected to the director's position. However, she was asked to serve on several nationally prominent committees that impact student nutrition.
- 2. Reviewed 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.
- 3. Completed their employee training session on September 27, 2013
- 4. Completed a facilities upgrade review for the proposed 2014 Bond and Mill Levy election.
 - a. Remodel and enhance Stetson and Evans Elementary school kitchens.



BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Ron Hamilton, Principal, SCHS
TITLE OF AGENDA ITEM:	Approval of Sand Creek High School Calendar change –Transition 5/9/14 from a Professional Development day to a contact day.
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: May 9th, 2014 is a planned Professional Development day. Changing this to a contact day will allow Sand Creek High School to meet the required number of contact hours.

RATIONALE: Sand Creek High School needs to increase contact hours due to snow delays and closures. Sand Creek High School administration is working with classified staff to honor their contracts. Classified staff will work 5/9/14 and take off the afternoons of 5/22/14 and 5/23/14, when we will not have students in the building.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Honoring required contact hours and classified staff contracts establishes trust	Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: No **AMOUNT BUDGETED:** No additional funds required.
Classified staff contract payroll is approved in existing budget.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the transition of 5/9/14 from a Professional Development day to a contact day at Sand Creek High School as recommended by the administration.

APPROVED BY: Peter Hilts, CEO

DATE: March 1, 2014



BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Paul Andersen
TITLE OF AGENDA ITEM:	Policy Revisions Related to SB 10-191 & Teacher Evaluation
ACTION/INFORMATION/DISCUSSION:	<u>Action</u>

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Senate Bill 10-191 has significant impacts on board policies related to teacher evaluation. District administration has reviewed policies as recommended by the Colorado Association of School Boards (CASB). Legal counsel has reviewed the proposed policies. The District's teachers were invited to review and comment on the proposed policies.

Administration recommends the board consider changes to board policies listed below to bring board policies into alignment with statute.

New Policy for Adoption

GCO, Evaluation of Licensed Personnel

Policies to be Revised

BDFA, District Personnel Performance Evaluation Council
GBA, Open Hiring/Equal Opportunity and Affirmative Action
GBJ, Personnel Records and File
GC, Professional Staff
GCKA, Instructional Staff Assignments and Transfers
GCKAA, Teacher Displacement
GCKB, Administrative Staff Assignments and Transfers

Recommended for Repeal

The following two policies are no longer needed if the new GCO is adopted:

GCOA, Evaluation of Instructional Staff
GCOC, Evaluation of Administrative Staff

Regulations for Review/Repeal

GCKAA-R, Teacher Displacement
GCOA-R, Evaluation of Instructional Staff
GCOC-R, Evaluation of Administrative Staff

RATIONALE: Recommended changes will ensure board policies are aligned with statute and support the requirements of SB 10-191.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Major Impact		



FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: N/A

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

APPROVED BY: Peter Hilts, CEO

DATE: February 28, 2014



Title	Evaluation of Licensed Personnel
Designation	GCO
Office/Custodian	CEO/Personnel Director

The Board of Education recognizes that sound appraisal of licensed staff performance is critical in achieving the educational goals of the district.

This policy shall be considered part of the district's licensed personnel performance evaluation system. The district's licensed personnel evaluation system shall be developed and implemented in accordance with state law. The Board shall consult with district **and zone** administrators, teachers, parents and the district licensed personnel performance evaluation council in developing and evaluating the District's evaluation system.

The purposes of the District licensed personnel evaluation system shall be to serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure the professional growth and development and the level of effectiveness of licensed personnel. The District licensed personnel performance evaluation system shall also serve as the measurement of effective performance and documentation for dismissal for unsatisfactory performance pursuant to state law, if applicable. For purposes of this policy and the District's licensed personnel performance evaluation system, "unsatisfactory performance" shall be defined as a performance rating of "ineffective" or "partially effective".

The District shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

Nothing in this policy shall be construed to imply the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by Colorado law, Board policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status, employment status or assignment under the terms of the employment contract and state law. The content of the evaluation, the rating given and any improvement plan shall not be grievable under the District's formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law. Any dismissal or other employment action shall be in accordance with Colorado law and Board policy.

Adopted: **March 13, 2014**

- LEGAL REFS:
- C.R.S. 22-9-101 *et seq.* (*Licensed Personnel Performance Evaluation Act*)
- C.R.S. 22-63-301 (*grounds for dismissal*)



- CCR 301-87 (*State Board of Education rules for administration of a system to evaluate the effectiveness of licensed personnel*)

CROSS REFS:

- BDFA, District Personnel Performance Evaluation Council
- GCOE, Evaluation of Evaluators
- GCQF, Discipline, Suspension and Dismissal of Professional Staff
- IK, Academic Achievement



Title	District Personnel Performance Evaluation Council
Designation	BDFA
Office/Custodian	CEO/Personnel Director

The Board of Education shall appoint, pursuant to state law, an advisory ~~school~~-district **licensed** personnel performance evaluation council which shall, at a minimum, consist of one teacher, one administrator, one principal, one parent, and one person who does not have a child in school.

The council may be composed of any other school district committee having membership as defined above.

The council shall consult with the Board as to the fairness, effectiveness, credibility and professional quality of the licensed personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of the system.

As part of its ongoing review, the District personnel performance evaluation council shall seek evidence that evaluators are implementing the process in a fair, professional, and credible manner and shall report its finding and recommendations to the Board.

- Adopted: February 27, 1986
- Revised: September 3, 1998
- Revised: March 11, 2010
- **Revised: March 13, 2014**

LEGAL REFS:

- C.R.S. 22-9-107 (*performance evaluation councils*)

CROSS REFS:

- CBI, Evaluation of Chief Education Officer, ~~Deputy Superintendent and Chief of Service Center Operations~~
- GCOA, Evaluation of Instructional Staff
- GCOC, Evaluation of Administrative Staff



Title	Open Hiring/Equal Employment Opportunity and Affirmative Action
Designation	GBA
Office/Custodian	CEO/Personnel Director

The Board of Education subscribes to the fullest extent to the principles of the dignity of all people and of their labors. It also recognizes that it is both culturally and educationally sound to have persons of diverse backgrounds on the District's staff.

Therefore, the District shall promote and provide for equal opportunity in recruitment, selection, promotion, and dismissal of all personnel. Total commitment on the part of the District towards equal employment opportunity shall apply to all people without regard to race, color, creed, religion, national origin, **ancestry, genetic information**, marital status, sex, sexual orientation, age, or disability.

The District shall ensure that it does not unlawfully discriminate in any area of employment including job advertising, pre-employment requirements, recruitment, compensation, fringe benefits, job classifications, promotion and termination.

- Current practice codified: 1980
- Adopted: Date of manual adoption
- Reviewed: May 11, 2000
- Revised: February 1, 2001
- Revised: May 13, 2010
- **Revised: March 13, 2014**

LEGAL REFS:

- **20 U.S.C. § 1681** (Title IX of the Education Amendments of 1972), ~~20 U.S.C. §1681~~
- **29 U.S.C. § 201 et seq.** (Fair Labor Standards Act), ~~29 U.S.C. §201 et seq.~~
- **29 U.S.C. §621 et seq.** (Age Discrimination in Employment Act of 1967), ~~as amended, 29 U.S.C. §621 et seq.~~
- ~~29 U.S.C. §794a et seq. (Section 504 of the Rehabilitation Act of 1973)~~
- **42 U.S.C. §1201 et seq.** (American with Disabilities Act), ~~42 U.S.C. §1201 et seq.~~
- **42 U.S.C. §2000d** (Title VI of the Civil Rights Act of 1964), ~~42 U.S.C. §2000d~~
- ~~42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964), as amended, 42 U.S.C. §2000e~~
- **42 U.S.C. §2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)**
- C.R.S. 22-32-110(1)(k)
- C.R.S. 22-61-101 (discrimination in employment prohibited)
- C.R.S. 24-34-301 (Colorado Civil Rights Division procedures)
- C.R.S. 24-34-402 (discriminatory or unfair employment practices)

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- **GBAA, Sexual Harassment**

Title	Personnel Records and Files
Designation	GBJ
Office/Custodian	CEO/Personnel Director

The Personnel Director is authorized to develop and implement a comprehensive and efficient system of personnel records under the following guidelines:

1. A personnel folder for each administrative, licensed, and education support employee shall be accurately maintained in the District administrative office. Personnel records shall include home addresses, telephone numbers, salary and benefit information and other information **maintained because of necessary to** ~~maintain~~ the employer-employee relationship.
 2. All personnel records of individual employees shall be considered confidential except for the information listed below. They shall not be open for public inspection. The Personnel Director or designees shall take the necessary steps to safeguard against unauthorized use of all confidential material.
 3. Employees shall have the right, upon request, to review the contents of their own personnel files, with the exception of references and recommendations provided to the District on a confidential basis by universities, colleges or persons not connected with the District.
 4. The following information in personnel records and files shall be available for public inspection:
 - a. Applications of past or current employees
 - b. Employment agreements
 - c. Any amount paid or benefit provided incident to termination of employment
 - d. Performance ratings except for evaluations of licensed personnel as noted below
 - e. Any compensation including expense allowances and benefits
 5. The evaluation report of licensed personnel and all public records used in preparing the evaluation report shall be confidential and available only to the evaluate, to the administrators who supervise his or her work, and to a hearing officer conducting a dismissal hearing or a court reviewing a dismissal decision; except that portions of the ~~Chief Education Officers', Innovation Zone Leaders', Chief Business Officer and Chief Operations Officer~~ evaluations shall be open to public inspection, in accordance with state law.
 6. A written evaluation or any other personnel record shall not reflect any good faith actions of any employee which were in compliance with the District's discipline code.
 7. District employee's home addresses and telephone numbers shall not be released for general public or commercial use.
 8. Personnel records shall be available upon request to members of the Board of Education.
 9. District employees' medical records shall be kept in separate files and shall be kept confidential in accordance with applicable law and District policy.
- Adopted: April 21, 1977
 - Revised to conform with practice: date of manual adoption

- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: December 9, 2010
- Revised: September 8, 2011
- Revised: January 10, 2013
- **Revised: March 13, 2014**

LEGAL REFS:

- C.R.S. 22-9-109 (*exemption from public inspection*)
- C.R.S. 22-32-109.1(9) (*immunity provisions in safe schools law*)
- C.R.S. 24-19-108(1)(c) (***exceptions to public records***)
- C.R.S. 24-72-202(1.3) and (4.5) (***Colorado Open Records Act***)
- ~~C.R.S. 24-72-204 (*allowance or denial of inspection grounds procedures appeal definitions*)~~

CROSS REFS:

- CBB, Recruitment of Superintendent
- ~~JK, Student Discipline~~
- KDB, Public's Right to Know/Freedom of Information



Title	Professional Staff
Designation	GC
Office/Custodian	CEO/Personnel Director

Teachers shall be in one of these classifications for purposes of the Colorado Teacher Employment, Compensation and Dismissal Act according to the terms of their employment:

1. Teacher. Teacher means any person who holds an ~~valid or professional~~ **alternative, initial or professional** teacher's license **issued pursuant to the provisions of Article 60.5 of Title 22 of the Colorado Revised Statutes** and who is employed to instruct, direct or supervise an instructional program. "Teacher" does not include persons holding ~~letters of~~ **authorizations or the Chief Education Officer.**
2. Alternative teacher. A person who is participating in an alternative teacher program provided by a designated agency and who holds an alternative teacher's license.
- ~~4.~~ 3. Probationary teacher. A teacher **who has not completed three consecutive years of demonstrated effectiveness or non-probationary teacher who has had two consecutive years of ineffectiveness as defined by applicable rules of the State Board of Education. on an annual contract who has not completed three full years of continuous and uninterrupted employment in the District and who has not been re-employed for the fourth year. A year of required service for probationary teachers is defined as a full school year if the period of continuous and uninterrupted employment includes the last 120 school days of the academic year.**
4. Substitute teacher. A teacher who **normally** performs services for a district for four hours or more during each regular school day, but works on one continuous assignment for a total of less than 90 regular school days, or for less than one semester or equivalent time as determined by the annual school year calendar of the **innovation zone of the District in which the substitute teacher is employed.** Substitute teacher does not include a non-probationary or probationary teacher who is assigned as a permanent substitute teacher within ~~the school and~~ District.
- ~~4.5.~~ Itinerant teacher. An itinerant teacher who is employed by a district on a day-to-day or similar short-term basis as a replacement teacher for a non-probationary teacher, a probationary teacher or a part-time teacher who is absent or otherwise unavailable (no limit on the number of days worked). An itinerant teacher is considered a substitute teacher.
6. Part-time teacher. A teacher who normally works less than four hours **during each regular school per day.**

~~5. The Board shall approve all classifications upon the recommendation of the Chief Education Officer.~~

Note: Policies and regulations in the GC section (Professional Staff) pertain only to instructional and administrative staff members.

- Current practice codified: 1992
- Adopted: date of manual revision

- Reviewed: May 11, 2000
- Revised: December 13, 2001
- Revised: October 10, 2010
- Revised: August 11, 2011
- **Revised: March 13, 2013**

LEGAL REFS:

- ~~C.R.S. 22-9-103(1.5) (definition of licensed personnel)~~
- ~~C.R.S. 22-32-109(1)(f) (board duty to employ personnel)~~
- ~~C.R.S. 22-32-109.7 (specific board duties regarding personnel)~~
- **20 U.S.C. 6319 (definition of highly qualified teacher contained in No Child Left Behind Act of 2001)**
- **34 C.F.R. 200.55 (federal regulations regarding highly qualified teachers)**
- **C.R.S. 22-32-109 (1)(f) (board duty to employ personnel)**
- **C.R.S. 22-32-109.7 (specific board duties regarding personnel)**
- C.R.S. 22-60.5-111 (types of authorizations, including military spouse interim authorization)
- C.R.S. 22-60.5-201 (types of teacher licenses)
- C.R.S. 22-60.5-201 (3)(b) (licensure reciprocity for out-of-state applicants)
- C.R.S. 22-60.5-207 (alternative teacher contracts)
- C.R.S. 22-63-103 (definitions in Teacher Employment, Compensation and Dismissal Act of 1990)
- C.R.S. 22-63-201(2) (hiring of person who holds an alternative teacher license)
- ~~C.R.S. 22-63-203 (2)(a)III (definition of probationary teacher)~~
- **1 CCR 301-87 (State Board of Education rules for administration of a system to evaluate the effectiveness of licensed personnel)**
- ~~C.R.S. 22-63-210(2) (hiring of person in teacher in residence program)~~

Title	Instructional Staff Transfer and Vacancy
Designation	GCKA
Office/Custodian	CEO/Personnel Director

General principles

The assignment of instructional staff members and their ~~voluntary~~ transfer to positions in the various schools and departments of the District shall be recommended by the Chief Education Officer and approved by the Board of Education. **The transfer of teachers who have been displaced shall be accomplished in accordance with Board policy GCKAA instead of this policy.**

-The following criteria shall serve as guidelines:

- 1. Contribution which staff member could make to student achievement in a new position.**
- 2. Qualification of staff member, including teacher's level of endorsement, compared to those of outside candidates, both for position to be vacated and for position to be filled, as well as staff member's performance evaluations.**
- 3. Recommendation and/or approval of the principal(s) involved.**
- 4. Opportunity for the staff member's professional growth.**
- 5. Wishes of staff member regarding assignment or transfer.**

A teacher's request for transfer will be granted whenever the best interests of the schools affected by the transfer will be served. The request for transfer will be submitted to the principal in charge of the building where the teacher is presently assigned. After being approved by the principal, the request will be filed with the Chief Education Officer.

Transfers from one building to another or one grade level to another may be made in order to best serve the District. This may be done upon the advice of the building principal and with the agreement of the principal to whom the transfer will be made or upon the recommendation of the supervisor.

Probationary teachers are not eligible for voluntary transfers. The assignment of a teacher to a specific building will not imply permanent assignment to that building.

- ~~1. Recommendation and/or approval of the principal(s) involved.~~
- ~~2. Contribution which staff member could make to student achievement in a new position.~~
- ~~3. Qualifications of staff member, including teacher's level of endorsement, compared to those of outside candidates, both for position to be vacated and for position to be filled.~~
- ~~4. Opportunity for the staff member's professional growth.~~
- ~~5. Desires of staff member regarding assignment or transfer.~~



- Adopted: August 6, 1992
- Reviewed: May 11, 2000
- Revised: December 9, 2010
- Revised: September 8, 2011
- **Revised: March 13, 2013**

LEGAL REFS:

- C.R.S. 22-32-126(3) (*principal submits recommendations to superintendent*)
- C.R.S. 22-63-206 (*transfer of teachers and compensation*)

CROSS REFS:

- **GCKAA, Teacher Displacement**



Title	Teacher Displacement
Designation	GCKAA
Office/Custodian	CEO/Personnel Director

Consistent with the Board's authority to direct the ~~d~~District's educational programs, the Board may take action pursuant to a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation or reconstitution. Displacement occurs when such Board action results in the removal of a non-probationary teacher from the teacher's assigned school. This policy and accompanying regulation shall apply to the designation and reassignment of a displaced teacher.

This policy and accompanying regulation shall not apply to teacher dismissals, non-renewals, reductions in force or other personnel actions that do not result in displacement of teachers.

Definitions

For purposes of this policy and accompanying regulation, the following definitions shall apply:

1. "Teacher" **shall have the same meaning as defined in Board policy G C** ~~and means a person who holds a teacher's license issued pursuant to the Colorado Educator Licensing Act, C.R.S. 22-60.5-101 et seq. and who is employed to instruct, direct or supervise the instructional program.~~ "Teacher" does not include those persons holding authorizations or administrative positions within the school district.
2. "Displaced teacher" means any non-probationary teacher who is removed from the teacher's assigned school as a result of Board action pursuant to a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation or reconstitution.
3. "Mutual consent placement" occurs when a displaced teacher applies for a position under the supervision of another principal and the hiring principal consents. The hiring principal's consent must consider input from at *least* two teachers employed at the school and chosen by the teaching faculty at the school to represent them in the hiring process.
4. "Priority hiring pool" is a subgroup of displaced teachers who were actively employed and deemed satisfactory or effective in their performance evaluation **in the school year** preceding their displacement and who have not secured a mutual consent placement. Teachers in the priority hiring pool shall receive the first opportunity to interview for available positions for which they are qualified within the district.
5. "Hiring cycle" means the period of time during which the Board reviews the staffing needs of the ~~d~~District and acts to fill vacant positions, if any. The Board engages in two hiring cycles each calendar year: first, when the Board projects and fills staffing needs for the next school year (between approximately March and the day before the opening day of the next school year); and, second, as the Board reviews its current staffing and makes adjustments as necessary during the current school year (from the first day of school through the last day of the current school year).



6. "Transfer" means the reassignment of a teacher from one school, position or grade level to another in the ~~d~~District. Transfers that do not result from displacement will be addressed in accordance with the Board's transfer policy (GCKA).

Board of Education's determination and statement

If the Board determines a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building necessitates action that may require the displacement of one or more teachers, it shall adopt a statement that reasonably identifies the action and the reasons for that action. This statement shall be transmitted to the Chief Education Officer and made available to ~~d~~District faculty.

To the extent possible, the Board shall establish the actual number of teacher positions to be displaced consistent with the Board's authority to establish educational programs within the ~~d~~District. If it is not possible at the time the Board issues its initial statement for the Board to address personnel implications, the Board shall issue a revised statement of action after receiving additional input from the Chief Education Officer.

Chief Education Officer's Action

After receiving the Board's statement, the Chief Education Officer shall prepare recommendations for appropriate personnel action, which may include teacher displacement, consistent with Board policy and state ~~and federal~~ law. As necessary and appropriate, the Chief Education Officer shall submit to the Board such recommendations and the Board may revise as necessary its statement of action.

The Chief Education Officer shall cause written notice of displacement to be provided **as outlined in Board regulation GCKAA-R** ~~to all displaced teachers. Notice shall be in writing and delivered via certified mail to a displaced teacher's address of record. The Chief Education Officer shall immediately cause a displaced teacher to receive an initial list of all vacant positions for which the teacher is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need.~~

Mutual consent placement

Displaced teachers shall have the right to pursue a mutual consent placement in the ~~d~~District **as provided in Board regulation GCKAA-R**. ~~Any displaced teacher remains solely responsible for identifying available positions within the district and pursuing any and all vacancies for which the teacher is qualified. Displaced teachers who were deemed satisfactory or effective in their performance evaluation preceding their displacement shall be members of a priority hiring pool.~~

During the period in which the teacher is attempting to secure a mutual consent placement, the district may place a displaced teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment or instructional support role. Such assignment by the ~~d~~District is not a mutual consent placement.

If a displaced teacher is unable to secure a mutual consent placement in a school of the district after twelve months or two hiring cycles, whichever period is longer, the district shall place the displaced teacher on unpaid leave until such time as the displaced teacher is able to secure an assignment.

- **Adoption: March 13, 2014**

LEGAL REFS:

- C.R.S. 22-60.5-101 *et seq.* (Colorado Educator Licensing Act of 1991)
- C.R.S. 22-63-101 *et seq.* (Teacher Employment, Compensation, and Dismissal Act of 1990)
- C.R.S. 22-63-202 (2)(c.5) (displacement and mutual consent provisions)
- C.R.S. 22-63-202 (2)(c.5)(II)(B) (requirement to develop policies for Board adoption addressing displacement and mutual consent provisions)
- C.R.S. 22-63-206 (permitting transfer of teachers from one school, position or grade level to another)

CROSS REFS:

- GCKA, Instructional Staff Assignments and Transfers
- GCQA, Instructional Staff Reduction in Force

Title	Administrative Staff Assignments and Transfers
Designation	GCKB
Office/Custodian	CEO/Personnel Director

A teacher who holds an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such a position and, if so assigned, with a salary corresponding to the position. **However, if the administrator is transferred during the school year, his/her salary shall not be reduced during the remainder of that school year. If the transfer is to another school, the transfer is subject to the consent of the receiving principal and is subject to approval of the Chief Education Officer and Board of Education. However, if the teacher is transferred during the school year from an administrative position to another school position or grade level within the District, his/her salary shall not be reduced during the remainder of that year.**

The Board of Education may consider the years of service accumulated while the teacher was occupying the administrative position when the Board determines where to place the teacher on the salary schedule.

The three **consecutive** school years of **demonstrated effectiveness and** -continuous employment required **of a teacher during their** for the probationary period ~~is shall not be deemed to be interrupted~~ if a probationary teacher accepts the ~~superintendency,~~ **position of Chief Education Officer. However, but** the period of time **during which a probationary teacher serves** service in such capacity ~~will shall~~ not be included in computing the probationary period.

- Current practice codified: 1992
- Adopted: date of manual revision
- Reviewed: May 11, 2000
- Revised: October 7, 2010
- **Revised: March 13, 2014**

LEGAL REFS:

- C.R.S. 22-63-203(2)(b)(IV)
- C.R.S. 22-63-206

CROSS REFS:

- **GCKA, Instructional Staff Assignments and Transfers**
- **GCKAA, Teacher Displacement**

RECOMMENDED FOR REPEAL**Evaluation of Instructional Staff**

~~The Board of Education recognizes that sound appraisal of instructional staff performance is critical in achieving the educational goals of the school system.~~

~~The Board expects its supervisory and administrative staffs to exert reasonable efforts to help and encourage staff members to develop their teaching personalities and instructional abilities to an optimum degree to improve student performance.~~

~~In keeping with state law, the Board shall approve a performance evaluation system which shall serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure professional growth and development of licensed personnel. The evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance.~~

~~The Board shall consult with district administrators, teachers, parents, and the Performance Evaluation Committee in developing the evaluation system. A process shall be developed to conduct an on-going review of the evaluation system.~~

~~The basic requirements of the evaluation system shall be:~~

- ~~1. The Board shall require regular evaluation of all full-time and part-time instructional staff by administrators/supervisors. These evaluators must have a principal or administrator license issued by the Colorado Department of Education and/or such administrator's/supervisor's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education that will enable them to make fair, professional, and credible evaluations of the personnel who they are responsible for evaluating.~~
- ~~2. Evaluations shall be conducted in a fair and professional manner and shall be based on written criteria which pertain to good instruction and the staff member's particular position.~~
- ~~3. Standards for satisfactory performance of instructional staff and criteria, which can be used to determine whether performance meets such standards, shall be developed. One of the standards for measuring instructional staff performance shall be directly related to classroom instruction and shall include multiple measures of student performance. The district Performance Evaluation Committee shall be an active participant in the development of standards and performance.~~
- ~~4. All evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.~~

~~5. The system shall identify the various methods which will be used for information collection during the evaluation process such as direct and informal observation and peer, parent, or student input obtained from standardized surveys. All data on which an evaluation judgement is based will be documented to the extent possible and be available for the evaluated staff member's review. All evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.~~

~~6. The evaluation system shall specify the frequency and duration of the evaluation process, which shall be on a regular basis to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Teachers shall receive documented observations and written evaluation reports in accordance with state law as set forth in the regulation accompanying this policy.~~

~~7. All written summative evaluations shall be specific as to performance strengths and weaknesses, specifically identify when a direct observation was made, identify data sources, and contain a professional growth plan. A professional growth plan shall be specific as to what improvements, if any, are needed in performance.~~

~~The staff member concerned shall have an opportunity to review the document with the supervisor who makes the evaluation, and both shall sign it and receive a copy. The summative evaluation document shall be reviewed by a supervisor of the evaluator whose signature also shall appear on it.~~

~~If the evaluatee disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.~~

~~8. The system shall contain a process which shall be followed when an instructional staff member's performance is deemed unsatisfactory. In accordance with state law, this process shall provide for a notice of deficiencies, a remediation plan and a reasonable opportunity to correct the deficiencies.~~

~~The District shall conduct all evaluations so as to observe the legal and constitutional rights of instructional staff. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.~~

~~Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy, or contract. Neither shall this policy be deemed or construed to establish any conditions prerequisite relative to renewal~~

~~of contracts, transfer, assignment, dismissal, or other employment decisions relating to school personnel.~~

~~Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure, or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status or assignment under the terms of the employment contract and state law. The content of the evaluation, the ratings given, and any improvement or remediation plan shall not be grievable under the district's formal grievance process.~~

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

~~Adopted: April 21, 1977.~~

~~Revised: August 18, 1977.~~

~~Revised: April 20, 1978.~~

~~Revised to conform with practice: date of manual adoption.~~

~~Revised: December 15, 1983.~~

~~Revised: February 27, 1986.~~

~~Revised: June 4, 1992.~~

~~Revised: June 18, 1998.~~

~~Revised: October 1, 1998.~~

~~Revised: August 10, 2000.~~

~~Revised: May 1, 2003.~~

~~Revised: December 10, 2009.~~

~~Revised: March 28, 2012.~~

~~LEGAL REFS.: C.R.S. 22-9-101 et seq. (Certificated Personnel Performance Evaluation Act)~~

~~C.R.S. 22-63-103~~

~~C.R.S. 22-63-301 (Grounds for Dismissal)~~

~~C.R.S. 22-63-302(8) (Procedure for Dismissal—judicial review)~~

~~CROSS REFS.: BDFA, District Personnel Performance Evaluation Council~~

~~CFBA, Evaluation of Evaluators~~

~~GCQF, Discipline, Suspension, and Dismissal of Professional Staff (and Contract Nonrenewal)~~

~~IK, Academic Achievement~~

RECOMMENDED FOR REPEAL

Evaluation of Administrative Staff

~~The Board of Education shall institute and maintain a comprehensive program for the evaluation of all administrative personnel including principals~~

~~The purpose of administrator evaluations shall be to assist administrators in developing and strengthening their professional abilities, improve the instructional program, enhance the implementation of curricular programs, and measure professional growth and development and level of performance of administrators. The evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance.~~

~~The evaluation process shall provide for:~~

- ~~1. Cooperative planning of job performance objectives by administrator and evaluator.~~
- ~~2. Evaluation in relation to job description and objective accomplishments.~~
- ~~3. Means for self evaluation.~~

~~The Board shall consult with District administrators, parents, and the advisory school district personnel performance evaluation council when developing the process for evaluation of administrators.~~

~~All certificated or licensed administrators or principals that administer, direct, or supervise the instructional program ("instructional administrators"), shall be evaluated consistent with state law.~~

~~The basic requirements of the evaluation system as it pertains to instructional administrators shall be:~~

- ~~1. All licensed administrators shall be regularly evaluated by a supervisor possessing a principal or administrator license issued by the Colorado Department of Education or such supervisor's designee, who has received, education and training in evaluation skills approved by the Colorado Department of Education which will enable them to make fair, professional and credible evaluations of the personnel whom they are responsible for evaluating.~~
- ~~2. Evaluations shall be conducted using multiple fair, transparent, timely, rigorous and valid methods and shall be based on predetermined written criteria which pertain to the administrator's position.~~
- ~~3. Standards for satisfactory performance of administrators and criteria which can be used to determine whether performance meets such standards shall be~~

~~developed. The district personnel performance evaluation council shall be an active participant in the development of standards of performance.~~

- ~~4. All evaluation standards and criteria shall be given in writing to all administrators and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.~~
- ~~5. The system shall identify the various methods which will be used for information collection during the evaluation process such as direct and informal observation and peer, parent, or student input obtained from standardized surveys. All data on which an evaluation judgment is based will be documented to the extent possible and available for the administrator's review.~~
- ~~6. The evaluation system shall specify the frequency and duration of the evaluation process which shall be on a regular basis to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Administrators in their first three years of performance in a position and administrators who are on remediation plans shall receive at least two documented observations each year and a written summative evaluation. All other administrators shall receive at least one documented observation and a written summative evaluation yearly.~~

~~The administrator concerned shall have an opportunity to review the document with the supervisor who makes the evaluation, and both shall sign it and receive a copy. The evaluation document shall be reviewed by a supervisor of the evaluator whose signature also shall appear on it. If the Chief Education Officer is the evaluator, the signature shall be that of the president of the Board.~~

~~If the administrator disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation~~

- ~~7. All written evaluation reports shall be specific as to performance strengths and weaknesses, specifically identify when a direct observation was made, identify data sources, and contain a written professional growth plan. The written professional growth plan shall be specific as to what improvements if any are needed in performance.~~
- ~~8. The system shall contain a process which shall be followed when an administrator's performance is deemed unsatisfactory. In accordance with state law, this process shall provide for a notice of deficiencies, a remediation plan, and an opportunity to correct the deficiencies.~~

~~The District shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No~~

~~minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.~~

~~The Chief Education Officer, or designee shall make regular reports to the Board concerning the outcome of administrator evaluations.~~

~~Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy, or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions-prerequisite relative to renewal of contracts, transfer, assignment, dismissal, or other employment decisions relating to school personnel.~~

~~Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure or failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status or assignment under the terms of the employment contract and state law. The content of the evaluation, the ratings given, and any improvement or remediation plan shall not be grievable under the district's formal grievance process.~~

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

~~Adopted: February 27, 1986.
Revised: September 3, 1998.
Revised: October 1, 1998.
Revised: April 2, 2001.
Revised: December 9, 2010.
Revised: August 11, 2011.~~

~~LEGAL REFS.: C.R.S. 22-9-101 et seq. (Certificated Personnel Performance Evaluation Act)
C.R.S. 22-32-126 (Principals—employment and authority)
C.R.S. 22-63-301 (Grounds for dismissal)
C.R.S. 22-63-302(8) (Procedure for dismissal—judicial review)~~

~~CROSS REFS.: BDFA, District Personnel Performance Evaluation Council
GCOE, Evaluation of Evaluators
GCQF, Discipline, Suspension, and Dismissal of Professional Staff
Members (And Contract Nonrenewal)~~



Title	Teacher Displacement
Designation	GCKAA-R
Office/Custodian	CEO/Personnel Director

The following procedures shall be followed in effecting a Board action pursuant to a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation or reconstitution that causes non-probationary teachers to be displaced.

1. Notice to individual teacher

Within a reasonable time after receiving the Board's statement of action that includes personnel implications, the Chief Education Officer shall cause written notice of displacement to be provided *to* all displaced teachers.

The written notice shall include:

- a. a copy of the Board's statement adopted pursuant to the accompanying policy;
- b. a copy of the accompanying policy and this regulation; and
- c. a list of all vacant positions for which the displaced teacher is qualified, as well as a list of vacancies in any area identified by the ~~school-d~~District to be an area of critical need.

Notice shall be served upon the teacher personally or by certified or registered mail to the teacher's address as it appears in the ~~school-d~~District's records. It shall be the teacher's responsibility to ensure that the ~~d~~District has the teacher's current address on file.

2. Applications and priority hiring pool

Displaced teachers shall be responsible for applying, consistent with the ~~d~~District's hiring procedures and practices, for any vacant position for which the teacher is qualified. At a minimum, the displaced teacher must apply to the principal of the school and provide a copy of the application to the ~~d~~District.

The ~~d~~District shall create a priority hiring pool, which shall consist of displaced teachers who were deemed satisfactory or effective in their performance evaluation preceding their displacement. Upon application, members of the priority hiring pool shall receive the first opportunity to interview for available positions for which they are qualified within the ~~d~~District.

3. Mutual consent placement

A principal shall recommend appointment of a displaced teacher to an assignment in the principal's school if the review of the displaced teacher's performance evaluations and qualifications demonstrates that employment of the displaced teacher will support the instructional practice of the school. The principal's recommendation shall also include input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process.

When a principal recommends appointment of a non-probationary teacher applicant to a vacant position, the non-probationary teacher shall be transferred to that position. ~~If the Board approves the principal's recommendation of a displaced teacher to a vacant position, the Board shall transfer the teacher into the assignment sought and the displacement/mutual consent provisions of law are satisfied.~~ At that time, the Board shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave, if applicable.

Consistent with Board policy, nothing in this regulation shall be construed to require a principal to hire a displaced teacher.

4. Exclusive procedure

This procedure is the only procedure that shall apply to the designation and reassignment of a displaced teacher.

- **Adopted: March 13, 2014**

LEGAL REFS:

- **C.R.S. 22-63-202(2)(c.5)(III)**

RECOMMENDED FOR REPEAL**Evaluation of Instructional Staff**

~~Evaluations will be conducted in accordance with state law and Board of Education policy to improve instruction, enhance the implementation of programs in the curriculum, and measure the professional growth and development of personnel and level of performance of each instructional staff member. Evaluations also will serve as the measurement of satisfactory performance for instructional staff and documentation for dismissal for unsatisfactory performance.~~

~~Even though the evaluation process is designed to encourage and assist instructional staff to perform at a level consistent with the district's standards, the evaluator or the Chief Education Officer may recommend to the Board of Education that changes be considered in contract status or assignment in accordance with state law and Board policy.~~

~~The procedures necessary to administer and implement the district's evaluation policy are as follows:~~

Initial requirements

~~All instructional staff will be evaluated, including part-time instructional staff. An organization chart or comparable document will be prepared to identify the evaluator by title or position for each licensed employee. The chart will indicate which position(s) each evaluator will evaluate and which administrator is responsible for evaluating the evaluator.~~

~~Evaluations will be made by the principal or administrator who directly supervises the instructional staff member to be evaluated and/or such principal's or administrator's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education.~~

~~A job description will be developed for each instructional staff member, which sets forth expectations from the school district for the position. Similar job descriptions will be used for all employees with similar staff assignments.~~

~~Written standards for satisfactory performance will be developed as well as criteria to be used to determine whether performance meets district standards. One of the standards for measuring performance shall be directly related to instruction and shall include multiple measures of student performance. The district Performance Evaluation Committee will actively participate in the development of the standards.~~

~~Other criteria will be developed for evaluation of each position prior to the evaluation. The criteria will relate to the particular position as set forth in the individual's job description and any outcomes which are expected from the position.~~

~~Information will be made available to each evaluatee about the evaluation system, the evaluation policy and procedures, and the responsibilities of the evaluator and~~

~~evaluatee. In addition, all evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.~~

Information collection

~~The evaluator will directly observe the evaluatee as well as compile other data in accordance with the district's evaluation system. Peer, parent, or student input may be obtained from standardized surveys.~~

~~No evaluation information will be gathered by electronic devices without the consent of the evaluatee. The evaluator will identify and document to the extent possible all relevant sources of data used as the basis for any evaluation judgment.~~

Frequency and duration

~~Probationary staff will be observed at least four times each year (two formals and two informals). Other licensed personnel will be formally observed once every year and receive at least two informal observations each year. Probationary staff in their third year of employment in Falcon School District, who exhibited performance which consistently met expectations for performance during their first two years in the district, may, at the discretion of the evaluator, be evaluated according to the non-probationary staff evaluation cycle. All instructional staff must have an end of the year written summative evaluation.~~

~~Variations will be permitted in this evaluation schedule, whether requested by the evaluator or evaluatee, only when the evaluatee is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system, and the evaluatee has an opportunity to meet with the evaluator.~~

~~The district's summative evaluation system specifies formal observations be a minimum of 40 minutes each when required (and informals of 15 minutes each) be completed before the summative evaluation report is written. Minor adjustments and variations will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected from which reliable findings and conclusions may be drawn. All instructional staff will receive a written summative evaluation at least two weeks before the last class day of the school year.~~

~~When two formal observations are required, the first will be completed by the end of first semester and the second completed in such time that a post-observation conference be conducted at least two weeks before the last class day of the school year; the evaluator will discuss results with the evaluatee.~~

~~Additional informal evaluations or observations may be made whenever appropriate.~~

Documentation

~~The evaluator will prepare a written summative evaluation at the conclusion of the evaluation process, which will include the following:~~

- ~~1. A professional growth plan which is specific as to what improvements, if any, need to be made, in the performance of the instructional staff member and which clearly sets forth recommendations for improvements including recommendations for additional education and training during the staff member's recertification process.~~
- ~~2. Specific information about the strengths and weaknesses in the performance of the evaluatee.~~
- ~~3. Documentation identifying when a direct observation was made.~~
- ~~4. Identification of all data sources.~~

~~Both formal observations and summative evaluations will be discussed with the evaluatee. Both the evaluator and the evaluatee will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the evaluatee disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.~~

~~The evaluatee may attach any written comments to the evaluation report before it is reviewed by the supervisor of the evaluator. Each report will be reviewed and signed by a supervisor of the evaluator.~~

~~The evaluator will maintain a cumulative file of all pertinent data relating to each instructional staff member's evaluation, including the summative evaluation report. This file will be available for the instructional staff member's review and will include any written comments signed and submitted by the staff member.~~

Unacceptable performance

~~A teacher whose evaluation indicates performance is unsatisfactory will be given:~~

- ~~1. A notice of deficiencies;~~
- ~~2. A remediation plan developed by the evaluator and the teacher;~~
- ~~3. A reasonable period of time to correct the deficiencies;~~
- ~~4. A statement of resources and assistance, including professional development opportunities, available to help the teacher achieve a satisfactory rating in the next evaluation.~~

~~Further evaluations of an instructional staff member on a remediation plan will occur on a different cycle than the annual evaluation, if necessary.~~

~~If the next evaluation shows the instructional staff member is performing satisfactorily, no further action will be taken.~~

~~If the next evaluation indicates the performance is still not satisfactory, the evaluator either will make additional recommendations for improvement or take any necessary steps to recommend dismissal.~~

Appeal

~~The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.~~

~~The evaluatee may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.~~

~~Adopted: October 10, 1979.~~

~~Revised to conform with practice: date of manual adoption.~~

~~Revised: February 27, 1986.~~

~~Revised: June 4, 1992.~~

~~Revised: June 18, 1998.~~

~~Revised: October 1, 1998.~~

~~Revised: August 10, 2000.~~

~~Revised: May 1, 2003.~~

~~Revised: December 10, 2009.~~

~~Revised: March 28, 2012.~~

RECOMMENDED FOR REPEAL**Evaluation of Instructional Staff**

~~Evaluations will be conducted in accordance with state law and Board of Education policy to improve instruction, enhance the implementation of programs in the curriculum, and measure the professional growth and development of personnel and level of performance of each instructional staff member. Evaluations also will serve as the measurement of satisfactory performance for instructional staff and documentation for dismissal for unsatisfactory performance.~~

~~Even though the evaluation process is designed to encourage and assist instructional staff to perform at a level consistent with the district's standards, the evaluator or the Chief Education Officer may recommend to the Board of Education that changes be considered in contract status or assignment in accordance with state law and Board policy.~~

~~The procedures necessary to administer and implement the district's evaluation policy are as follows:~~

Initial requirements

~~All instructional staff will be evaluated, including part-time instructional staff. An organization chart or comparable document will be prepared to identify the evaluator by title or position for each licensed employee. The chart will indicate which position(s) each evaluator will evaluate and which administrator is responsible for evaluating the evaluator.~~

~~Evaluations will be made by the principal or administrator who directly supervises the instructional staff member to be evaluated and/or such principal's or administrator's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education.~~

~~A job description will be developed for each instructional staff member, which sets forth expectations from the school district for the position. Similar job descriptions will be used for all employees with similar staff assignments.~~

~~Written standards for satisfactory performance will be developed as well as criteria to be used to determine whether performance meets district standards. One of the standards for measuring performance shall be directly related to instruction and shall include multiple measures of student performance. The district Performance Evaluation Committee will actively participate in the development of the standards.~~

~~Other criteria will be developed for evaluation of each position prior to the evaluation. The criteria will relate to the particular position as set forth in the individual's job description and any outcomes which are expected from the position.~~

~~Information will be made available to each evaluatee about the evaluation system, the evaluation policy and procedures, and the responsibilities of the evaluator and~~

~~evaluatee. In addition, all evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.~~

Information collection

~~The evaluator will directly observe the evaluatee as well as compile other data in accordance with the district's evaluation system. Peer, parent, or student input may be obtained from standardized surveys.~~

~~No evaluation information will be gathered by electronic devices without the consent of the evaluatee. The evaluator will identify and document to the extent possible all relevant sources of data used as the basis for any evaluation judgment.~~

Frequency and duration

~~Probationary staff will be observed at least four times each year (two formals and two informals). Other licensed personnel will be formally observed once every year and receive at least two informal observations each year. Probationary staff in their third year of employment in Falcon School District, who exhibited performance which consistently met expectations for performance during their first two years in the district, may, at the discretion of the evaluator, be evaluated according to the non-probationary staff evaluation cycle. All instructional staff must have an end of the year written summative evaluation.~~

~~Variations will be permitted in this evaluation schedule, whether requested by the evaluator or evaluatee, only when the evaluatee is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system, and the evaluatee has an opportunity to meet with the evaluator.~~

~~The district's summative evaluation system specifies formal observations be a minimum of 40 minutes each when required (and informals of 15 minutes each) be completed before the summative evaluation report is written. Minor adjustments and variations will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected from which reliable findings and conclusions may be drawn. All instructional staff will receive a written summative evaluation at least two weeks before the last class day of the school year.~~

~~When two formal observations are required, the first will be completed by the end of first semester and the second completed in such time that a post-observation conference be conducted at least two weeks before the last class day of the school year; the evaluator will discuss results with the evaluatee.~~

~~Additional informal evaluations or observations may be made whenever appropriate.~~

Documentation

~~The evaluator will prepare a written summative evaluation at the conclusion of the evaluation process, which will include the following:~~

- ~~1. A professional growth plan which is specific as to what improvements, if any, need to be made, in the performance of the instructional staff member and which clearly sets forth recommendations for improvements including recommendations for additional education and training during the staff member's recertification process.~~
- ~~2. Specific information about the strengths and weaknesses in the performance of the evaluatee.~~
- ~~3. Documentation identifying when a direct observation was made.~~
- ~~4. Identification of all data sources.~~

~~Both formal observations and summative evaluations will be discussed with the evaluatee. Both the evaluator and the evaluatee will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the evaluatee disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.~~

~~The evaluatee may attach any written comments to the evaluation report before it is reviewed by the supervisor of the evaluator. Each report will be reviewed and signed by a supervisor of the evaluator.~~

~~The evaluator will maintain a cumulative file of all pertinent data relating to each instructional staff member's evaluation, including the summative evaluation report. This file will be available for the instructional staff member's review and will include any written comments signed and submitted by the staff member.~~

Unacceptable performance

~~A teacher whose evaluation indicates performance is unsatisfactory will be given:~~

- ~~1. A notice of deficiencies;~~
- ~~2. A remediation plan developed by the evaluator and the teacher;~~
- ~~3. A reasonable period of time to correct the deficiencies;~~
- ~~4. A statement of resources and assistance, including professional development opportunities, available to help the teacher achieve a satisfactory rating in the next evaluation.~~

~~Further evaluations of an instructional staff member on a remediation plan will occur on a different cycle than the annual evaluation, if necessary.~~

~~If the next evaluation shows the instructional staff member is performing satisfactorily, no further action will be taken.~~

~~If the next evaluation indicates the performance is still not satisfactory, the evaluator either will make additional recommendations for improvement or take any necessary steps to recommend dismissal.~~

Appeal

~~The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.~~

~~The evaluatee may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.~~

~~Adopted: October 10, 1979.~~

~~Revised to conform with practice: date of manual adoption.~~

~~Revised: February 27, 1986.~~

~~Revised: June 4, 1992.~~

~~Revised: June 18, 1998.~~

~~Revised: October 1, 1998.~~

~~Revised: August 10, 2000.~~

~~Revised: May 1, 2003.~~

~~Revised: December 10, 2009.~~

~~Revised: March 28, 2012.~~

RECOMMENDED FOR REPEAL

Evaluation of Administrative Staff

~~Evaluations will be conducted in accordance with state law and Board policy to assist certificated/licensed administrators in developing and strengthening their professional abilities, improve instruction, enhance the implementation of programs in the curriculum, and measure the professional growth and development and level of performance of administrators. Evaluations shall serve as the measurement of satisfactory performance for administrators and documentation for dismissal under state law, if applicable.~~

~~Even though the evaluation process is designed to encourage and assist administrators to perform at a level consistent with the district's standards, the evaluator, or the Chief Education Officer if not the evaluator, may recommend to the Board of Education that changes be considered in contract status or assignment.~~

~~The procedures necessary to administer and implement the District's evaluation policy are as follows:~~

Initial requirements

~~All licensed administrators will be evaluated. An organization chart or comparable document will be prepared to identify the evaluator by title or position for each administrator. The chart will indicate which position(s) each evaluator will evaluate and which supervisor is responsible for evaluating the evaluator.~~

~~Evaluations will be made by the administrator's supervisor, who shall possess a principal or administrator license issued by the Colorado Department of Education or the supervisor's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education. If the Chief Education Officer is the evaluator, the Board of Education will perform all duties of the supervisor of the evaluator.~~

~~A job description will be developed for each administrative position. The administrator annually will establish job performance objectives in cooperation with the evaluator.~~

~~Written standards for satisfactory performance will be developed as well as criteria to be used to determine whether an administrator's performance meets district standards. The district personnel performance evaluation council will actively participate in the development of the standards.~~

~~Other criteria will be developed for evaluation of each position prior to the evaluation. The criteria will relate to the particular position as set forth in the individual's job description and any outcomes which are expected from the position.~~

~~Information will be made available to each administrator about the evaluation system, the evaluation policy and procedure, and the responsibilities of the evaluator and administrator. In addition, all evaluation standards and criteria shall be given in writing to all instructional administrators and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.~~

Information collection

~~The evaluator will use the most appropriate means of data collection available to assess the administrator's performance. The data collected primarily will be based on direct observation when appropriate and/or first hand knowledge of the administrator's performance.~~

~~Each principal's evaluation may include input from the teachers employed in the principal's school and may include input from students and parents. The information from teachers, students and parents shall remain anonymous and confidential. No evaluation information will be gathered by electronic devices without the consent of the administrator.~~

~~The evaluator will identify and document to the extent possible all relevant sources of data used as the basis for any evaluation judgments. The administrator's self-evaluation also will be considered as a source of information during the evaluation process.~~

Frequency and duration

~~Administrators in their first three years of performance in a position and administrators who are on remediation plans shall receive at least two documented observations each year and a written summative evaluation. All other administrators shall receive at least one documented observation and a written summative evaluation yearly.~~

~~Variations will be permitted in this evaluation schedule, whether requested by the evaluator or administrator, only when the administrator is notified by the evaluator in writing that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system.~~

~~A report shall not be written until any required observations and data collection are completed. Minor adjustments and variations in the process will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected from which reliable findings and conclusions may be drawn.~~

~~All evaluations will be completed before April 15 of each school year.~~

Documentation

~~The evaluator will prepare a written evaluation report at the conclusion of the evaluation process, which will include the following:~~

- ~~1. A professional growth plan which is specific as to what improvements, if any, are needed in the performance of the administrator and which clearly sets forth recommendations for improvements including recommendations for additional education and training during the administrator's recertification process.~~
- ~~2. Specific information about the strengths and weaknesses in the performance of the administrator.~~
- ~~3. Documentation identifying when a direct observation was made.~~
- ~~4. Identification of all data sources.~~

~~The evaluation report will be discussed with the administrator. Both the evaluator and the administrator will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the administrator disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation to the evaluation.~~

~~Each report will be reviewed and signed by a supervisor of the evaluator.~~

~~The evaluator will maintain a cumulative file of all pertinent data relating to each administrator's evaluation, including the evaluation report. This file will be available for the administrator's review and will include any written comments or documents submitted by the administrator.~~

Unsatisfactory performance

~~An administrator whose evaluation indicates performance is unsatisfactory will be given:~~

- ~~1. a notice of deficiencies;~~
- ~~2. A remediation plan developed by the evaluator and the administrator;~~
- ~~3. A reasonable period of time to correct the deficiencies; and~~
- ~~4. A statement of resources and assistance, including professional development opportunities, available to help the administrator achieve a satisfactory rating in the next evaluation.~~

~~Further evaluations of an administrator on a remediation plan will occur on a different cycle than the annual evaluation, if necessary.~~

~~If the administrator's next evaluation shows the administrator is performing satisfactorily, no further action need be taken.~~

~~If the administrator's next evaluation indicates the administrator still is not performing satisfactorily, the evaluator either will make additional recommendations for improvement or take any necessary steps to recommend dismissal or other appropriate action.~~

Appeal

~~The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.~~

~~The administrator may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.~~

~~Some flexibility is necessary for proper administration of the evaluation system. Minor deviations or variances in the procedures will be allowed as long as the variances do not result in significant hardship for or malicious treatment of the administrator.~~

~~Adopted: February 27, 1986.
Revised: September 3, 1998.
Revised: October 1, 1998.
Revised: April 2, 2001.
Revised: December 9, 2010.
Revised: August 11, 2011.~~



BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Change in Board Policy GBGGA - Catastrophic Leave Bank
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: To gain Board of Education approval necessary for changes in Board Policy GBGGA – Catastrophic Leave Bank. GBGGA-R is provided for informational purposes and to aid in review.

RATIONALE: This Board policy has been reviewed and there are changes necessary to ensure that it is clear to all staff.

RELEVANT DATA AND EXPECTED OUTCOMES: By approving this Board policy, the Board is allowing this policy to be clearer in its provisions and expectations to all staff.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<u>Major Impact</u>		

FUNDING REQUIRED: No X **AMOUNT BUDGETED:** N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the changes on Board Policy GBGGA – Catastrophic Leave Bank.

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

DATE: March 5, 2014



Title	Catastrophic Leave Bank
Designation	GBGGA
Office/Custodian	CEO/Personnel Director

Falcon School District #49 shall maintain a voluntary Catastrophic Leave Bank (**CLB**) for its participating employees. The purpose of the ~~CLB~~**Catastrophic Leave Bank** is to provide a source of income continuation for a participating employee who sustains a catastrophic illness or injury and has not yet qualified for disability benefits or for an employee who needs to care for a family member with a catastrophic illness or injury. **For purposes of this policy, f****Family member is defined as: spouse, civil or domestic partner, or child.**

The responsibility for this bank with regard to the allotment of days or benefits to those participating is not the responsibility of the District; this is an activity independent of District benefits and was established by those who wish to contribute to help members in the case of catastrophic illness or injuries. Membership under these guidelines is voluntary.

~~Family member is defined as: spouse, civil or domestic partner, or child~~

The ~~CLB~~**Catastrophic Leave Bank** shall be available only for those contributing staff members who meet with the following definition of catastrophic diagnosis:-

~~Catastrophic Illness/Injury:-~~ An illness or injury of such magnitude that the employee's life is endangered and/or his/her health is impaired to such an extent that he/she has no option but to seek immediate medical treatment that requires extended time away from the job.

The following list is not exhaustive, but identifies some health conditions that are included and excluded as catastrophic under this definition.

Included:_____Excluded:-	Excluded:
<ul style="list-style-type: none"> • Cancer(s)/Ttumor(s) • Heart Attack • Aneurysm • Stroke • Non-eElective Ssurgery • Debilitating/immobilizing Injury or Condition • Acute Illness/Disease 	<ul style="list-style-type: none"> • Elective Surgery • Pregnancy/dDelivery —Wwithout Severe Complications • Recurring infection (cold, flu, etc.)

An applicant for CLB payment will be required to provide ~~Requires~~ certification by a physician stating that it would be impossible for the employee to perform the ~~basic-essential~~ functions of his/her job.

~~A. General provisions~~

- ~~1. Days drawn against the Catastrophic Leave Bank are not intended to cover all types of absences which could be covered with sick leave or other provisions of Board policy, but rather may only be used for catastrophic illness or injury not covered by a third party, to an individual employee or to a Family Medical Leave Act (FMLA) qualified dependent/relative, which prevents the employee from working for reasons~~

beyond the employee's control. The Catastrophic Leave Bank will not consider worker's compensation, illness or other incidents covered by disability insurance.

- ~~— Bank days are intended only for when the qualifying condition requires the employee to be absent from work either due to the employee's own medical condition, or the need to serve as a caregiver for a FMLA qualified dependent/relative.~~
- ~~2. In making its determination of the validity of a member employee's request, the committee shall review information presented by the member employee and may consider information available from any other source, or request additional information and/or a second opinion from another physician at the employee's expense.~~
- ~~3. An employee who has been granted Catastrophic Leave Bank days will be paid at the daily or hourly rate that he/she normally earns for the days and hours that he/she is normally scheduled to work.~~
- ~~4. Days contributed to the bank shall not be refunded or reimbursed to the contributing employee.~~
- ~~5. Membership in the Catastrophic Leave Bank is voluntary and shall be open to all employees of the District who receive sick days excluding employees on INR contracts.~~
- ~~6. A membership year shall coincide with the member's contract year.~~

~~B. Enrollment~~

- ~~1. Newly hired employees are eligible to apply for membership in the Catastrophic Leave Bank by contributing one (1) sick leave day to the bank. This is done by submitting an "application for Catastrophic Leave Bank membership" form within five (5) working days of the employee's new hire orientation.~~
- ~~2. Otherwise all other eligible employees may apply for membership by submitting an "application for Catastrophic Leave Bank membership" form during the bank's open enrollment period from August 1st through August 31st, at the beginning of each school year.~~

~~C. Maintenance~~

- ~~1. Membership is maintained by contributing additional days to the bank when requested by the Catastrophic Leave Bank committee. If at any time the number of days in the bank drops below a number equivalent to 50% of the number of bank members, members shall be asked to contribute another day to the bank.~~
- ~~2. Members shall have 30 working days after receipt of such a request to make their contribution.~~
- ~~3. Members who fail to contribute another day when asked to do so shall be deemed to have waived their right to continue as a member of the bank or to use bank days, unless that member is unable to contribute additional days, in which case, that member may maintain membership if the Catastrophic Leave Bank Committee determines that he/she has shown good cause, in writing, for not being able to contribute an additional day.~~
- ~~4. Employees withdrawing Catastrophic Leave Bank days from the Bank will be required to re-donate (1) day at the beginning of the next open enrollment.~~

~~C. Administration~~

- ~~1. A committee shall be established and maintained for the purpose of administering the provisions of this policy and making any determinations necessary.~~
- ~~2. The Catastrophic Leave Bank Committee shall be composed of Human Resources personnel who will represent all areas including Support, Licensed, Administrative, Professional/Technical staff and Benefits.~~

~~D. Procedures and limits for withdrawal of days~~

- ~~1. Requests for bank days shall be limited to a catastrophic illness or injury to the employee or employee's spouse or dependent children, which requires hospitalization or the direct care of a physician, and which prevents the employee from working in any capacity. The request must be accompanied by physician's signed statement supporting the need for the employee's absence from work. In some cases a second opinion or additional information may be required at the employees' expense.~~
- ~~2. Requests for bank days shall be submitted on the Catastrophic Leave Bank Application Form, to the catastrophic bank committee whenever it appears that the employee qualifies or will qualify for the benefit.~~
- ~~3. A member must have 5 or more full days of consecutive docked absences to apply. Due to the fact that all leave is up fronted to staff, a member must exhaust all leave types and balances, minus leave deducted as being unearned during the leave of absence prior to being granted days from the bank.~~

~~Days will be granted as follows:~~

First year of participation —	0 days
Second consecutive year of participation —	20 days
Third consecutive year of participation —	30 days
Fourth consecutive year of participation —	40 days
Fifth consecutive year of participation and beyond —	60 days
(The maximum number of days allowed is 60.)	

- ~~5. No member shall be granted more than their maximum days that are allowed per the above matrix.~~
- ~~6. Catastrophic Leave Bank days awarded will be reported to any insurance or third party coverage plan and any future benefits from said plan(s) may be offset by the days awarded.~~

~~D. Workers' compensation~~

- ~~1. Members who are receiving workers' compensation for job related illness or injury shall not be eligible to receive Catastrophic Leave Bank days while they are receiving workers' compensation.~~

~~E. Misrepresentation~~



~~4. Any misrepresentation falsification of information, or failure to comply with provisions of the catastrophic leave bank stated herein, may result in disciplinary action that could include expulsion from the catastrophic leave bank and other appropriate actions up to and including termination.~~

- Adopted: July 7, 1994
- Revised: December 1, 1994
- Revised: June 7, 2001
- Revised: August 1, 2002 (*emergency approval*)
- Revised: August 28, 2002
- Revised: July 12, 2007
- Revised: August 13, 2009
- Revised: December 9, 2010
- Revised: August 11, 2011
- Revised: September 8, 2011
- Revised: March 8, 2012
- Revised: December 13, 2012
- **Revised: March 13, 2014**

~~*Note: This law provides that the district shall not be in violation of other federal laws such as those governing the district's responsibility to educate handicapped children solely as the result of an eligible employee taking family medical leave.*~~



BOARD OF EDUCATION AGENDA ITEM 7.04a

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Erica Mason
TITLE OF AGENDA ITEM:	Course Proposal for Health Academy
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the course entitled Health and Wellness through the Lifespan

RATIONALE: This course is designed for 11th or 12th grade Academy of Health Science students that are planning a career in healthcare. Medical professionals have a responsibility to maintain their own personal health to serve as role models to their patients and the community. Healthy living habits begin during childhood and adolescence and this course will influence the future healthcare professionals on healthy choices for life. Physical activity and weight management will supplement this course. An overview of related topics such as disease prevention, sexual health, complementary and holistic therapies, sleep benefits, and stress management will also be presented.

The primary goal of this class is to teach students to think independently and begin their own healthy habits and behaviors that will make them a more reputable healthcare provider

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>Approval of CTE courses helps to define academic pathway in health academy for students</u>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve course “Health and wellness through the Lifespan” for Health Academy.

APPROVED BY: Peter Hilts, CEO

DATE: February 28, 2014

Building Administrator:
Approval:

Comments:

BOE Approval:
Date

Date submitted:

Date Received:

Date reviewed by DCPC:

Recommendation:

Date of Implementation:

Falcon District 49 Course Proposal

Name of the Course: Health and Wellness through the Lifespan

Core:_____

Elective:____X_____

Course description:

This course is designed for 11th or 12th grade Academy of Health Science students that are planning a career in healthcare. Medical professionals have a responsibility to maintain their own personal health to serve as role models to their patients and the community. Healthy living habits begin during childhood and adolescence and this course will influence the future healthcare professionals on healthy choices for life. Physical activity and weight management will supplement this course. An overview of related topics such as disease prevention, sexual health, complementary and holistic therapies, sleep benefits, and stress management will also be presented.

The primary goal of this class is to teach students to think independently and begin their own healthy habits and behaviors that will make them a more reputable healthcare provider

What standards/benchmarks will be met in this course?

National Healthcare Foundation Standards and Accountability Criteria:

The primary Foundation Standard will be Standard 9: Health Maintenance Practices.

This course will also cover other Foundation Standards such as:

Standard 1: Academic Foundations

Standard 2: Communications

Standard 8: Teamwork

Standard 10: Technical Skills

Does this course meet Higher Education Admission Requirements (Secondary only)? Yes ____ No X

Grade Level(s): 11th and 12th grades

FTE Required: No

Teacher training required/qualifications necessary to teach the course: No

Space Needed:
Classroom

Semester/year? Semester

Class size: 20

Minimum: 12

Maximum: 24

Cost: None

Resources Needed: books

Rational for Course: With the obesity epidemic in America, it is important for healthcare professionals be a positive example and model in healthy behaviors.

Where does it fit into curriculum alignment?

Prerequisite? Health II

Builds onto existing course? Yes – foundation for nutrition and disease prevention is established in Health II.

Do we already have a similar course? Please elaborate. No

What other courses might this course impact? None

Does this course fit into the adoption cycle? Yes

Is this course taught in another school in Colorado? Not as a separate class at the high school level that I am aware of. **In another school in the US?**

If yes, where?

Will this course be taught district-wide? This will be offered to all D49 students enrolled in the Academy of Health Sciences

Course sustainability (i.e.: If teacher leaves, does the course end?): No – all AOHS R.N./Instructors can teach this course

Evidence of student interest: AOHS students continually express interest in upper level health related courses.

Attach a syllabus

You may use “sample” in the syllabus to allow for different novels or resources

**Attach an itemized budget page:
Indicate cost of consumables**

**Will the teacher have to give up anything to teach this course? No
(i.e. Give up an American Lit course to teach this new course)**

When a student completes this course:

How will you measure learning? Classroom contributions in discussions, direct questioning of students, and assessments.

What assessment(s) will be used? Quizzes, tests, projects, final, homework

Provide a sample scoring rubric:

- HW (30%)
- Quiz (15%)
- Tests (25%)
- Project (15%)
- Final (15%)

What will students know? Students will be shown a variety of health behaviors that the majority of Americans ignore which is why this nation is so obese and unhealthy. This will give them the opportunity to develop these habits as healthy that will continue through life as individuals and healthcare providers.

How will they demonstrate their learning?

By participating in discussion during class and by doing well on exams and other assessments.

In order for this course to be considered for the next school year, this application must be received no later than November 15.



BOARD OF EDUCATION AGENDA ITEM 7.04b

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Erica Mason
TITLE OF AGENDA ITEM:	Health Course Proposal
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval for continued use of HA 1000 as an alternative to PE1700 (Health I). Currently, Falcon High School offers PE1700 (Health I) and Health II. PE1700 is a required class for graduation. However, students enrolled in the Health Academy will take HA1000 as a yearlong course that encompasses all of the components of Health I and II rather than PE1700 to meet their Health requirement for graduation.

RATIONALE: This class has been an accepted alternative since the start of the HA1000 class many years ago, but was never board approved.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Major Impact or leave blank	Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>Approval of CTE courses helps to define academic pathway in health academy for students</u>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve to continue with HA1000 fulfilling the PE1700 requirement for health at Falcon High School.

APPROVED BY: Peter Hilts, CEO

DATE: February 28, 2014

Health and Wellness Through the Life Span

Course Description:

This course is an upper level class for students who are in the Academy of Health Sciences. Students will explore the following chapters:

- | | |
|--|---|
| Chapter 9: Nutritional Wellness | Chapter 13: Infectious Diseases |
| Chapter 2: Building Wellness Skills | Chapter 14: Chronic Diseases |
| Chapter 1: Current Health Issues | Chapter 15: Safety and Emergency Preparedness |
| Chapter 3: Managing Stress | Chapter 16: Environmental Wellness |
| Chapter 4: Mental and Emotional Health | Chapter 17: Health and Wellness through the Life Span |
| Chapter 5: Resolving Conflict | |
| Chapter 7: Sexual Wellness and Reproduction | |
| Chapter 10: A Health Approach to Weight Management | |
| Chapter 8: The Physically Active Lifestyle | |
| Chapter 11: Tobacco | |
| Chapter 12: Alcohol and Other Drugs | |
| Chapter 6: Developing Healthy Relationships | |

Textbook: *Concepts in Health & Wellness, Robinson & McCormick*

Class Standards:

1. Respect everyone at all times. Be a good citizen – no profanity, put-downs or otherwise socially unacceptable behavior.
2. Come prepared to learn every class period (binder/notebook, pen/pencil, and paper).
3. Be to class on time and ready to learn. It is strongly recommended that you use the passing period to go to the restroom and/or your locker. No passess will be given on Wednesday's (shortened periods).
4. No food or drink in classroom (water in a transparent container is acceptable).
5. Respect all school property by keeping the classroom clean and organized. If you borrow a book, laptop, or other equipment, *you* are responsible for returning it to where you found it.
6. I adhere to the school's policy regarding classroom use of electronic devices. Electronic device (cell phone/I-Pod/MP3 player...) use is **prohibited** in class. Turn them off and remove headphones when you come into the classroom. If used in class, the instructor will retain the device until end of the school day; repeated offenses will result in the device being retained for parents to retrieve. Rules and consequences for breaking these rules are visible in the classroom.

Class Supplies:

- 1 inch three-ring binder or notebook
- One pkg. index cards (for flash cards)
- Paper
- Pen/Pencil

Grading:

1. **As of the 2013 Fall Semester, all FHS Academy of Health Sciences classes will fall under the traditional grading system (not standards-based grading).** Re-testing on summative assessments will not be common practice and will occur only at the discretion of the instructor upon written request by a student.
2. Grades are accumulated through points from unit tests, quizzes, homework, projects, binder checks, and in-class assignments.

90-100	A
80-89	B
70-79	C
60-69	D
59 or below	F

- An assessment will occur at the end of each unit.
 - Bell work may be given at the start of class.
3. Make-up work policy: *Students* are responsible to get work from teacher for documents and homework. That being said, I ask that students provide me with their email addresses so that I can, when possible, send assignments electronically should they be absent. Two consecutive days for every day missed are given to hand in make-up work.
 4. Academic dishonesty: There will be no communication between students during test/quiz taking. A zero will result from academic dishonesty of any kind.
 5. Homework:
 - You are expected to complete and turn in all class work as directed. If it is not completed during class, notify me and plan to complete it as homework to be handed in at the beginning of the next class period.
 - All work is due on the day indicated. Late work will be accepted up to one class period late for 75% credit or two class periods for 50% credit, unless you have an excused absence. I reserve the right to waive this policy and accept late work for full credit under certain circumstances.
 - In the event of an excused absence, you will be given *two consecutive days* for every day absent to make up missed assignments (with the exception of pre-arranged absences and/or field trips). FHS field trip policy regarding pre-arranged homework will be followed.

Classroom Procedures:

1. Assigned seating arrangements will be determined by the teacher and may evolve to student-selected seating if class conduct allows for this.
2. Daily Bellwork may be posted on the white board.
3. Presentation of day's lesson will be given to you.
4. Students will have the opportunity to work on many assignments in class to help reinforce the daily lesson.

A message to parents/guardians from Miss. Mazzagetti:

I am excited to have your student in Health and Wellness through the Lifespan this semester! This course serves as one of the classes for The Academy of Health Sciences curriculum. Due to the fact that this class is designed for students in the Academy of Health Sciences, I ask that students take responsibility to contact me through email or phone when they are absent and/or have missing class work, or when they are in need of additional assistance with class work. **This will help prepare the students for the high expectations for personal responsibility that is required of all Academy of Health Sciences students.** Please note that I am typically available after school to meet with students in need of help, and can meet before school by appointment.

Please feel free to contact me with any questions or concerns at 719-495-1149, extension 2053, or by email (jmazzagetti@d49.org). I will get back to you as soon as possible. I am typically in my office in G102 when I am not teaching a class.

I also have the course information, announcements, assignments, and daily lessons on a website:

www.classjump.com/jmazzagetti

My office hours are Tuesday's from 3-4 in G102 or by appointment only with Department Personnel.

Thank you,

Jillian Mazzagetti, BSN, RN
Vocational Health RN/Instructor

I have read and understood the standards and procedures for Miss. Mazzagetti's Health and Wellness through the Lifespan class and agree to follow guidelines listed:

Student name (please print): _____ Period: _____

Student email: _____

Student signature: _____ Date: _____

Parent/ Guardian's signature: _____ Date: _____

Best phone number at which parent may be reached: _____

Parent(s) e-mail address: _____



BOARD OF EDUCATION AGENDA ITEM 7.04c

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Dwight Barnes
TITLE OF AGENDA ITEM:	Course Proposal for Medical Intervention (Biomedical Sciences III)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the course entitled Medical Intervention (Biomedical Sciences III)

RATIONALE: Students will investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students will be exposed to the wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostic.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>Approval of CTE courses helps to define academic pathway in Project Lead the Way courses for students</u>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the addition of Medical Intervention (Biomedical Sciences III) course at Vista Ridge High School.

APPROVED BY: Peter Hilts, CEO

DATE: February 19, 2014



BOARD OF EDUCATION AGENDA ITEM 7.04d

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Dwight Barnes
TITLE OF AGENDA ITEM:	Course Proposal for Biological Engineering (BioE)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the course entitled Biological Engineering.

RATIONALE: The growing market for Jobs in biological engineering is playing a central role in energy and agricultural sustainability solutions. The BioE course develops students' thinking skills and prepares them for emerging careers through topics like genetic engineering, biofuels, and bio-manufacturing.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>Approval of CTE courses helps to define academic pathway in Project Lead the Way courses for students</u>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the course addition Biological Engineering at Vista Ridge High School.

APPROVED BY: Peter Hilts, CEO

DATE: February 28, 2014



BOARD OF EDUCATION AGENDA ITEM 7.04e

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Dwight Barnes
TITLE OF AGENDA ITEM:	Course Proposal for Computer Science and Software Engineering (CSE)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the course entitled Computer Science and Software Engineering.

RATIONALE: The course, falling within PLTW's Pathway to Engineering, is project- and problem-based, with students working in teams to develop computational thinking and solve open-ended, practical problems that occur in the real world. The course aligns with the College Board's new CS Principles framework. The course is not a programming language course; it aims instead to develop computational thinking, to generate excitement about the field of computing, and to introduce computational tools that foster creativity.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>Approval of CTE courses helps to define academic pathway in Project Lead the Way courses for students</u>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve addition of Computer Science and Software Engineering course at Vista Ridge High School.

APPROVED BY: Peter Hilts, CEO

DATE: February 28, 2014



BOARD OF EDUCATION AGENDA ITEM 7.04f

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Ron Hamilton, SCHS Principal, and Janet Giddings, SCHS Academic Dean
TITLE OF AGENDA ITEM:	Approval of Sand Creek High School Courses – MYP PFL/Economics, MYP PFL/Economics Honors, IB Design Technology HL II, English Lit & Comp III, English Lit & Comp IV, and Peer Tutor Training
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The MYP (IB Middle Years Program) PFL/Economics and MYP PFL/Economics Honors courses replace Geography and Honors Geography as 1-semester requirements for incoming freshmen. The courses will cover Personal Financial Literacy components including budgeting, interest rates, loans, and personal checking/banking, as well as other aspects of economics. These aspects include business ownership and operation, microeconomics, and macroeconomics with an emphasis on supply and demand.

IB Design Technology HL II is the second year of a 2-year class. The program in IB Design Technology is designed to provide a broad introduction to the design process. In-depth coverage of the responsibility of the designer, materials science, production processes and techniques, computer-aided design/computer-aided manufacturing, and clean technology and green design will be the focus of the program. Students will also receive practical experience in developing knowledge of the aforementioned topics through internal assessments.

English Lit & Comp III and English Lit & Comp IV are accelerated English courses for 11th grade and 12th grade students respectively. These courses replace our current offerings of one semester of Composition and one semester of a Literature course. In these new courses students will study various literary genres and integrate their reading with analytic writing, vocabulary development, and research.

Peer Tutor Training is a one-semester course that will address skills and strategies utilized in peer tutoring with an emphasis in advanced writing through all disciplines. Students enrolled will be expected to tutor in classes as well as with individual students to better the writing and comprehension skills of their peers. Students will be expected to tutor in our Writing Center outside of class-time during free periods and after school.

RATIONALE: The MYP PFL/Economics and MYP PFL/Economics Honors courses are a response to the new Social Studies standard focusing on personal financial literacy and the upcoming CMAS assessments. The financial literacy and economics topics of study will help our students to make successful post-secondary financial and business decisions.

Creation of the IB Technology HL II course allows a Higher Level option for students pursuing the IB Diploma as either a science or elective. Design Technology allows students to explore how products are designed from theory to production, and how the product interacts with the consumer and the environment. The student will have the opportunity to conduct an intensive and self-directed design project. This unique class will prepare students for the IB exam. **NOTE: Non-IB Diploma Program students may take this course and earn an IB Certificate.**

SCHS juniors who aren't enrolled in AP or DP programs are not adequately prepared for post-secondary success, as evidenced by remediation rates reported by CDHE. The English Lit & Comp III and English Lit & Comp IV courses will focus on analytic writing, research, and other skills necessary for post-secondary success as well as on placement exams such as the Accuplacer.

Peer tutoring is a Tier I RtI strategy to assist students struggling with writing or who want to enhance their writing skills. The Peer Tutor Training course trains students to become peer tutors and to serve our school community in the SCHS Writing Center. Prospective tutors are also able to tutor in math, science, and foreign languages.

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Training as a peer tutor and service to community in the Writing Center is unique to SCHS. SCHS is the only D49 IB high school, and as such, the only school to offer IB Design Technology
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	MYP PFL/economics is taught in partnership with Junior Achievement	Rock #5 — Customize our educational systems to launch each student toward success	Peer Tutoring Training, English Lit & Comp III and IV, and PFL/Economics will all prepare our students for post-secondary success
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: No ✓
is approved in existing budget.

AMOUNT BUDGETED: No additional funds required. FTE

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve MYP PFL/Economics, MYP PFL/Economics Honors, IB Design Technology HL II, English Lit & Comp III, English Lit & Comp IV, and Peer Tutor Training at Sand Creek High School beginning with the 2014/2015 school year as recommended by the administration.

APPROVED BY: Peter Hilts, CEO

DATE: February 28, 2014



BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Kim McClelland
TITLE OF AGENDA ITEM:	iConnect Zone Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The iConnect Zone updated the Board on September 25th on the major accomplishment, and initiatives from the zone, in addition to some challenges and what's next. My next update I would like to report is a follow up on some of the items presented with what I foresee happening throughout the rest of this year and how the iConnect Zone is embedded into the District's Strategic Plan and the Five Rocks.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<u>Annual Performance Reviews</u>	Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>New Schools</u>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<u>Town Hall Meetings, Online Task Force</u>	Rock #5 — Customize our educational systems to launch each student toward success	<u>AEC Standards</u>
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Increased Enrollment and Interest		

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

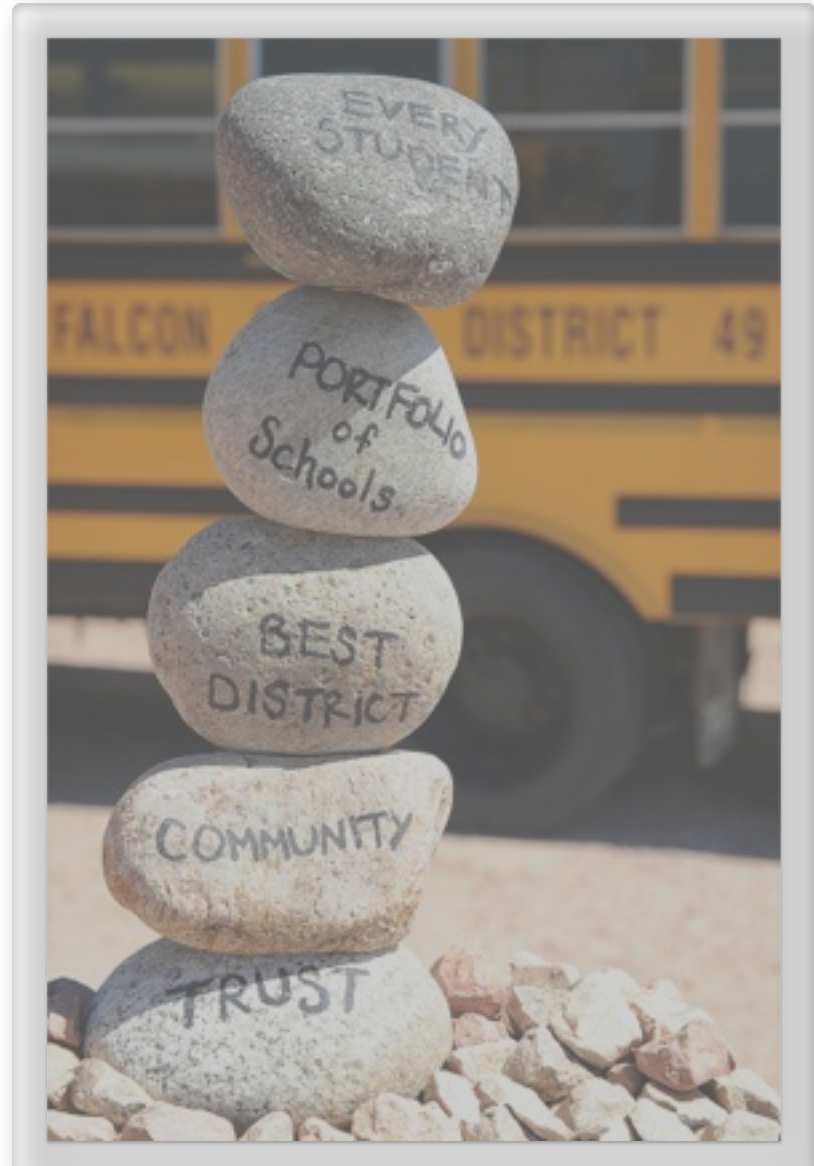
APPROVED BY: Peter Hilts, CEO

DATE: February 28, 2014



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

- Big Rock Zone Work
- Significant Challenges
- Q & A



OUR MISSION



To interconnect...Big Rock “Community”

OUR MISSION



To interconnect...Big Rock “Community”

To investigate and implement...Big Rock “Best District”



OUR MISSION

To interconnect...Big Rock “Community”

To investigate and implement...Big Rock “Best District”

To invest...Big Rock “Trust”



OUR MISSION

To interconnect...Big Rock “Community”

To investigate and implement...Big Rock “Best District”

To invest...Big Rock “Trust”

To invent...Big Rock “Portfolio of Schools”



OUR MISSION

To interconnect...Big Rock “Community”

To investigate and implement...Big Rock “Best District”

To invest...Big Rock “Trust”

To invent...Big Rock “Portfolio of Schools”

To inspire...Big Rock “Every Student”



OUR MISSION



- Being present outside of the district through Legislative Online Task Force
- Attending charter board meetings and town hall meetings
- Monthly visits to ICZ schools and principal evaluation with Bloomboard
- ICZ bi-weekly Google Hangout Huddles
- ICZ schools connections with community through, bone marrow drives, senior citizen luncheons, Pennies for Patients, canned food drives and more
- New art room at FVA
- Charter application waiver from SBE and practices update

FVA Art Room





- Successful opening/transfer of GOAL Academy
- Approval of Valiant Academy and pre-opening beginning
- Beginning discussion with stakeholders for a proposed Charter High School
- Improving and expansion of iConnect Solutions V.3.0
- Annual Performance Reports for iConnect Zone charter schools
- Expansion of FHP to offer 9th-11th grade and possible Concurrent Enrollment

iConnect Solutions V.3.0



A screenshot of the Schoolology V.3.0 web application interface. The browser window shows the URL "https://www.schoolology.com/home". The interface has a dark grey header with the "schoolology" logo, a search bar, and navigation links for "Home", "Courses", "Groups", and "Resources". A user profile for "Kim McClelland" is visible in the top right. A sidebar on the left contains links for "Recent Activity", "Grades/Attendance", "Calendar", "Messages", "People", "Subscriptions", "App Center", "Verify Your Account", "Select Your School", and "Invite Colleagues". The main content area is titled "Recent Activity" and shows a feed of posts. The first post is from the "Schoolology Blog" dated Tuesday, March 4, 2014, about data-driven student mastery reporting. The second post is from "Judy Bauernschmidt" dated Thursday, February 27, 2014, about a public forum for the K-12 Online Education Task Force. The third post is another from the "Schoolology Blog" dated Tuesday, February 25, 2014, about turning a course into a community of practice. A right sidebar shows "Upcoming" events, including the "Colorado Online & Blended Learning Symposium" on Friday, April 25, 2014, and "Suggested Apps" like Remind101, Common Core Mastery, and GoAnimate for Schools. A "Upgrade to Mavericks" notification is visible in the top right corner of the browser window.



- AEC Storyboarding session with AEC stakeholders to enhance support for student learning
- Additional Blended Learning programing in FVA and PLC to support and boost individual student learning
- Charters building Character Education through Character Assemblies
- FVA is developing a program for students who need extended summer school opportunities for unit recovery, skill defect acquisition and academic enrichment opportunities.
- New Staff Development Outlets (Aha! & Schoology)
- Capturing Kids' Hearts (Process Champions Training at PLC)
- GOAL Academy purchase of large ranch in La Junta for student and staff development

Significant Challenges



- Increased enrollments and space needed at all schools in ICZ
- Increased targeted staffing needs in the zone to help with specific student and teacher needs
- Amount of time spent on state testing is becoming increasingly difficult for student learning

QUESTIONS?





BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Barbara Seeley
TITLE OF AGENDA ITEM:	Student Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

EIES

YMCA Camp of the Rockies in Estes Park, CO

Departure-5/19/14 Return-5/21/14

Approximately 90-100 5th grade students will attend this trip.

Cost per student is \$175 (trip costs include lodging, meals and transportation).

The objective of this trip is to use transdisciplinary skills in an outdoor educational setting.

Fundraising will be part of this program.

SRES

Camp Elim

Departure-5/7/14 Return-5/9/14

Approximately 100 5th grade students will attend this trip.

Cost per student is \$110 (trip costs include lodging, meals, transportation and activities)

The objective of this trip is to focus on outdoor education and teambuilding.

Fundraising will be part of this program.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: February 24, 2014



BOARD OF EDUCATION AGENDA ITEM 8.03

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Jay Hahn
TITLE OF AGENDA ITEM:	Expulsion/Suspension Information
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

See attached confidential sheet for list of expulsions in February 2014.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best</u> <u>district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: March 3, 2014



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Melissa Andrews
TITLE OF AGENDA ITEM:	Capital Campaign Events and Strategies
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Capital Planning Committee has titled their proposal as:

Our Plan to Bring Out the Best in District 49

RATIONALE: As the district shifts from the work of the committee to the work of the community, it is helpful to have a consistent brand and key messages for the public input phase of the process.

RELEVANT DATA AND EXPECTED OUTCOMES: A coordinated campaign increases the probability that the Board will present an optimized request to the voters, should the board decide to propose a bond question, mill levy override, or both.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Major Impact: The purpose of branding and unifying the plan is to build trust and transparency.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Major Impact: The proposal, if successful will provide the resources to establish District 49 as the best.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: Yes √
polling and production of informational materials.

AMOUNT BUDGETED: We are budgeting \$7,000-10,000 for

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Discussion

APPROVED BY: Peter Hilts, Chief Education Officer

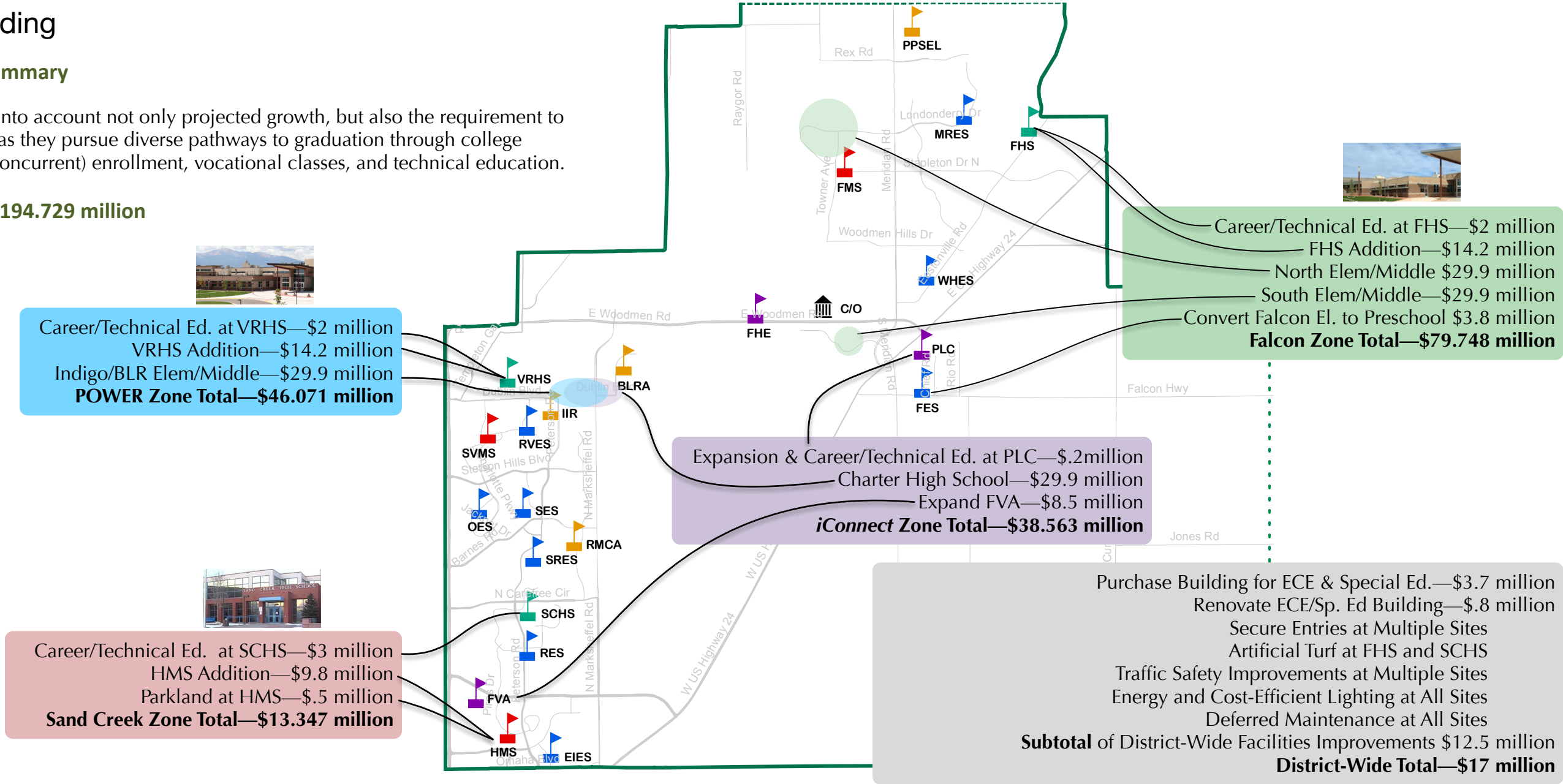
DATE: March 6, 2014

Bonds are for Building

Capital Improvements Summary

The proposed projects take into account not only projected growth, but also the requirement to support secondary students as they pursue diverse pathways to graduation through college preparation, early college (concurrent) enrollment, vocational classes, and technical education.

Total Bond Investment: \$194.729 million



Levies are for Learning

Mill Levy Override (MLO) Summary

To enable programs and operations, not only in new construction, but also in response to new requirements, our proposal recommends supporting capital enhancements with operational resources. The proposal organizes operational investments into the following four major categories:

Programs

- Expand existing academies and new CTE options in the Falcon Zone
- Expand IB programming and add manufacturing and other CTE options in the Sand Creek Zone
- Increase academic coaching support and provide additional online courses district-wide through the iConnect Zone
- Increase STEM programming K-12 and offer more options for concurrent enrollment in the POWER Zone

Strategic Compensation

- Invest in a multi-year transition to differentiated compensation based on achievement and market factors
- Increase staff pay in support of strategic priorities and support for our strategic plan
- Support transitional positions to optimize new facilities and implement new and mandated programs such as testing and graduation requirements.

Safety

- Increase the presence, training, and equipment for district security officers at more of our buildings
- Increase support for radios, video surveillance, card readers, and other safety technologies
- Create additional resources to manage traffic patterns

Technology

- Classroom Technology, including expansion of the 1-to-1 initiative for iPads in grades 3-8
- Enhancing Infrastructure, especially wireless and bandwidth to support more devices and more reliable bandwidth
- Preparing for CMAS, PARCC, and other technology-based test systems
- Establishing guest user networks and support systems to allow students and others appropriate use of personal devices

Why are we asking for more investment?

Local Investment Per Pupil



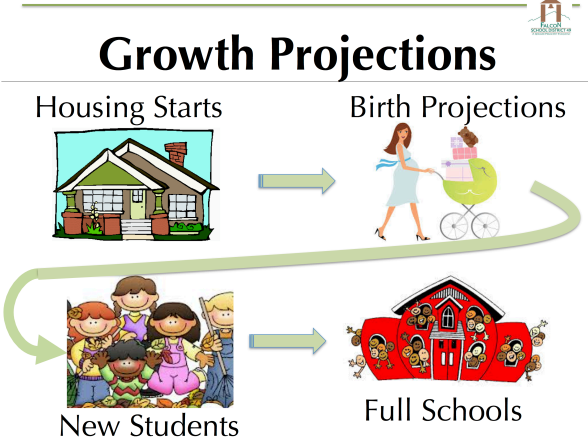
What will this plan cost?

FALCON DISTRICT 49: 2014 CAPITAL AND OPERATIONAL PLANNING PROPOSAL

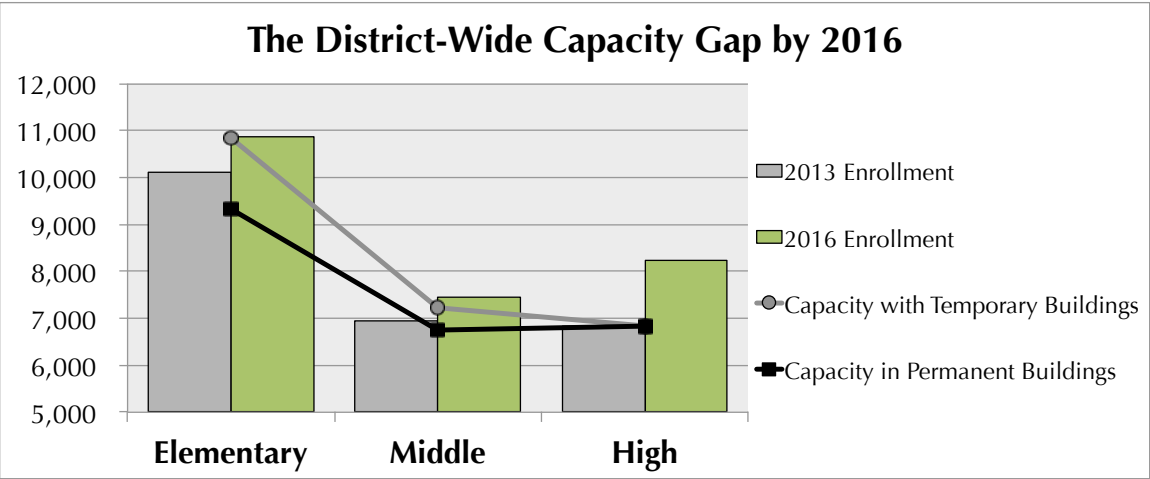
Bond and MLO Cost Analysis

Bond	~13 Mills per year
\$195,000,000 total projects	
\$17.24 per month on \$200k retail home value	
MLO	~7 Mills per year
\$4,646,024 per year	
\$9.28 per month on \$200k retail home value	
Combined	~20 Mills per year
\$26.52 per month on \$200k retail home value	
\$318.24 per year on \$200k retail home value	

The School Finance Plan for *Bringing out the Best* in District 49



Projected Student Impacts	Vacant Housing Inventory	Projected Students Generated	Projected Additional Students when inventory is occupied		
			ES	MS	HS
Falcon Elementary	145	374	179	68	125
Meridian Ranch	87	307	148	57	103
Woodmen Hills	5	80	38	15	27
Evans Elementary	46	109	52	20	36
Remington Elementary	13	35	17	6	12
Springs Ranch Elementary	19	139	67	26	46
Odyssey Elementary	0	45	22	8	15
Ridgeview Elementary	122	139	67	26	46
Stetson Elementary	26	30	14	5	10
TOTAL		1255	604	231	420



Competency Demonstration:	English	Math	Science	Social Studies
TCAP	663	627		
CMAS			TBD	TBD
PARCC	4 or higher	4 or higher		
ACT	18	19	TBD	
SAT	430	460		
IB	3 or higher	3 or higher	3 or higher	3 or higher
AP	3 or higher	3 or higher	3 or higher	3 or higher
Concurrent Course	C- or higher	C- or higher	C- or higher	C- or higher
ASVAB	50	50		
Select industry certifications	Awarded depending on the certificate			



BOARD OF EDUCATION AGENDA ITEM 9.02

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Darryl S. Murphy / Brett Ridgway
TITLE OF AGENDA ITEM:	Falcon High School Athletic Fields
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Members of the Falcon High School community are asking that the District upgrade Falcon High School athletic fields to synthetic turf. The current fields are routinely in poor condition, mostly due to environmental/climate factors combined with school use patterns that do not foster a feasible scenario for having adequate natural grass fields.

RATIONALE: Current conditions of the Falcon High School athletic fields are poor. Many person connected with the school and program consider them unsafe and unacceptable for students/athletes. This past season, FHS football players had to be bussed to practice at Patriot Learning Center which, at best, is inefficient, and at worst takes away practice time, is an inefficient spend of funds, and increases safety risks, etc. Repeated attempts to grow natural grass have caused increased costs and necessitate a discussion on the best use of taxpayer funds.

RELEVANT DATA AND EXPECTED OUTCOMES: To improve the student and athletic experience by providing a reliable and consistent facility for their use and to increase efficiency of annual general fund monies spent for that purpose.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Synthetic Turf is a long term solution with the greatest return on investment.</i>	Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<i>A stronger facility can be used for revenue opportunities from use by outside groups</i>	Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: Yes ✓

AMOUNT BUDGETED: 2013/14 = \$0

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: We ask that District Administration and the Board of Education pursue speedy options to remedy the current situation and work toward a stable solution with synthetic turf that will improve the student and athletic experience with a reliable, safe and consistent outdoor facility.

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

DATE: March 6, 2014

Incidence, Causes, and Severity of High School Football Injuries on FieldTurf Versus Natural Grass

A 5-Year Prospective Study

Michael C. Meyers,^{*,†} PhD, FACSM, and Bill S. Barnhill,[‡] MD

From the [†]Human Performance Research Center, West Texas A&M University, Canyon, Texas, and [‡]Panhandle Sports Medicine Associates, Amarillo, Texas

Background: Numerous injuries have been attributed to playing on artificial turf. Recently, FieldTurf was developed to duplicate the playing characteristics of natural grass. No long-term study has been conducted comparing game-related, high school football injuries between the 2 playing surfaces.

Hypothesis: High school athletes would not experience any difference in the incidence, causes, and severity of game-related injuries between FieldTurf and natural grass.

Study Design: Prospective cohort study.

Methods: A total of 8 high schools were evaluated over 5 competitive seasons for injury incidence, injury category, time of injury, injury time loss, player position, injury mechanism, primary type of injury, grade and anatomical location of injury, type of tissue injured, head and knee trauma, and environmental factors.

Results: Findings per 10 team games indicated total injury incidence rates of 15.2 (95% confidence interval, 13.7-16.4) versus 13.9 (95% confidence interval, 11.9-15.6). Minor injury incidence rates of 12.1 (95% confidence interval, 10.5-13.6) versus 10.7 (95% confidence interval, 8.7-12.7), substantial injury incidence rates of 1.9 (95% confidence interval, 1.4-2.6) versus 1.3 (95% confidence interval, 0.8-2.1), and severe injury incidence rates of 1.1 (95% confidence interval, 0.7-1.7) versus 1.9 (95% confidence interval 1.2-2.8) were documented on FieldTurf versus natural grass, respectively. Multivariate analyses indicated significant playing surface effects by injury time loss, injury mechanism, anatomical location of injury, and type of tissue injured. Higher incidences of 0-day time loss injuries, noncontact injuries, surface/epidermal injuries, muscle-related trauma, and injuries during higher temperatures were reported on FieldTurf. Higher incidences of 1- to 2-day time loss injuries, 22+ days time loss injuries, head and neural trauma, and ligament injuries were reported on natural grass.

Conclusions: Although similarities existed between FieldTurf and natural grass over a 5-year period of competitive play, both surfaces also exhibited unique injury patterns that warrant further investigation.

Keywords: artificial surface; knee; head; adolescent; environment

Over the past decades, numerous studies have attributed a greater risk and incidence of articular and concussive trauma to playing on artificial turf when compared to natural grass.^{2,10,23,26,32,45,55,60} More recently, a new generation

of synthetic surface called FieldTurf, which is composed of a polyethylene/polypropylene fiber blend stabilized with a graded silica sand and ground rubber infill, was developed to duplicate the playing characteristics of natural grass.

Although FieldTurf has been recommended as a viable option to natural grass in the prevention of injuries, research into the long-term effects of FieldTurf on injuries, during actual game conditions over several seasons of competition, has not been published in the scientific literature. With more than 1 million athletes playing high school football,⁴³ the rising number and cost of knee surgeries and rehabilitation alone reaching more than \$1 billion each year,^{16,22} coupled with the psychological trauma and setbacks in training typically experienced by athletes

*Address correspondence to Michael C. Meyers, PhD, FACSM, Human Performance Research Center, Department of Sports & Exercise Science, WTAMU Box 60216, West Texas A&M University, Canyon, TX 79016 (e-mail: mmeyers@mail.wtamu.edu).

One or more of the authors has declared a potential conflict of interest as specified in the AJSM Conflict of Interest statement.

after a significant injury,⁴⁰ efforts to address ways to minimize predisposition to injury are warranted. Therefore, the purpose of this study was to quantify incidence, causes, and severity of game-related high school injuries on FieldTurf versus natural grass. It was hypothesized that high school athletes would not experience any difference in the incidence, causes, and severity of game-related injury between FieldTurf and natural grass.

MATERIALS AND METHODS

Population

A final total of 8 Texas high schools, classified as either 4A (900-1909 students) or 5A (1910+ students) by the University Interscholastic League governing body, were evaluated for game-related football injuries sustained while playing on both FieldTurf and natural grass during a 5-year period from year 1998 to 2002. The specific schools were selected based on availability of both playing surfaces during the competitive season, uniformity of sport skill level, and the presence of a full-time certified athletic training (ATC) staff, minimizing the potential for injury reporting bias.^{13,56} The study initially started with 4 high schools over the first 4 years, resulting in an initial total of 165 seasonal and playoff games. An additional 4 high schools were added to the initial 4 schools in year 5, resulting in an additional 85 games. With the exception of deleting games played on other artificial surfaces ($n = 10$), selection bias was avoided by reporting all remaining games and subsequent injuries on either FieldTurf or natural grass. This resulted in a total of 240 games over the 5-year period played on either FieldTurf ($n = 150$) or natural grass ($n = 90$).

Two district stadiums using FieldTurf were used by all 8 schools. Both FieldTurf surfaces were installed within 3 years of each other and were considered new, high-quality surfaces by the ATCs. Different natural grass fields were used across the same geographical region, with similar quality and environmental influences. All teams, however, practiced on grass.

To quantify the history and potential influence of prior injuries, all athletes underwent preparticipation physical examinations under the care of an orthopaedic surgeon (B.S.B.). Criteria for exclusion included (1) any known pre-existing congenital or developmental factor that predisposed an athlete to potential injury and (2) the acknowledgment, complaint, or observed evidence of any medical or orthopaedic problem severe enough to compromise an athlete's performance or endanger his health as determined by self-response, medical history, and interview.^{9,66}

Procedures

Based on paradigms suggested in prior research,^{19,33,38,68} it was decided that a multifactorial approach that encompassed teams playing on both surfaces during the same time period, using a definitive but brief injury surveillance

form, would provide several advantages. These include gaining a greater comparison of the nuances of each surface's influence on injury, avoiding limitations in data collection (eg, seasonal variation, subject randomization by surface), and minimizing difficulties in analyses and interpretation of findings that former studies have had.^{2,51} For this prospective cohort study, a 2-sided, single-page injury surveillance form was developed based on prior criteria recommended and established in the literature (available as an appendix in the online version of this article at www.ajsm.org/cgi/content/32/7/1626/DC1).^{28,33,41,44,46,50} The form includes the following: athletic identification number; athletic trainer; date of injury; athlete weight; school; type of playing surface; surface quality; surface age; temperature and humidity at game time; year/skill level of athlete; where the injury occurred; weather/field conditions; injury category; time period of injury; injury classification; injury time loss; position played at time of injury; injury situation; injury mechanism; personnel determining the injury; injury site location; principle body part; primary type of injury; grade of injury; occurrence of external bleeding; injury because of illegal action; head, eye, knee, shoulder, and thoracic/abdominal diagnosis; surgical intervention and time; and musculoskeletal, joint, or organ location of injury. The injury surveillance form was initially introduced to the high school ATCs at a preseason staff meeting to discuss and ensure face validity of the instrument. The form was then pretested during preseason practices and scrimmages to again quantify accuracy, comprehensiveness of information, and ease of application, and it was deemed adequate by ATCs and physicians.

The respective ATCs for each school were initially approached because of their daily interaction with the athletes and coaches during and after sport trauma and their expertise in injury recognition.^{3,13} During a scheduled off-season meeting, we provided all ATCs with an overview of the purpose, procedures, benefits, time demands, and importance of the study. They were also provided with copies of the injury surveillance form and detailed instructions for completion to avoid the potential for performance and detection biases.^{51,56} After full explanation, all ATCs appeared enthusiastic and agreed to participate in the data collection without financial incentive. Informed consent was voluntarily obtained from the appropriate reporting staffs, and the study was conducted in accordance with the guidelines for use of human subjects as stipulated by the American College of Sports Medicine.⁴

All regular season conference and nonconference varsity games and postseason varsity playoff games were included. Injury data were recorded after game completion, with additional support from ATC notes to avoid lapse of memory leading to inaccuracy or response distortion.^{51,68} All game-related injuries were evaluated by the attending head athletic trainer and team physicians on site and subsequently in the physician's office when further follow-up and treatment was deemed necessary. Any sport trauma that occurred toward the end of the competitive schedule was monitored beyond the player's specific season to determine date of recovery and functional return to play.^{2,24}

Completed injury surveillance forms were either mailed or faxed to us within 3 working days after a game and were entered in the database before the next game. A follow-up telephone visit was used to obtain any additional information pertaining to any changes or additions in diagnosis, treatment, or time to return to play. To avoid the potential for on-the-field detection bias,⁵⁶ a single-blind outcome approach was maintained throughout the study period, with total data collection, compilation, and analyses limited to the data coordinator.

Definitions

Although any definition of injury and level of trauma lacks universal agreement and has its shortcomings,^{13,46,51} we attempted to define injury based on a combination of functional outcome, observation, and treatment.^{13,24,46,50,64} A *reportable injury* was defined as any game-related football trauma that resulted in (1) an athlete missing all or part of a game, (2) time away from competition, (3) any injury reported or treated by the athletic trainer or physician, and (4) all cranial/cervical trauma reported. Although some authors have recommended omitting minor injuries,^{46,51} others have expressed a need to quantify and track these typically overlooked minor traumas to avoid underreporting of injury and to monitor those injuries that may turn into chronic or overuse problems.^{14,28,41,69,71} Prior studies have also revealed that 42% to 60% of competitive trauma results in minimal time loss and medical cost.^{52,68} Therefore, we felt that a definition that included functional outcome, observation, and treatment on all injuries would more clearly quantify the unique nuances or trauma observed with each playing surface and reduce the individual and player bias that allegedly influences injury reporting based solely on time loss.⁵¹

Injury time loss was based on the number of days absent from practice or game competition and was divided into 0, 1 to 2, 3 to 6, 7 to 9, 10 to 21, and 22 days or more of recovery time. Not surprisingly, a review of the literature revealed high subjectivity in the determination of what constitutes moderate or severe injury. Whereas any injury resulting in time loss of approximately 7 to 28 days has been considered moderate trauma and a time loss range of 21 to 28 days has been defined as severe,^{35,68} others have defined severe injury as trauma resulting in ≥ 7 days of time loss.^{6,28,33,42,48,54,59,62} Furthermore, what constitutes a moderate injury in one athlete (eg, elbow injury in an offensive lineman) may be considered severe when diagnosed in the throwing arm of a quarterback.^{59,69} Therefore, we chose to define any trauma that required 0 to 6 days of time loss as a *minor injury*, an injury that required 7 to 21 days of time loss resulting in the athlete being unable to return to play at the same competitive level as a *substantial injury*, and trauma that required 22+ days of time loss as a *severe injury*. The delineation and subsequent analysis of minor, substantial, and severe injury primarily served to minimize potential time loss bias.^{13,64}

Injury category was quantified by player-to-player collision, player-to-turf collision, injuries attributed to shoe-surface interaction during player contact, injuries attrib-

uted to shoe-surface interaction without player contact, and muscle-tendon-related overload. Time of injury by pregame and game quarter of play was documented to delineate the influence of fatigue over time from the potential surface influence on injury occurrence.^{68,71}

Acute trauma was delineated from recurrent and overuse injury according to criteria previously published,^{34,38,67} with acute trauma linked to an incidence that specifically occurred during a competitive game versus repetitive exposure resulting in symptoms and injury to the same location during the season (recurrent). An *overuse injury* was defined as repetitive exposure resulting in trauma and sequelae with no definitive onset.^{38,71}

To enhance optimal cell size and interpretation, the 23 player positions were condensed and analyzed by offense, defense, and special teams. *Mechanism of injury* was defined as occurring while a player was blocked above or below the waist, tackled above or below the waist, blocking, tackling, impacting with the playing surface, stepped on, fallen on or kicked, blocking a kick or punt, or sprinting or running with no player contact.

To optimize analyses, primary type of injury was combined into the following categories: surface/epidermal (abrasion, laceration, puncture wound), contusion, concussion, inflammation (bursitis, tendinitis, fasciitis, synovitis, capsulitis, apophysitis), ligament sprains, ligament tears, muscle strain/spasm, muscle tear, tendon strain, hyperextension, neural (burner, brachial plexus), subluxation/dislocation, and fracture (standard, epiphysal, avulsion, stress, osteochondral). Injuries were also defined according to grade (1, 2, or 3). Anatomical location of injury was combined from 40 physical areas and analyzed by cranial/cervical, upper extremity, thoracic, and lower extremity trauma and further analyzed by type of tissue injured (bone, joint, muscle, neural, other). Cranial/cervical trauma included grade 1 to 3 concussion, hematoma, postconcussion and second-impact syndromes, neurological sequelae (eg, stingers/burners, transient quadriplegia), vascular or dental injury, or associated fractures, sprains, and strains.⁹ Neural trauma was restricted to any injury involving only concussion, associated syndromes, and neurological sequelae. Because of growing concerns addressing excessive head and knee trauma in football,^{9,10,13,22,27,31,51,53} these areas were specifically identified for further analyses (Table 1).

Although one study has associated a greater rate of injury with competing under dry surface conditions,⁵⁸ there has been a paucity of information on factors such as weather conditions and the effect of playing under surface conditions that influence injury frequency.^{22,61,65} Therefore, environmental factors such as field conditions, temperature, and humidity were obtained before game time by each team's respective ATC and/or through the local airport climatic data center to ascertain the potential influence on injury from changes in weather throughout the season.²

Statistical Analyses

Because of variations in the frequency of injury within several categories potentiating inadequate cell size, statis-

TABLE 1
Frequency and Rate of Game-Related High School Football Injuries Between
FieldTurf and Natural Grass by Head and Knee Trauma^a

Variable	FieldTurf				Natural Grass			
	Number of Injuries	%	IRR	95% CI	Number of Injuries	%	IRR	95% CI
Head injury								
1° cerebral concussion	7	58.4	0.5	0.2-0.9	11	68.8	1.2	0.7-2.1
2° cerebral concussion	3	25.0	0.2	0.1-0.6	4	25.0	0.4	0.2-1.1
3° cerebral concussion	0	0.0	0.0	0.0-0.0	1	6.2	0.1	0.0-0.6
Posttraumatic headache	1	8.3	0.1	0.0-0.4	0	0.0	0.0	0.0-0.0
Second-impact syndrome	1	8.3	0.1	0.0-0.4	0	0.0	0.0	0.0-0.0
Concussion injuries combined	10	83.4	0.7	0.4-1.2	16	93.8	1.8	1.1-2.7
Knee injury								
Medial collateral	17	65.5	1.1	0.7-1.7	9	42.9	1.0	0.5-1.8
Lateral collateral	1	3.8	0.1	0.0-0.4	0	0.0	0.0	0.0-0.0
Anterior cruciate	3	11.5	0.2	0.1-0.6	4	19.0	0.4	0.2-1.1
Posterior cruciate	0	0.0	0.0	0.0-0.0	1	4.8	0.1	0.0-0.6
ACL and associated tissue	3	11.5	0.2	0.1-0.6	5	23.8	0.6	0.2-1.2
Patellar tendon/syndrome	2	7.7	0.1	0.0-0.5	2	9.5	0.2	0.1-0.8
ACL injuries combined	6	23.0	0.4	0.2-0.8	9	42.8	1.0	0.5-1.8

^a%, percentage of total injuries within each category that occurred on the specific playing surface; IRR, injury incidence rate = (number of injuries ÷ total number of injuries) × 10; CI, confidence interval.

tical power, and limitations on analysis, data were combined after the 5-year period based on prior recommendations in the literature.^{33,46} This step resulted in the following categories: injury category, time of injury, injury classification, injury time loss, position played at time of injury, injury mechanism, injury site location, primary type of injury, grade of injury, anatomical location of injury, type of tissue injured, head diagnosis, knee diagnosis, and environmental factors. Tabular-frequency distributions were computed for data in each category using the Statistical Package for Social Sciences (version 10.0, SPSS Science Inc, Chicago, Ill) software. For ease of interpretation, the percentages of total injuries within each category that occurred on the specific playing surface were calculated, and 95% confidence intervals (95% CIs) were determined as described elsewhere.⁵⁷

Because most high schools schedule a similar number of games each season, exposure to injury was defined in terms of team games, as previously recommended.⁶⁸ Using this definition, injury incidence rate (IRR) was expressed using (1) injuries per 10 team games = (number of injuries ÷ number of team games) × 10 and (2) injuries per team game = number of injuries ÷ number of team games.

To achieve a more thorough understanding beyond traditional frequency analyses and to eliminate the possibility of irrelevant sources of error,^{37,38} data were numerically recoded, grouped by playing surface (FieldTurf, natural grass), and subjected to multivariate analyses of variance (MANOVAs) and Wilks' lambda criteria using general linear model procedures.³⁷ Data screening revealed no violations of multivariate normality, linearity, outliers, homogeneity of variance, multicollinearity, or singularity.⁶³ When significant main effects were observed, univariate post hoc procedures were performed within each dependent

variable based on the total percentage of injuries reported on each playing surface. An experiment-wise type I error rate of 0.05 was established a priori, and least squared means procedures were required because of the uneven number of observations on which to compare differences between variables. Statistical power analyses ($1 - \beta$; n size calculations) were performed and ranged from .063 to .814 at the P value selected to establish significance in this study.

RESULTS

Injury Incidence

A total of 240 high school games were evaluated for game-related football injuries sustained while playing on FieldTurf or natural grass during a 5-year period (Table 2). Overall, 150 (62.5%) team games were played on FieldTurf versus 90 (37.5%) team games played on natural grass. A total of 353 injuries were documented, with 228 (64.6%) occurring during play on FieldTurf as compared to 125 (35.4%) on natural grass.

When comparing IRRs between types of playing surface, injuries per 10 team games of 15.2 (95% CI, 13.2-16.4) versus 13.9 (95% CI, 11.9-15.6) and injuries per team game of 1.5 (95% CI, 1.0-2.2) versus 1.4 (95% CI, 0.8-2.3) were documented on FieldTurf versus natural grass, respectively. When comparing substantial IRRs (injuries requiring 7-21 days of injury rehabilitation) between type of playing surface, injuries per 10 team games of 1.9 (95% CI, 1.4-2.6) versus 1.3 (95% CI, 0.8-2.1) and injuries per team game of 0.19 (95% CI, 0.07-0.44) versus 0.13 (95% CI, 0.03-0.46) were documented on FieldTurf versus natural grass, respectively. When comparing severe IRRs (injuries

TABLE 2
Incidence of Game-Related High School Football
Injuries Between FieldTurf and Natural Grass

Variable	FieldTurf	Natural Grass	Total/ Mean
Games evaluated			
Number of team games	150	90	240
Team games, %	62.5	37.5	100.0
All injuries			
Number of injuries	228	125	353
Injuries, %	64.6	35.4	100.0
Injuries per 10 team games ^a	15.2	13.9	14.7
Injuries per team game ^b	1.52	1.38	1.47
Minor injuries ^c			
Number of injuries	182	96	278
Injuries, %	65.0	35.0	100.0
Injuries per 10 team games	12.1	10.7	11.6
Injuries per team game	1.21	1.07	1.16
Substantial injuries			
Number of injuries	29	12	41
Injuries, %	70.7	29.3	100.0
Injuries per 10 team games	1.9	1.3	1.7
Injuries per team game	0.19	0.13	0.17
Severe injuries			
Number of injuries	17	17	34
Injuries, %	50.0	50.0	100.0
Injuries per 10 team games	1.1	1.9	1.4
Injuries per team game	0.11	0.19	0.14

^aInjuries per 10 team games = (number of injuries ÷ number of team games) × 10.

^bInjuries per team game = number of injuries ÷ number of team games.

^cMinor injury = 0 to 6 days of injury time loss; substantial injury = 7 to 21 days of injury time loss; severe injury = 22 or more days of injury time loss.

requiring 22 or more days of injury rehabilitation) between type of playing surface, injuries per 10 team games of 1.1 (95% CI, 0.7-1.7) versus 1.9 (95% CI, 1.2-2.8) and injuries per team game of 0.11 (95% CI, 0.03-0.35) versus 0.19 (95% CI, 0.05-0.52) were documented on FieldTurf versus natural grass, respectively.

The majority of trauma comprised acute injuries on both FieldTurf (94.3%; IRR = 14.3; 95% CI, 12.8-15.6) and natural grass (94.4%; IRR = 13.0; 95% CI, 11.1-14.9). Only 11 of 228 (4.8%; IRR = 0.7; 95% CI, 0.4-1.3) injuries reported on FieldTurf and 7 of 125 (5.6%; IRR = 0.8; 95% CI, 0.4-1.5) reported on natural grass were classified as recurrent trauma. As expected, upperclassmen received the majority of trauma on both playing surfaces. On FieldTurf, 161 injuries occurred to seniors (70.6%; IRR = 10.7; 95% CI, 9.1-12.3), 61 to juniors (26.8%; IRR = 4.1; 95% CI, 3.3-4.9), and 6 to sophomores (2.6%; IRR = 0.4; 95% CI, 0.2-0.8). On natural grass, 82 injuries were reported among seniors (65.6%; IRR = 9.1; 95% CI, 8.3-9.5), 28 among juniors (22.4%; IRR = 3.1; 95% CI, 2.2-4.1), and 15 among sophomores (12.0%; IRR = 1.7; 95% CI, 1.0-2.6). No injuries were documented among freshman on either playing surface.

Injury Category

Multivariate analysis indicated no significant playing surface effect by injury category ($F_{4,348} = 1.582$; $P = .178$; $1 - \beta = 0.488$). As shown in Table 3, injury incidences between playing surfaces were similar across player-to-player collision ($P = .39$), player-to-turf collision ($P = .27$), injuries attributed to shoe-surface interaction during player contact ($P = .30$), and injuries attributed to shoe-surface interaction during no contact ($P = .33$). A higher incidence of muscle-tendon overload injuries ($P = .07$), however, was reported on FieldTurf (7.0%; IRR = 1.1; 95% CI, 0.7-1.7) as compared to natural grass (2.4%; IRR = 0.3; 95% CI, 0.1-0.9).

Time of Injury

No significant main effect between playing surface was observed across time of injury ($F_{1,231} = 0.111$; $P = .740$; $1 - \beta = 0.063$). IRRs (Table 3) for FieldTurf revealed that a limited number of injuries occurred during the pregame, increased from the first to second quarters, and remained steady throughout the third and fourth quarters. Records on natural grass, however, revealed that no injuries occurred during pregame, increased from the first to second quarters, but declined from the third to the fourth quarter of play.

Injury Time Loss

Findings indicated a significant playing surface effect by injury time loss ($F_{5,334} = 2.343$; $P = .041$; $1 - \beta = 0.749$), with subsequent post hoc analyses revealing a significantly greater rate of injuries ($P = .02$) resulting in 0-day time loss reported on FieldTurf (40.8%; IRR = 6.5; 95% CI, 5.7-7.2) when compared to natural grass (28.8%; IRR = 4.1; 95% CI, 3.2-5.1) but a higher incidence of injuries ($P = .04$) resulting in a 1- to 2-day time loss reported on natural grass (28.0%; IRR = 4.0; 95% CI, 3.0-5.0) versus FieldTurf (19.3%; IRR = 2.9; 95% CI, 2.3-3.7). There was also a greater incidence of injury ($P = .06$) resulting in 22 days or more time loss reported on natural grass (14.4%; IRR = 2.0; 95% CI, 1.3-2.9) when compared to FieldTurf (7.9%; IRR = 1.2; 95% CI, 0.8-1.8).

Position Played at Time of Injury

No significant playing surface effect by player position was observed ($F_{1,283} = 1.910$; $P = .168$; $1 - \beta = 0.281$). Although the incidences of injuries were similar across offensive and defensive positions, special teams play resulted in a higher number of injuries reported on FieldTurf (8.8%; IRR = 1.3; 95% CI, 0.98-2.0) versus natural grass (4.0%; IRR = 0.6; 95% CI, 0.2-1.2).

Injury Mechanism

A significant playing surface effect by injury mechanism was found ($F_{7,305} = 2.163$; $P = .037$; $1 - \beta = 0.814$), with post

TABLE 3
Frequency and Rate of Game-Related High School Football Injuries Between
FieldTurf and Natural Grass by Category, Time, Severity, Player Position, and Mechanism^a

Variable	FieldTurf				Natural Grass			
	Number of Injuries	%	IRR	95% CI	Number of Injuries	%	IRR	95% CI
Injury category								
Player-to-player collision	114	50.0	7.6	6.9-8.2	69	55.2	7.7	6.7-8.4
Player-to-turf collision	32	14.0	2.1	1.6-2.9	12	9.6	1.3	0.8-2.2
Shoe surface (contact)	61	26.8	4.1	3.3-4.9	40	32.0	4.4	3.5-5.5
Shoe surface (noncontact)	5	2.2	0.3	0.1-0.8	1	0.8	0.1	0.0-0.6
Muscle-tendon overload	16	7.0	1.1	0.7-1.7	3	2.4	0.3	0.1-0.9
Time of injury								
Pregame	4	1.8	0.3	0.1-0.7	0	0.0	0.0	0.0-0.0
First quarter	34	14.9	2.3	1.7-3.0	23	18.4	2.6	1.8-3.5
Second quarter	72	31.6	4.8	4.0-5.6	34	27.2	3.8	2.8-4.8
Third quarter	58	25.4	3.9	3.1-4.7	38	30.4	4.2	3.3-5.3
Fourth quarter	60	26.3	4.0	3.3-4.8	30	24.0	3.3	2.4-4.4
Injury time loss								
0 days	97	42.5	6.5	5.7-7.2 ^b	37	29.6	4.1	3.2-5.1
1-2 days	44	19.3	2.9	2.3-3.7	36	28.8	4.0	3.0-5.0 ^c
3-6 days	39	17.1	2.6	2.0-3.4	22	17.6	2.4	1.7-3.4
7-9 days	7	3.1	0.5	0.2-0.9	5	4.0	0.6	0.2-1.2
10-21 days	23	10.1	1.5	1.0-2.2	7	5.6	0.8	0.4-1.5
22 days or more	18	7.9	1.2	0.8-1.8	18	14.4	2.0	1.3-2.9
Position played at time of injury								
Offense	112	49.1	7.5	6.7-8.1	54	43.2	6.0	5.0-7.0
Defense	96	42.1	6.4	5.6-7.1	66	52.8	7.3	6.3-8.1
Special teams	20	8.8	1.3	0.9-2.0	5	4.0	0.6	0.2-1.2
Injury mechanism								
Blocked below waist	26	11.3	1.7	1.2-2.4	14	11.5	1.6	1.0-2.4
Blocked above waist	10	4.4	0.7	0.4-1.2	10	8.3	1.1	0.6-1.9
Tackling	46	20.0	3.1	2.4-3.8	35	28.1	3.9	2.9-4.9
Tackled below waist	25	10.8	1.7	1.2-2.3	13	10.4	1.4	0.9-2.3
Tackled above waist	20	8.8	1.3	0.9-2.0	20	15.6	2.2	1.5-3.2
Blocking	41	18.1	2.7	2.1-3.5	14	11.5	1.6	1.0-2.4
Impact with playing surface	26	11.3	1.7	1.2-2.4	13	10.4	1.4	0.9-2.3
Stepped on/fallen/kicked	19	8.3	1.3	0.8-1.9 ^d	3	2.1	0.3	0.1-0.9
No contact/sprints/running	15	6.4	1.0	0.6-1.6 ^e	3	2.1	0.3	0.1-0.9
Blocking a kick/punt	1	0.5	0.1	0.0-0.4	0	0.0	0.0	0.0-0.0

^a%, percentage of total injuries within each category that occurred on the specific playing surface; IRR, injury incidence rate = (number of injuries ÷ total number of injuries) × 10; CI, confidence interval.

^b*P* = .021.

^c*P* = .040.

^d*P* = .041.

^e*P* = .036.

hoc analyses indicating a higher incidence of noncontact/running/sprinting injuries (*P* = .036) reported on FieldTurf (6.4%; IRR = 1.0; 95% CI, 0.6-1.6) when compared to natural grass (2.1%; IRR = 0.3; 95% CI, 0.1-0.9). A higher incidence of injuries (*P* = .041) resulting from being stepped on, fallen on, or kicked was also reported during competition on FieldTurf (8.3%; IRR = 1.3; 95% CI, 0.8-1.9) than on natural grass (2.1%; IRR = 0.3; 95% CI, 0.1-0.9).

Primary Type of Injury

As shown in Table 4, differences in primary type of injury were noted between the two playing surfaces. A higher

incidence of surface/epidermal injuries (5.8%; IRR = 0.9; 95% CI, 0.5-1.4) was reported on FieldTurf as compared to natural grass (0.8%; IRR = 0.1; 95% CI, 0.0-0.6). In addition, a higher incidence of muscle strains/spasms was also observed on FieldTurf (14.2%; IRR = 2.1; 95% CI, 1.6-2.9) than on natural grass (8.0%; IRR = 1.1; 95% CI, 0.6-1.9). Of special concern is the greater incidence of concussion observed during competition on natural grass (12.8%; IRR = 1.8; 95% CI, 1.1-2.7) when compared to competition on FieldTurf (4.4%; IRR = 0.7; 95% CI, 0.4-1.2), as well as a higher rate of ligament tears on the natural grass surface (7.2%; IRR = 1.0; 95% CI, 0.5-1.8) as opposed to FieldTurf (3.1%; IRR = 0.5; 95% CI, 0.2-0.9).

TABLE 4
Frequency and Rate of Game-Related High School Football Injuries Between
FieldTurf and Natural Grass By Primary Type of Injury, Grade, Location, and Tissue Injured^a

Variable	FieldTurf				Natural Grass			
	Number of Injuries	%	IRR	95% CI	Number of Injuries	%	IRR	95% CI
Primary type of injury								
Surface/epidermal	13	5.8	0.9	0.5-1.4	1	0.8	0.1	0.0-0.6
Contusion	58	25.2	3.9	3.1-4.7	30	24.0	3.3	2.4-4.4
Concussion	10	4.4	0.7	0.4-1.2	16	12.8	1.8	1.1-2.7
Inflammation	6	2.7	0.4	0.2-0.8	3	2.4	0.3	0.1-0.9
Ligament sprain	76	33.2	5.1	4.3-5.9	40	32.0	4.4	3.5-5.5
Ligament tear	7	3.1	0.5	0.2-0.9	9	7.2	1.0	0.5-1.8
Muscle strain/spasm	32	14.2	2.1	1.6-2.9	10	8.0	1.1	0.6-1.9
Muscle tear	1	0.4	0.1	0.0-0.4	0	0.0	0.0	0.0-0.0
Tendon strain	2	0.9	0.1	0.0-0.5	0	0.0	0.0	0.0-0.0
Hyperextension	1	0.4	0.1	0.0-0.4	0	0.0	0.0	0.0-0.0
Neural	5	2.2	0.3	0.1-0.8	5	4.0	0.6	0.2-1.2
Subluxation/dislocation	7	3.1	0.5	0.2-0.9	7	5.6	0.8	0.4-1.5
Fracture	10	4.4	0.7	0.4-1.2	4	3.2	0.4	0.2-1.1
Grade of injury								
First degree	88	38.6	5.9	5.1-6.6	49	39.2	5.4	4.4-6.4
Second degree	36	15.8	2.4	1.8-3.1	20	16.0	2.2	1.5-3.2
Third degree	18	7.9	1.2	0.8-1.8	16	12.8	1.8	1.1-2.7
Not applicable	86	37.7	5.7	4.9-6.5	40	32.0	4.4	3.5-5.5
Anatomical location of injury								
Cranial/cervical	23	10.1	1.5	1.0-2.2	24	19.2	2.7	1.9-3.7 ^b
Upper extremity	64	28.1	4.3	3.5-5.1	29	23.2	3.2	2.3-4.2
Thoracic	18	7.9	1.2	0.8-1.8	8	6.4	0.9	0.5-1.7
Lower extremity	123	53.9	8.2	7.5-8.7	64	51.2	7.1	6.1-7.9
Type of tissue injured								
Bone	11	4.8	0.7	0.4-1.3	5	4.0	0.6	0.2-1.2
Joint	101	44.3	6.7	5.9-7.4	60	48.0	6.7	5.6-7.6
Muscle	82	35.9	5.5	4.7-6.2	36	28.8	4.0	3.0-5.0
Neural	17	7.5	1.1	0.7-1.7	21	16.8	2.3	1.6-3.3 ^c
Other	17	7.5	1.1	0.7-1.7	3	2.4	0.3	0.1-0.9

^a%, percentage of total injuries within each category that occurred on the specific playing surface; IRR, injury incidence rate = (number of injuries ÷ total number of injuries) × 10; CI, confidence interval.

^b*P* = .009.

^c*P* = .007.

Grade and Anatomical Location of Injury

As shown in Table 4, there were no significant playing surface effects by injury grade ($F_{3,221} = 1.171$; $P = .322$; $1 - \beta = 0.313$). Injury incidences between playing surfaces were similar across first-, second-, and third-degree injuries (P s = .16-.62).

In regard to location of injury, a significant playing surface effect was observed ($F_{3,349} = 2.419$; $P = .046$; $1 - \beta = 0.601$), with a higher incidence of cranial/cervical trauma ($P = .009$) reported on natural grass (19.2%; IRR = 2.7; 95% CI, 1.9-3.7) compared to FieldTurf (10.1%; IRR = 1.5; 95% CI, 1.0-2.2). No significant differences in the incidence of upper extremity, thoracic, or lower extremity trauma were observed between playing surfaces (P s = .25-.62).

Type of Tissue Injured

A significant playing surface effect was found by type of tissue injured ($F_{4,348} = 3.007$; $P = .018$; $1 - \beta = 0.797$). A

higher incidence of neural injuries (16.8%; IRR = 2.3; 95% CI, 1.6-3.3; $P = .007$) was reported on natural grass versus FieldTurf (7.5%; IRR = 1.1; 95% CI, 0.7-1.7). Again, a higher incidence of muscle trauma was also observed on FieldTurf (35.9%; IRR = 5.5; 95% CI, 4.7-6.2) than on natural grass (28.8%; IRR = 4.0; 95% CI, 3.0-5.0).

Head and Knee Trauma

As shown in Table 1, a higher incidence of 1° cerebral concussions was reported on natural grass (68.8%; IRR = 1.2; 95% CI, 0.7-2.1) than on FieldTurf (58.4%; IRR = 0.5; 95% CI, 0.2-0.9), as well as total number of concussion injuries combined (natural grass: 93.8%; IRR = 1.8; 95% CI, 1.1-2.7; vs FieldTurf: 83.4%; IRR = 0.7; 95% CI, 0.4-1.2). Although no significant injury rates were found between playing surfaces across specific knee cases, a higher incidence of knee trauma was observed on natural grass (42.8%; IRR = 1.0; 95% CI, 0.5-1.8) than on FieldTurf (23.0%; IRR = 0.4; 95% CI, 0.2-0.8) when all ACL injuries were combined.

TABLE 5
Frequency and Rate of Game-Related High School Football Injuries Between
FieldTurf and Natural Grass by Environmental Factors

Variable	FieldTurf				Natural Grass			
	Number of Injuries	%	IRR	95% CI	Number of Injuries	%	IRR	95% CI
Field conditions								
No precipitation/dry field	201	88.3	13.4	11.8-14.8	106	84.4	11.8	9.7-13.7
Rain	19	8.4	1.3	0.8-1.9	13	10.4	1.4	0.9-2.3
Snow	0	0.0	0.0	0.0-0.0	0	0.0	0.0	0.0-0.0
Sleet	0	0.0	0.0	0.0-0.0	0	0.0	0.0	0.0-0.0
No precipitation/wet field	8	3.3	0.5	0.3-1.0	6	5.2	0.7	0.3-1.4
Temperature, °F								
<40	3	1.2	0.2	0.1-0.6	0	0.0	0.0	0.0-0.0
40-49	10	4.2	0.7	0.4-1.2	21	16.9	2.3	1.6-3.3
50-59	31	13.8	2.1	1.5-2.8	11	8.5	1.2	0.7-2.1
60-69	41	18.0	2.7	2.1-3.5	30	23.7	3.3	2.4-4.4
70-79	46	20.3	3.1	2.4-3.8	55	44.1	6.1	5.1-7.1
80-89	78	34.1	5.2	4.4-6.0	4	3.4	0.4	0.2-1.1
90-99	18	7.8	1.2	0.8-1.8	4	3.4	0.4	0.2-1.1
>100	1	0.6	0.1	0.0-0.4	0	0.0	0.0	0.0-0.0
Cold days (≤69°F)	85	37.2	5.7	4.9-6.4	62	49.1	6.9	5.9-7.8
Hot days (≥70°F)	143	62.8	9.6	9.1-9.8	63	50.9	7.0	6.0-7.8
Humidity, %								
<40	125	55.0	8.3	7.7-8.8	55	44.0	6.1	5.1-7.1
40-49	18	8.0	1.2	0.8-1.8	32	26.0	3.6	2.6-4.6
50-59	10	4.3	0.7	0.4-1.2	3	2.0	0.3	0.1-0.9
60-69	27	11.7	1.8	1.3-2.5	3	2.0	0.3	0.1-0.9
70-79	17	7.4	1.1	0.7-1.7	5	4.0	0.6	0.2-1.2
80-89	16	6.8	1.1	0.7-1.7	0	0.0	0.0	0.0-0.0
90-99	4	1.9	0.3	0.1-0.7	7	6.0	0.8	0.4-1.5
100	11	4.9	0.7	0.4-1.3	20	16.0	2.2	1.5-3.2

^a%, percentage of total injuries within each category that occurred on the specific playing surface; IRR, injury incidence rate = (number of injuries ÷ total number of injuries) × 10; CI, confidence interval.

Environmental Factors

The attempt to quantify weather conditions at time of injury revealed that the majority of injuries occurred during dry conditions, warm temperatures, and low humidity (see Table 5). Conditions of no precipitation (dry surface) were associated with 201 (88.3%) injuries on FieldTurf and 106 (84.4%) injuries on natural grass. Rain or wet field conditions were associated with 27 (11.7%) trauma cases on FieldTurf and 19 (15.6%) on natural grass. No injuries were reported during snow or sleet conditions.

Although no significant differences were noted between playing surfaces across temperature, interestingly, when analyzing data by cold days (eg, ≤69°F) as compared to hot days (eg, ≥70°F) as suggested by others,⁴⁸ a significantly higher incidence of injury was observed during hot days on FieldTurf (62.8%; IRR = 9.6; 95% CI, 9.1-9.8) as compared to natural grass (50.9%; IRR = 7.0; 95% CI, 6.0-7.8). On cold days, the incidence of injury was similar on both surfaces (FieldTurf: 37.2%; IRR = 5.7; 95% CI, 4.9-6.4; vs natural grass: 49.1%; IRR = 6.9; 95% CI, 5.9-7.8).

DISCUSSION

The purpose of this prospective cohort study was to quantify the incidence, causes, and severity of game-related high school football injuries on FieldTurf versus natural grass. It was hypothesized that high school athletes would not experience any difference in the incidence, causes, and severity of game-related injury between FieldTurf and natural grass. Although similarities did exist between FieldTurf and natural grass, significant and unique differences in sport trauma were observed between the two playing surfaces.

Injury Incidence

Over the 5-season study, the greater absolute number of injuries occurring on FieldTurf was primarily related to the increasing popularity resulting in a greater number of games played on the artificial surface. Overall, 353 game-related injuries, or 8.8 injuries per high school per season, were recorded among 8 high schools competing on both surfaces. This is consistent with the number of injuries

observed in prior studies, ranging from 2.4 to 15.7 injuries per high school per season.^{2,13,51} The incidence of acute injury (94.3%) was higher than reported in earlier studies, ranging from 72% to 84%.^{44,52,53} The incidence of substantial trauma recorded in this study was also similar to the incidence of severe injury per high school per season reported elsewhere.¹³ Although the large variation in injury definition among these studies prevents an accurate comparison,⁴⁶ both the total number and the number of minor, substantial, and severe injuries recorded in this study still reflect the typical level of trauma observed at the high school level of play.

In addition to acute injury, repetitive or recurrent trauma is considered a major contributor to future trauma.^{19,24,71} The incidence of recurrent cases over 5 seasons in this study ranged from 4.8% on FieldTurf to 5.6% on natural grass, quite lower than the 13% to 17% of recurrent trauma reported in collegiate football, soccer, lacrosse, and professional soccer during a single season.^{18,44,68} Whether recurrent trauma was observed over the same surface is not known. The increased interest but paucity of studies that address recurrent trauma prevents further discussion at the high school level of play.

The higher incidence of injury to upperclassmen on both surfaces is solely attributed to greater playing time and subsequent predisposition to injury typically observed at the varsity level of play, in which lower classmen receive limited playing time. With regard to foul play, the incidence (1.1%) of injury attributed to illegal action was negligible. This is similar to the 0.8% occurrence reported in National Collegiate Athletic Association football⁴⁴ but in contrast to the 25% to 62% reported among other youth, intercollegiate, and senior sports.^{15,49,73-75}

The greater rate of overall injury documented on FieldTurf may be attributed to the high number of minor injuries (eg, abrasions, muscle strains, noncontact trauma) or influenced by the greater number of games or potential exposure to injury on FieldTurf over 5 competitive seasons. Despite the lower number of games played on natural grass, findings still clearly indicate a similar incidence of substantial injury cases documented on natural grass.

Injury Category

Results of this study indicate no significant differences between playing surfaces across injury categories. As previously described, however, there was a greater incidence of muscle-tendon overload injuries on FieldTurf. This may have been a function of faster play with the concomitant assistance of a more compliant, elastic surface than observed with natural grass.²⁴

Time of Injury

It has been noted that with increasing fatigue over time, concomitant declines in available energy substrate and coordination predispose an athlete to injury.^{68,71} The non-significant differences within and between playing surfaces in this study, however, indicated minimal influence

on injury incidence from pregame through the fourth quarter of play. As previously noted, the acute differences in the composition and quality of surfaces may have influenced the type and severity of trauma but did not affect the time of injury observed over the 5-season period. Findings may also be reflective of the score and subsequent play calling of coaches.^{2,7}

Injury Time Loss

The polyethylene/polypropylene nature of FieldTurf, although promoted as a nonabrasive surface with a natural earth feel, still resulted in a significantly greater incidence of minor injuries such as abrasions, contusions, and lacerations requiring 0 days of time loss. Findings also indicated, however, that a greater incidence of injuries ranging from 1 to 2 days of time loss and 22 days or more of time loss was associated with competing on natural grass. It should be noted that the majority of football fields in this region are typically of a resilient Bermuda grass blend that becomes dormant as temperatures drop and is supported by a mean annual rainfall of ≤ 18 inches and humidity of $< 40\%$. This playing surface is often overseeded with annual rye grass, adding minimal surface compliance and energy absorption with a high coefficient of restitution.⁴⁵ Previous research has documented a greater incidence of noncontact ACL injuries when competing on a dry surface.^{22,58} Whether these findings with the natural grass surface are a function of decreasing turf quality with declining temperatures throughout the season, overuse because of increased multipurpose use, or simply the low rainfall and subsequent surface hardness is not clear and is beyond the control of this study.

Position Played at Time of Injury

The IRRs and subsequent multivariate analyses indicated no significant effect of playing surface on position played at the time of injury. The greater incidence of injuries during special teams play on FieldTurf, however, may be attributed to the faster, more consistent surface resulting in greater impact forces and concomitant trauma.^{24,51} The similar incidence of injury among offensive and defensive players, however, is inconsistent with prior research indicating a greater incidence of trauma among offensive backs and numerous defensive positions.^{30,43} Unfortunately at this time, the limited frequency of injury among some specific positions led to combining positions into either offense or defense, preventing further in-depth analyses and discussion of potential injury differences and position susceptibility that have been described by others.^{19-21,30}

Injury Mechanism

The greater incidence of injuries from being stepped on, fallen on, or kicked while competing on FieldTurf (Table 3) as well as the higher incidence of noncontact, running, or sprinting injuries are related to the inherent nature of FieldTurf, which was proposed to combine the best of per-

formance with safety. The more consistent artificial composition enhances the speed of the game but may also allow for greater opportunity for injury because of overexertion and greater fatigue potential of muscles as players perform at a greater rate of acceleration, speed, and torque.^{35,61} Although numerous other mechanisms may be at play,^{19,33,35,39,71} risk factors repeatedly mentioned in the literature have included pivoting, change of direction, direct contact with an opposing player, deceleration, unfortunate mishaps (eg, piling on, moving pileup), and being jolted during an uncontrolled or compromised movement.^{22,38} Others have identified equipment (eg, shoe/cleat design), the abrasive nature of artificial surfaces, and various anatomical and biomechanical influences.^{2,5,6,22,30}

Primary Type of Injury

The greater incidence of surface/epidermal injuries and muscle strains/spasms documented on FieldTurf, as previously described, may be a result of greater velocity of play and fatigue potential.^{35,39} The greater incidence of concussion and ligament tears on natural grass may be related to the shoe-surface traction usually associated with a harder, drier surface⁴⁷ and the inconsistent nature of natural grass in more arid regions of the country. Others have noted a similar incidence of ligament trauma on similar noncompliant surfaces.^{22,58} Further investigation will be necessary to elucidate more definitive causes.

Grade and Anatomical Location of Injury

Although no significant playing surface effect was observed across injury grade (Table 4), the greater incidence of cranial/cervical trauma observed on natural grass may reflect the lower impact attenuation of the harder, drier surface. Interestingly, the incidence of concussion on both surfaces in this study was greater than cranial trauma previously reported among both high school and college athletes.^{13,23,31,45,52,53,78} These findings are also in contrast to earlier studies indicating a lower concussion rate on natural grass when compared to the earlier generation of artificial surfaces.^{23,45} The higher incidence of lower versus upper extremity trauma observed in this study was similar to earlier findings reported among high school and professional athletes.^{6,12,13,24,51,52}

Type of Tissue Injured

The higher incidence of neural injuries reported on natural grass (Table 4) is consistent with prior work indicating an inverse relationship between a playing surface's energy absorbency or compliance and the degree of tissue trauma.^{45,71} Although the coefficient of restitution or degree of rebound was not established in this study, the drier, noncompliant qualities of natural grass and its subsurface, when compared to the polyethylene/polypropylene/rubber composition of FieldTurf, seemed to result in minimal energy absorption at ground impact. The energy of impact is subsequently transferred back into the cranial/cervical

region, increasing the potential for concussion.⁷¹ Interestingly, cervical strains were more common on FieldTurf than on natural grass, although some have noted that cranial impact does not necessarily coincide with cervical trauma.⁷⁶ These strains, provoking similarities to whiplash, may be a function of the rubber-based surface, with further investigation needed to monitor this unique response not observed with natural grass.⁷¹ The higher incidence of injury to muscle tissue on FieldTurf is reflective of the strains/spasms, as previously described.

Head and Knee Injuries

The greater incidence of first-degree and total concussions combined, as well as the greater incidence of ACL-involved trauma, further reiterates the level of severe trauma observed during competition on natural grass (Tables 1 and 2). Although this is in contrast to prior studies that indicated a higher incidence of severe injury on artificial surfaces,^{2,10,23,26,32,45,55,60} the earlier findings may be a reflection of traditional synthetic materials as opposed to the newer generation of artificial surfaces being installed today.

Environmental Factors

Limited attention has been directed toward the potential influence of weather conditions on injury during competition.^{2,22,24,48} The majority of play and injuries occurred during conditions of no precipitation and low humidity, therefore minimizing the opportunity to thoroughly ascertain possible influences under various field conditions. Of greater concern is the clinically significant increase in the incidence of injury on FieldTurf during temperatures $\geq 70^{\circ}\text{F}$ when compared to cooler temperatures, similar to findings previously reported on artificial surfaces.⁴⁸ Although others have either indicated enhanced shoe-surface interaction potentiating articular trauma with increasing turf temperature^{48,65} or reported greater frequency of knee trauma with higher temperatures,⁴⁷ overall, no significant environmental differences were observed between playing surfaces.

Limitations

There were several potential limitations to the study that may have influenced the type and number of injuries reported. These included the inability to determine and control the inherent random variation in injury typically observed in high-collision team sports^{8,38}; the strength and conditioning status of the athletes and variations in the type of equipment used^{2,17,29,30,35,64}; weather conditions and variations in field conditions²; differences in postural/joint integrity, musculoskeletal structure, and biomechanics of movement^{9,28,70,72}; coaching style and play calling^{2,7,24,35}; quality of officiating and foul play⁷¹; player position and actual versus average time of exposure to injury^{25,29,33}; sport skill level, intensity of play, and fatigue level at time of injury^{9,23,33,36,64,70,71}; an athlete's ephemeral response to

help seeking, injury, and subsequent pain^{1,9,11,35,40,52}; player eligibility²; unreported congenital/developmental factors predisposing an athlete to additional injury^{9,30,35,71,77}; or simply unforeseen mishap.^{28,38} Also, there is always the opportunity for an injury to go unreported despite the comprehensive nature of any reporting system,³⁵ and although our study revealed significant and unique differences in injury causes, generalizability of the findings across the country may not be warranted because of varying environmental, field, and injury management conditions.

An initial concern of this study was that more games were played on FieldTurf but all practices were conducted on natural grass, which is commonplace in school districts sharing a stadium with multiple high schools. As evidenced by the findings, the additional time on natural grass during practice, however, did not seem to offer an advantage during games. Skewness of findings, however, remains a possibility, but it would be difficult to control uniformity of practice and game surface under the present situation in many school districts.

Key strengths of the study were the opportunity to follow several high schools during the 5-year period, which prevented seasonal injury fluctuations and individual team effect² and enhanced the ability to identify differences and trends in surface effect. In addition, the combined method of assessing functional outcome, time loss, direct observation, and treatment records, as well as the daily interactions of ATCs and players evaluated in this study, minimized the potential for transfer bias and unreported injuries throughout the season.^{11,28,56,68} The daily evaluation and follow-up telephone visits also increased the opportunity to quantify and track typically overlooked minor indices that often exacerbate into chronic or overuse problems.^{11,28,68}

It must also be noted that the percentage of influence from risk factors, other than simply surface type, cannot be overlooked. Because of the inherent challenges of collecting data on multiple indices and on numerous teams and players over an extended period of time, the degree of influence from these risk factors remains a limitation that can only be acknowledged at this time. The prospective cohort multivariate design, however, did enhance sample size, result in randomization of play on both surfaces, control for seasonal and team variation, and allow for greater insight into both significant and subtle differences between a new generation of artificial turf and natural grass.^{2,39,51,71}

Finally, the lack of a universally accepted definition of sport injury will continue to be a challenge and subsequent influence on injury interpretation.⁵¹ With the concomitant difficulty in subjectively determining a plethora of surface conditions and quality of natural grass,² any attempt to interpret the injury-surface interaction with any degree of accuracy will continue to pose concerns.

CONCLUSION

Although similarities did exist between FieldTurf and natural grass over a 5-year period of competitive play, there were significant differences in injury time loss, injury

mechanism, anatomical location of injury, and type of tissue injured between playing surfaces. Both surfaces, from a statistical and clinical standpoint, also exhibited unique injury causes that need to be addressed to reduce the number of game-related, high school football injuries. The hypothesis that high school athletes would not experience any difference in the incidence, causes, and severity of game-related injury between FieldTurf and natural grass was not supported. It must be reiterated, however, that the findings of this study may only be generalizable to this level of competition. Because this study is still in the early stages, however, continued investigation is warranted.

ACKNOWLEDGMENT

This research was funded by the Panhandle Sports Medicine Foundation. The authors thank Bruce King, Jena Phillips, Rachelle Shields, Shawn Urton, Larry Thom, Dee Rutherford, Kim Barnes, Tony Peppers, and Robert Ramos for their athletic training expertise and efforts throughout the study.

REFERENCES

1. Addis ME, Mahalik JR. Men, masculinity, and the contexts of help seeking. *Am Psychol*. 2003;58:5-14.
2. Adkison JW, Requa RK, Garrick JG. Injury rates in high school football: a comparison of synthetic surfaces and grass fields. *Clin Orthop*. 1974;99:131-136.
3. Albright JP. Role of the athletic trainer. *Am J Sports Med*. 1988;16(suppl 1):S5-S9.
4. American College of Sports Medicine. Policy statement regarding the use of human subjects and informed consent. *Med Sci Sports Exerc*. 1997;29:5.
5. Andreasson G, Peterson L. Effects of shoe and surface characteristics on lower limb injuries. *Int J Sports Biomech*. 1986;2:202-209.
6. Blyth CS, Mueller FO. Football injury survey, part I: when and where players get hurt. *Phys Sportsmed*. 1974;2:45-52.
7. Blyth CS, Mueller FO. Football injury survey, part III: injury rates vary with coaching. *Phys Sportsmed*. 1974;2:45-50.
8. Buncher CR. Statistics in sports injury research. *Am J Sports Med*. 1988;16(suppl 1):S57-S62.
9. Cantu RC. Return to play guidelines after a head injury. *Clin Sports Med*. 1998;17:45-60.
10. Clarke KS, Powell JW. Football helmets and neurotrauma: an epidemiological overview of three seasons. *Med Sci Sports*. 1979;11:138-145.
11. Crossman J, Jamieson J, Hume KM. Perceptions of athletic injuries by athletes, coaches, and medical professionals. *Percept Mot Skills*. 1990;71:848-850.
12. Culpepper MI, Niemann KMW. High school football injuries in Birmingham, Alabama. *South Med J*. 1983;76:873-878.
13. DeLee JC, Farney WC. Incidence of injury in Texas high school football. *Am J Sports Med*. 1992;20:575-580.
14. Dvorak J, Junge A, Chomiak J, et al. Risk factor analysis for injuries in football players: possibilities for a prevention program. *Am J Sports Med*. 2000;28(suppl):S69-S74.
15. Ekstrand J, Gilquist J. The avoidability of soccer injuries. *Int J Sports Med*. 1983;4:124-128.
16. Frank CB, Jackson DW. The science of reconstruction of the anterior cruciate ligament. *J Bone Joint Surg Am*. 1997;79:1556-1576.
17. Garrick JG, Requa RK. Prophylactic knee bracing. *Am J Sports Med*. 1987;15:471-476.
18. Garroway M, MacLeod D. Epidemiology of rugby football injuries. *Lancet*. 1995;345:1485-1487.

19. Gissane C, White J, Kerr K, Jennings D. An operational model to investigate contact sports injuries. *Med Sci Sports Exerc.* 2001;33:1999-2003.
20. Gleim GW. The profiling of professional football players. *Clin Sports Med.* 1984;3:185-197.
21. Goodman D, Gaetz M, Meichenbaum D. Concussions in hockey: there is cause for concern. *Med Sci Sports Exerc.* 2001;33:2004-2009.
22. Griffin LY, Agel J, Albohm MJ, et al. Noncontact anterior cruciate ligament injuries: risk factors and prevention strategies. *J Am Acad Orthop Surg.* 2000;8:141-150.
23. Guskiewicz KM, Weaver NL, Padua DA, et al. Epidemiology of concussion in collegiate and high school football players. *Am J Sports Med.* 2000;28:643-650.
24. Hagel BE, Fick GH, Meeuwisse WH. Injury risk in men's Canada West university football. *Am J Epidemiol.* 2003;157:825-833.
25. Halpern B, Thompson N, Curl WW, et al. High school football injuries: identifying the risk factors. *Am J Sports Med.* 1987;15:316-320.
26. Jamison S, Lee C. The incidence of female injuries on grass and synthetic playing surfaces. *Aust J Sci Med Sport.* 1989;21:15-17.
27. Johnson RJ. The anterior cruciate: a dilemma in sports medicine. *Int J Sports Med.* 1982;3:71-79.
28. Junge A, Dvorak J. Influence of definition and data collection on the incidence of injuries in football. *Am J Sports Med.* 2000;28:S40-S45.
29. Keller CS, Noyes FR, Buncher CR. The medical aspects of soccer injury epidemiology. *Am J Sports Med.* 1987;15:230-237.
30. Lambson RB, Barnhill BS, Higgins RW. Football cleat design and its effects on anterior cruciate ligament injuries: a three-year prospective study. *Am J Sports Med.* 1996;24:155-159.
31. Langburt W, Cohen B, O'Neill K, et al. Incidence of concussion in high school football players of Ohio and Pennsylvania. *J Child Neurol.* 2001;16:83-85.
32. Levy IM, Skovron ML. Living with artificial grass: a knowledge update, part 1: basic science. *Am J Sports Med.* 1990;18:406-412.
33. Lindenfeld TN, Noyes FR, Marshall MT. Components of injury reporting systems. *Am J Sports Med.* 1988;16(suppl 1):S69-S80.
34. Luthje P, Nurmi I, Kataja M, et al. Epidemiology and traumatology of injuries in elite soccer: a prospective study in Finland. *Scand J Med Sci Sports.* 1996;6:180-185.
35. Lysens RJ, De Weert W, Nieuwboer A. Factors associated with injury proneness. *Sports Med.* 1991;12:281-289.
36. Lysens RJ, Ostyn MS, Vanden Auweele Y, Lefevre J, Vuylsteke M, Renson L. The accident-prone and overuse-prone profiles of the young athlete. *Am J Sports Med.* 1989;17:612-619.
37. McClosky JW. Analysis of variance in sports injury research. *Am J Sports Med.* 1988;16(suppl 1):S63-S64.
38. Meeuwisse WH. Assessing causation in sports injury: a multifactorial model. *Clin J Sports Med.* 1994;4:166-170.
39. Meeuwisse WH. Predictability of sport injuries: what is the epidemiological evidence? *Sports Med.* 1991;12:8-15.
40. Meyers MC, Bourgeois AE, LeUnes A. Pain coping response of collegiate athletes involved in high contact, high injury-potential sport. *Int J Sport Psychol.* 2001;31:1-14.
41. Meyers MC, Elledge JR, Sterling JC, et al. Injuries in intercollegiate rodeo athletes. *Am J Sports Med.* 1990;16:87-91.
42. Moretz JA, Raskin A, Grana WA. Oklahoma high school football injury study: a preliminary report. *J Okla State Med Assoc.* 1978;71:85-89.
43. Mueller FO, Blyth CS. Can we continue to improve injury statistics in football? *Phys Sportsmed.* 1984;12:79-84.
44. National Collegiate Athletic Association. *NCAA Injury Surveillance System.* Indianapolis, Ind: NCAA; 1999.
45. Naunheim R, McGurran M, Standeven J, et al. Does the use of artificial turf contribute to head injuries? *J Trauma.* 2002;53:691-694.
46. Noyes FR, Lindenfeld TN, Marshall MT. What determines an athletic injury (definition)? Who determines an injury (occurrence)? *Am J Sports Med.* 1988;16(suppl 1):S65-S68.
47. Orchard J. Is there a relationship between ground and climatic conditions and injuries in football? *Sports Med.* 2002;32:419-432.
48. Orchard JW, Powell JW. Risk of knee and ankle sprains under various weather conditions in American football. *Med Sci Sports Exerc.* 2003;35:1118-1123.
49. Pelletier RL, Montelpare WJ, Stark RM. Intercollegiate ice hockey injuries. *Am J Sports Med.* 1993;21:78-81.
50. Powell JW. National High School Athletic Injury Registry. *Am J Sports Med.* 1988;16(suppl 1):S134-S166.
51. Prager BI, Fitton WL, Cahill BR, et al. High school football injuries: a prospective study and pitfalls of data collection. *Am J Sports Med.* 1989;17:681-685.
52. Pritchett JW. High cost of high school football injuries. *Am J Sports Med.* 1980;8:197-199.
53. Pritchett JW. A statistical study of physician care patterns in high school football injuries. *Am J Sports Med.* 1982;10:96-99.
54. Robey JM, Blyth CS, Mueller FO. Athletic injuries, application of epidemiological methods. *JAMA.* 1971;217:184-189.
55. Rodeo SA, O'Brien S, Warren RF, et al. Turf-toe: an analysis of metatarsophalangeal joint sprains in professional football players. *Am J Sports Med.* 1990;18:280-285.
56. Rudicel S. How to avoid bias. *Am J Sports Med.* 1988;16(suppl 1):S48-S52.
57. Schootman M, Powell J, Albright J. Statistics in sports injury research. In: DeLee J, Drez DJ, eds. *Orthopaedic Sports Medicine: Principles and Practice.* Philadelphia, Pa: WB Saunders; 1994:160-183.
58. Scranton PE, Whitesel JP, Powell JW, et al. A review of selected non-contact anterior cruciate ligament injuries in the National Football League. *Foot Ankle Int.* 1997;18:772-776.
59. Seward H, Orchard J, Hazard H, et al. Football injuries in Australia at the elite level. *Med J Aust.* 1993;159:289-301.
60. Skovron ML, Levy IM, Agel J. Living with artificial grass: a knowledge update, part 2: epidemiology. *Am J Sports Med.* 1990;18:510-513.
61. Stanitski CL, McMaster JH, Ferguson RJ. Synthetic turf and grass: a comparative study. *J Sports Med.* 1974;2:22-26.
62. Stephenson S, Gissane C, Jennings DC. Injury in rugby league: a four year prospective survey. *Br J Sports Med.* 1996;30:331-334.
63. Tabachnick BG, Fidell LS. *Using Multivariate Statistics.* 2nd ed. New York, NY: Harper & Row; 1989.
64. Thompson N, Halpern B, Curl WW, et al. High school football injuries: evaluation. *Am J Sports Med.* 1987;15:117-124.
65. Torg JS, Stilwell G, Rogers K. The effect of ambient temperature on the shoe-surface interface release coefficient. *Am J Sports Med.* 1996;24:79-82.
66. Vanderford ML, Meyers MC, Skelly WA, et al. Physiological and sport-specific skill response of Olympic youth soccer athletes. *J Strength Cond Res.* In press.
67. Van Mechelen W. Sports injury surveillance systems: "one size fits all?" *Sports Med.* 1997;24:164-168.
68. Van Mechelen W, Hlobil H, Kemper HCG. Incidence, severity, aetiology and prevention of sports injuries: a review of concepts. *Sports Med.* 1992;14:82-99.
69. Wallace RB. Application of epidemiologic principles to sports injury research. *Am J Sports Med.* 1988;16(suppl1):S22-S24.
70. Walter SD, Sutton JR, McIntosh JM, et al. The aetiology of sport injuries: a review of methodologies. *Sports Med.* 1985;2:47-58.
71. Watson AWS. Sports injuries: incidence, causes and prevention. *Phys Ther Rev.* 1997;2:135-151.
72. Watson AWS. Sports injuries in footballers related to defects of posture and body mechanics. *J Sports Med Phys Fitness.* 1995;35:289-294.
73. Watson AWS. Sports injuries in one academic year in 6799 children. *Am J Sports Med.* 1984;12:65-67.
74. Watson AWS. Sports injuries in school Gaelic football: a study over one season. *Ir J Med Sci.* 1996;165:12-16.
75. Watson AWS. Sports injuries in the game of hurling. *Am J Sports Med.* 1996;24:323-328.
76. Winkelstein BA, Myers BS. The biomechanics of cervical spine injury and implications for injury prevention. *Med Sci Sports Exerc.* 1997;29:S246-S255.

77. Young JL, Press JM, Herring SA. The disc at risk in athletes: perspectives on operative and nonoperative care. *Med Sci Sports Exerc.* 1997;29:S222-S232.

78. Zemper ED. Injury rates in a national sample of college football teams: a two-year prospective study. *Phys Sportsmed.* 1989;17:100-113.

Incidence, Mechanisms, and Severity of Game-Related College Football Injuries on FieldTurf Versus Natural Grass

A 3-Year Prospective Study

Michael C. Meyers,* PhD, FACSM

From the Department of Health and Human Development, Montana State University, Bozeman, Montana

Background: Numerous injuries have been attributed to playing on artificial turf. More recently, FieldTurf was developed to duplicate the playing characteristics of natural grass. No long-term studies have been conducted comparing game-related collegiate football injuries between the 2 playing surfaces.

Hypothesis: Collegiate athletes do not experience any difference in the incidence, mechanisms, and severity of game-related injuries between FieldTurf and natural grass.

Study Design: Cohort study; Level of evidence, 2.

Methods: Twenty-four universities were evaluated over 3 competitive seasons for injury incidence, injury category, time of injury, injury time loss, player position, injury mechanism, primary type of injury, grade and anatomical location of injury, type of tissue injured, trauma (head, knee, and shoulder), and environmental factors.

Results: In sum, 465 collegiate games were evaluated for game-related football injuries sustained on FieldTurf or natural grass during 3 seasons. Overall, 230 team games (49.5%) were played on FieldTurf versus 235 team games (50.5%) played on natural grass. A total of 2253 injuries were documented, with 1050 (46.6%) occurring during play on FieldTurf, and 1203 (53.4%) on natural grass. Multivariate analysis per 10 team games indicated significantly lower total injury incidence rates, $F(3, 2249) = 3.468$, $P = .016$, $n - \beta = 0.778$, on FieldTurf, 45.7 (95% confidence interval [CI], 44.2-46.3), versus natural grass, 51.2 (95% CI, 49.8-51.7). Significantly lower minor injury incidence rates, 38.0 (95% CI, 36.9-38.5) versus 39.9 (95% CI, 39.1-40.0, $P = .001$), substantial injury incidence rates, 5.0 (95% CI, 4.3-5.6) versus 7.2 (95% CI, 6.6-7.7, $P = .020$), and severe injury incidence rates, 2.7 (95% CI, 2.1-3.3) versus 4.1 (95% CI, 3.5-4.1; $P = .049$), were documented on FieldTurf versus natural grass, respectively. Multivariate analyses also indicated significantly less trauma on FieldTurf when comparing injury time loss, injury situation, grade of injury, injuries under various field conditions, and temperature. No significant differences in head, knee, or shoulder trauma were observed between playing surfaces.

Conclusion: FieldTurf is in many cases safer than natural grass. It must be reiterated, however, that the findings of this study may be generalizable to only this level of competition. Because this study is still in the early stages, investigation is ongoing.

Keywords: artificial surface; knee; head; trauma

For more than 40 years, numerous studies have attributed a greater risk and incidence of articular and concussive trauma to playing on artificial turf when compared with

natural grass.^{21,32,55} Over the past decade, however, a new generation of synthetic surface was developed to duplicate the playing characteristics of natural grass: FieldTurf (Montreal, Quebec, Canada) is composed of a polyethylene fiber blend stabilized with a graded silica sand and cryogenically ground rubber infill. Although FieldTurf has been recommended as a viable option to natural grass in the prevention of high school football injuries,⁴⁰ research into its long-term effects on injuries at the collegiate level, during actual game conditions over several seasons of competition, has not been published in the scientific literature.

More than 1 million athletes play competitive football.^{23,43} The number of knee surgeries is rising, and their

*Address correspondence to Michael C. Meyers, PhD, Adjunct Professor, Department of Health and Human Development, 139 Reid Hall, POB 172940, Montana State University, Bozeman, MT 59717-2940 (e-mail: meyersgroupinc@gmail.com).

One or more authors has declared a potential conflict of interest: Research was funded by FieldTurf, Montreal, Quebec, Canada.

cost plus rehabilitation is reaching into the millions of dollars each year.^{12,20,24,35,48,54} Coupled with this is the psychological trauma and setbacks in training typically experienced by athletes after a significant injury.⁴¹ As such, efforts to address ways to minimize predisposition to injury are warranted. Therefore, the purpose of this study was to quantify the incidence, mechanisms, and severity of game-related collegiate football injuries on FieldTurf versus natural grass. It was hypothesized that collegiate athletes would not experience any difference in the incidence, mechanisms, and severity of game-related injury between FieldTurf and natural grass.

MATERIALS AND METHODS

Population

Twenty-four universities, classified Division IA (FBS) by the National Collegiate Athletic Association, were evaluated for game-related football injuries sustained on FieldTurf and natural grass during a 3-year period (2006-2008). School selection was based on the availability of both playing surfaces during the competitive season, uniformity of sport skill level, and the presence of a full-time certified athletic training (ATC) staff, thereby minimizing the potential for injury reporting bias.^{11,49} The study started with 11 universities over the first year and added 13 in year 2, yielding a total of 520 seasonal games. With the exception of deleting games played on other artificial surfaces ($n = 55$), selection bias was avoided by reporting all remaining games and subsequent injuries on either FieldTurf or natural grass. This resulted in a total of 465 games over the 3-year period played on either FieldTurf ($n = 230$) or natural grass ($n = 235$).

Various stadiums using FieldTurf were used by all 24 schools during home and away games involving conference play in the Atlantic Coast, Big 12, Big East, Conference USA, Mountain West, Western Athletic Conference, and Pac-10. FieldTurf surfaces were considered high-quality surfaces by the ATCs. Different natural grass fields were used across the same geographical region, with similar quality and environmental influences. All teams had the opportunity to practice on either FieldTurf or natural grass.

To quantify the history and potential influence of prior injuries, all athletes underwent preparticipation physical examinations under the care of their team physicians/orthopaedic surgeons. Criteria for exclusion included (1) any known preexisting congenital or developmental factor that predisposed an athlete to potential injury and (2) the acknowledgment, complaint, or observed evidence of any medical or orthopaedic problem severe enough to compromise an athlete's performance or endanger his health as determined by self-response, medical history, and interview.⁴⁰

Procedures

Based on paradigms suggested in prior research,^{4,19,33,39,63} this research used a multifactorial approach that encompassed teams playing on both surfaces during the same

period. This approach provided several advantages, including gaining a greater comparison of the nuances of each surface's influence on injury, avoiding limitations in data collection (eg, seasonal variation, subject randomization by surface), and minimizing difficulties that former studies have had in analyses and interpretation of findings.^{4,47} For this prospective cohort study, a 2-sided single-page injury surveillance form was developed, based on criteria recommended and established in the literature (available as an appendix at <http://www.ajs.sagepub.com/supplemental>).^{13,25,33,40,42,44} The form includes the following: athletic identification number; athletic trainer; date of injury; athlete weight; university; type of playing surface; surface quality; temperature at game time; year and skill level of athlete; where the injury occurred; weather and field conditions; injury category; time of injury; injury classification; injury time loss; position played at time of injury; injury situation; injury mechanism; personnel determining the injury; injury site location; principle body part; primary type of injury; grade of injury; occurrence of external bleeding; injury because of illegal action; head, eye, knee, shoulder, and thoracic/abdominal diagnosis; surgical intervention and time; and musculoskeletal, joint, or organ location of injury. The injury surveillance form was e-mailed to the head ATCs during the summer before the start of the football season. Communication was maintained to discuss potential concerns and ensure accuracy of collection, comprehensiveness of information, and ease of application.

The respective ATCs for each university were approached because of their daily interaction with the athletes and coaches during and after sport trauma and because of their expertise in injury recognition.^{11,40} During the summer before the football season, all ATCs were provided with an overview of the purpose, procedures, benefits, time demands, and importance of the study. They were also provided with copies of the injury surveillance form and detailed instructions for completion to avoid the potential for performance and detection biases.^{47,49} After full explanation, all ATCs appeared enthusiastic and agreed to participate in the data collection. The protocol was approved by the institutional review board at the university in which the study was based, and it was conducted in accordance with the guidelines for use of human participants as stipulated by the American College of Sports Medicine.²

All regular season conference and nonconference games and postseason bowl games were included. Injury data were recorded after game completion, with support from ATC notes to avoid lapse of memory leading to inaccuracy or response distortion.^{40,47} All game-related injuries were evaluated by the attending head athletic trainer and team physicians on-site and, subsequently, in the physician's office when further follow-up and treatment were deemed necessary. Any sport trauma that occurred toward the end of the competitive schedule was monitored beyond the player's specific season to determine date of recovery and functional return to play.^{22,40}

Completed injury surveillance forms were faxed to us within 5 working days after a game and were entered into the database before the next game. A follow-up telephone visit was used to obtain any additional information

pertaining to any changes or additions in diagnosis, treatment, or time to return to play. To avoid the potential for on-the-field detection bias,⁴⁹ a single-blind outcome approach was maintained throughout the study period, with total data collection, compilation, and analyses limited to the data coordinator.

Definitions

Although any definition of injury and level of trauma lacks universal agreement and has its shortcomings,^{11,24,44,47} this study attempted to define injury based on a combination of functional outcome, observation, and treatment.^{11,22,40,44,60} A *reportable injury* was thus defined as any game-related football trauma that resulted in (1) an athlete missing all or part of a game, (2) time away from competition, (3) any injury reported or treated by the athletic trainer or physician, and (4) all cranial/cervical trauma reported.^{24,40} Although some authors have recommended omitting minor injuries,^{44,47} others have expressed a need to quantify and track these typically overlooked minor traumas to avoid underreporting of injury and to monitor those that may turn into chronic or overuse problems.^{14,25,42,66} Prior studies have also revealed that 42% to 60% of competitive trauma results in minimal time loss and medical cost.^{24,40,63} Therefore, a definition that included functional outcome, observation, and treatment on all injuries might more clearly quantify the unique nuances or trauma observed with each playing surface and so reduce the individual and player bias that allegedly influences injury reporting based solely on time loss.^{40,47}

Injury time loss was based on the number of days absent from practice or game competition and was divided into 0, 1-2, 3-6, 7-9, 10-21, and 22 days or more of recovery time. Not surprisingly, a review of the literature revealed high subjectivity in the determination of what constitutes moderate or severe injury. Whereas any injury resulting in time loss of approximately 7 to 28 days has been considered moderate trauma and a time loss of ≥ 21 days has been defined as severe,^{16,26,27,63} others have defined severe injury as ≥ 28 days before return to play¹⁵ or any injury resulting in ≥ 7 days of time loss.^{25,33,46,53} Furthermore, what constitutes a moderate injury in one athlete (eg, elbow injury in an offensive lineman) may be considered severe when diagnosed in another (eg, the throwing arm of a quarterback).^{5,53} Therefore, as previously described, any trauma that required 0 to 6 days of time loss was defined as a *minor injury*; an injury that required 7 to 21 days of time loss, resulting in the athlete's being unable to return to play at the same competitive level, was a *substantial injury*; and trauma that required 22 or more days of time loss was a *severe injury*.⁴⁰ The delineation and subsequent analysis of minor, substantial, and severe injury served to minimize potential time loss bias.^{11,40,60}

Injury category was quantified by player-to-player collision, player-to-turf collision, injuries attributed to shoe-surface interaction during player contact, injuries attributed to shoe-surface interaction without player contact, and muscle-tendon overload. Time of injury by pregame and game quarter of play was documented to delineate the

influence of fatigue over time from the potential surface influence on injury occurrence.^{40,63,66}

Acute trauma was delineated from recurrent and overuse injury according to criteria previously published,^{36,39,40,62} with acute trauma linked to an incidence that occurred during a competitive game versus repetitive exposure resulting in symptoms and injury to the same location during the season (recurrent). An *overuse injury* was defined as repetitive exposure resulting in trauma and sequelae with no definitive onset.^{39,66}

To enhance optimal cell size and interpretation, the 23 player positions were condensed and analyzed by offense, defense, and special teams, as well as by power and skill positions (quarterback, backfield, offensive line, tight end, receiver, defensive line, linebacker, secondary).⁸ *Mechanism of injury* was defined as that occurring while a player was blocked above or below the waist, tackled above or below the waist, blocking, tackling, impacting with the playing surface, stepped on, fallen on or kicked, sprinting or running with no player contact, catching/blocking a pass, clipped, experiencing heat illness, or injured from overuse. *Injury situation* was defined as trauma occurring during a specific play or event, such as warm-up, rushing, passing, pass catching, pass protection, pass rush, pass defense, kickoff return, point after touchdown, field goal, kickoff, punting, punt return, or fumble recovery.

To optimize analyses, primary type of injury was combined into the following categories: surface/epidermal (abrasion, laceration, puncture wound), contusion, concussion, inflammation (bursitis, tendinitis, fasciitis, synovitis, capsulitis, apophysitis), ligament sprain, ligament tear, muscle strain/spasm, muscle tear, cartilage tear, tendon strain, hyperextension, neural (burner, brachial plexus), subluxation/dislocation, and fracture (standard, epiphyseal, avulsion, stress, osteochondral). Injuries were also defined according to grade (1, 2, or 3). Anatomical location of injury was combined from 40 physical areas and analyzed by type of trauma (cranial/cervical, upper extremity, thoracic, and lower extremity) and further analyzed by type of tissue injured (bone, joint, muscle, neural, other). Cranial/cervical trauma included grade 1 to 3 concussion, hematoma, post-concussion and second-impact syndromes, neurological sequelae (eg, stingers/burners, transient quadriplegia), vascular or dental injury, or associated fractures, sprains, and strains.⁴⁰ Neural trauma was restricted to any injury involving only concussion, associated syndromes, and neurological sequelae. Because of growing concerns addressing excessive head, knee, and shoulder trauma in football,^{11,20,40,47} these areas were identified for further analyses (see Appendix 1, available in the online version of this article at <http://ajs.sagepub.com/supplemental/>).

Although studies have associated a greater rate of injury during competition under both dry and normal surface conditions,^{3,52} there has been limited information on factors such as weather and the effect of playing under surface conditions that influence injury frequency.^{1,3,20,31,40,61} Therefore, environmental factors, such as field conditions and temperature, were obtained before game time by each team's respective ATC and/or through the local airport climatic data center to ascertain the potential influence on

injury from changes in weather and surface conditions throughout the season.⁴⁵

Statistical Analyses

Because of variations in the frequency of injury within several categories potentiating inadequate cell size, statistical power, and limitations on analysis, some data were combined during the 3-year period based on prior recommendations in the literature.^{33,40,44} This step resulted in the following categories: injury category, time of injury, injury classification, injury time loss, position played at time of injury, injury mechanism, injury situation, injury site location, primary type of injury, grade of injury, anatomical location of injury, type of tissue injured, head diagnosis, knee diagnosis, shoulder diagnosis, specific lower extremity joint and muscle trauma, and environmental factors. Tabular-frequency distributions were computed for data in each category using SPSS 15.0. For ease of interpretation, the percentages of total injuries within each category that occurred on the playing surface were calculated, and 95% confidence intervals (95% CIs) were determined as described elsewhere.⁵¹

Because most universities schedule a similar number of games each season, exposure to injury was defined in terms of team games, as previously recommended.^{40,63} Based on this definition, and to approximate a standard season, injury incidence rate (IIR) was expressed using (1) injuries per 10 team games = (number of injuries/number of team games) \times 10 and (2) injuries per team game = number of injuries/number of team games.

To achieve a more thorough understanding beyond traditional frequency analyses and to eliminate the possibility of irrelevant sources of error,^{37,39} following the season, data were numerically recoded, grouped by playing surface (FieldTurf, natural grass), and subjected to multivariate analyses of variance and Wilks lambda criteria using general linear model procedures.³⁷ Data screening indicated no violations of multivariate normality, linearity, outliers, homogeneity of variance, multicollinearity, or singularity.⁵⁹ When significant main effects were observed, univariate post hoc procedures were performed within each dependent variable based on the total percentage of injuries reported on each playing surface. An experiment-wise type I error rate of .05 was established a priori, and least squared means procedures were required because of the uneven number of observations on which to compare differences between variables. Statistical power analyses ($n - \beta$; n -size calculations) were performed at the P value selected to establish significance in this study.

RESULTS

Injury Incidence

A total of 465 collegiate games were evaluated for game-related football injuries sustained on FieldTurf and natural grass during 3 seasons (Table 1). Overall, 230 team

games were played on FieldTurf (49.5%) versus 235 team games played on natural grass (50.5%). A total of 2253 injuries were documented, with 1050 (46.6%) occurring during play on FieldTurf as compared to 1203 (53.4%) on natural grass.

When IIRs were compared between types of playing surface, there was a significant main effect, $F(3, 2249) = 3.468$, $P = .016$, $n - \beta = .778$, between surfaces by injury level. Total injuries per 10 team games, 45.7 (95% CI, 44.2-46.3) versus 51.2 (95% CI, 49.8-51.7), and injuries per team game, 4.6 (95% CI, 4.4-4.6) versus 5.1 (95% CI, 5.0-5.2), were documented on FieldTurf versus natural grass, respectively. When minor trauma (injuries requiring 0 to 6 days of rehabilitation) was compared, a significantly lower incidence of minor injuries ($P = .0001$) per 10 team games, 38.0 (83.3%; 95% CI, 36.9-38.5) versus 39.9 (78.0%; 95% CI, 39.1-40.0), and injuries per team game, 3.8 (95% CI, 3.7-3.9) versus 4.0 (95% CI, 3.9-4.0), was documented on FieldTurf versus natural grass, respectively. When substantial trauma (injuries requiring 7 to 21 days of injury rehabilitation) was compared between type of playing surface, a significant lower incidence of substantial injuries ($P = .020$) per 10 team games, 5.0 (95% CI, 4.3-5.6) versus 7.2 (95% CI, 6.6-7.7), and injuries per team game, 0.50 (95% CI, 0.43-0.56) versus 0.72 (95% CI, 0.66-0.77), was documented on FieldTurf versus natural grass, respectively. When severe trauma (injuries requiring 22 or more days of injury rehabilitation) was compared between type of playing surface, a significantly lower incidence of severe injuries ($P = .049$) per 10 team games, 2.7 (95% CI, 2.1-3.3) versus 4.1 (95% CI, 3.5-4.7), and injuries per team game, 0.27 (95% CI, 0.21-0.33) versus 0.41 (95% CI, 0.35-0.47), was documented on FieldTurf versus natural grass, respectively.

The majority of trauma comprised acute injuries on both FieldTurf (88.7%; IIR = 40.5; 95% CI, 39.5-40.8) and natural grass (88.0%; IIR = 45.1; 95% CI, 43.6-45.7). Only 119 of 1050 injuries reported on FieldTurf (11.3%; IIR = 5.2; 95% CI, 4.5-5.8) and 144 of 1203 reported on natural grass (12.0%; IIR = 6.1; 95% CI, 5.5-6.7) were classified as recurrent trauma or complications from prior injury. As expected, upperclassmen received the majority of trauma on both playing surfaces. On FieldTurf, 330 injuries occurred to seniors (31.4%; IIR = 14.3; 95% CI, 13.5-15.0), 371 to juniors (35.3%; IIR = 16.1; 95% CI, 15.3-16.7), 240 to sophomores (22.9%; IIR = 10.4; 95% CI, 10.0-10.8), and 109 to freshmen (10.4%; IIR = 4.7; 95% CI, 4.1-5.4). On natural grass, 417 injuries were reported among seniors (34.7%; IIR = 17.7; 95% CI, 17.0-18.2), 378 among juniors (31.4%; IIR = 16.1; 95% CI, 15.2-16.7), 309 among sophomores (25.7%; IIR = 13.1; 95% CI, 12.4-13.8), and 99 among freshmen (8.2%; IIR = 4.2; 95% CI, 3.6-4.9).

Head, Knee, and Shoulder Trauma

As shown in Appendix 1, there was no significant main effect, $F(5, 2247) = 0.871$, $P = .500$, $n - \beta = .316$, between surfaces by head injury when combined by all sources of

TABLE 1
Incidence of Game-Related Collegiate Football Injuries Between FieldTurf and Natural Grass^a

Variable	FieldTurf	IIR	95% CI	Natural Grass	IIR	95% CI	Total or Mean
Team games evaluated							
n	230			235			465
%	49.5			50.5			100.0
All injuries							
n	1050	45.7	44.2-46.3	1203	51.2	49.8-51.7	2253 ^b
%	46.6			53.4			100.0
Per 10 games	45.7			51.2			48.5
Per game	4.57			5.12			4.85
Minor injuries							
n	875	38.0	36.9-38.5	938	39.9	39.1-40.0	1813 ^c
%	83.3			78.0			80.5
Per 10 games	38.0			39.9			39.0
Per game	3.80			3.99			3.90
Substantial injuries							
n	114	5.0	4.3-5.6	169	7.2	6.6-7.7	283 ^d
%	10.9			14.0			12.6
Per 10 games	5.0			7.2			6.1
Per game	0.50			0.72			0.61
Severe injuries							
n	61	2.7	2.1-3.3	96	4.1	3.5-4.7	157 ^e
%	5.8			8.0			7.0
Per 10 games	2.7			4.1			3.4
Per game	0.27			0.41			0.34

^aIIR, injury incidence rate; CI, confidence interval. Injuries per 10 team games = (number of injuries/number of team games) × 10. Injuries per team game = number of injuries/number of team games. Minor injury, 0 to 6 days of injury time loss; substantial injury, 7 to 21 days; severe injury, 22 or more days.

^b $P = .016$.

^c $P = .001$.

^d $P = .020$.

^e $P = .049$.

trauma, as well as no significant main effect, $F(10, 2242) = 0.461$, $P = .916$, $n - \beta = .246$, between surfaces by knee injury. A similar nonsignificant main effect, $F(7, 2245) = 1.543$, $P = .148$, $n - \beta = .653$, between surfaces by shoulder injury was also observed.

Injury Category

As shown in Appendix 2 (available at <http://ajs.sagepub.com/supplemental/>), multivariate analysis indicated no significant playing surface effect by injury category, $F(5, 2247) = 0.494$, $P = .781$, $n - \beta = .187$. Confidence intervals, however, indicated a lower incidence of injuries attributed to player-to-player collision ($P = .784$) on FieldTurf (54.3%; IIR = 24.8; 95% CI, 23.7-25.4) versus natural grass (54.9%; IIR = 28.0; 95% CI, 27.1-28.5), as well as a lower incidence of injuries attributed to shoe-surface interaction during contact ($P = .520$) on FieldTurf (21.8%; IIR = 10.0; 95% CI, 9.8-10.0) versus natural grass (22.9%; IIR = 11.7; 95% CI, 11.1-12.3).

Time of Injury

No significant main effect between playing surface was observed across time of injury, $F(5, 2247) = 0.833$,

$P = .526$, $n - \beta = .303$. Confidence intervals (Appendix 2), however, indicated a lower incidence of injuries occurring during the second quarter of play ($P = .186$) on FieldTurf (28.3%; IIR = 12.9; 95% CI, 12.2-13.5) versus natural grass (30.8%; IIR = 15.8; 95% CI, 14.9-16.4), as well as a lower incidence of injuries occurring during the third quarter ($P = .609$) on FieldTurf (28.9%; IIR = 13.2; 95% CI, 12.4-13.8) versus natural grass (29.8%; IIR = 15.3; 95% CI, 14.4-15.9). Incidence rates for both FieldTurf and natural grass surfaces revealed that a limited number of injuries occurred during the pregame, increased from the first to second quarter, but declined from the third to the fourth quarter of play.

Injury Time Loss

Findings indicated a significant playing surface effect by injury time loss, $F(5, 2247) = 2.480$, $P = .030$, $n - \beta = .783$, with subsequent post hoc analysis (Appendix 2) revealing a significantly lower incidence of injuries resulting in 7- to 9-day time loss ($P = .017$) on FieldTurf (6.3%; IIR = 2.9; 95% CI, 2.3-3.5) versus natural grass (9.0%; IIR = 4.6; 95% CI, 4.0-5.2). A significantly lower incidence of injuries resulting in 22 days or more of time loss ($P = .044$) was also reported on FieldTurf (5.8%; IIR = 2.7;

95% CI, 2.1-3.3) versus natural grass (8.0%; IIR = 4.1; 95% CI, 3.5-4.7).

Position Played at Time of Injury

Although confidence intervals indicated lower incidences of offensive, defensive, and backfield injuries on FieldTurf, from a multivariate standpoint, no significant playing surface effect was observed between surfaces by overall player position (offense, defense, special teams), $F(2, 2250) = 0.300$, $P = .741$, $n - \beta = .098$, or by skill position, $F(9, 2243) = 0.538$, $P = .848$, $n - \beta = .271$.

Injury Mechanism and Situation

Although no significant main effect, $F(12, 2240) = 1.091$, $P = .363$, $n - \beta = .646$, between surfaces by injury mechanism was observed, there was a significant main effect, $F(14, 2238) = 2.170$, $P = .007$, $n - \beta = .971$, between surfaces by injury situation. As shown in Appendix 3 (available at <http://ajs.sagepub.com/supplemental/>), post hoc analyses indicated a significantly lower incidence of injuries occurring during rushing plays ($P = .040$) on FieldTurf (34.8%; IIR = 15.9; 95% CI, 15.0-16.5) versus natural grass (34.6%; IIR = 17.7; 95% CI, 16.9-18.2), as well as a significantly lower incidence of pass defense injuries ($P = .023$) on FieldTurf (14.2%; IIR = 6.5; 95% CI, 5.8-7.1) versus natural grass (17.7%; IIR = 9.1; 95% CI, 8.6-9.4). Further analyses revealed significantly lower incidence of trauma reported during punting ($P = .020$) on FieldTurf (1.0%; IIR = 0.5; 95% CI, 0.3-0.8) versus natural grass (2.3%; IIR = 1.2; 95% CI, 0.8-1.7), as well as a significantly lower number of injuries reported following pile-on ($P = .011$) on FieldTurf (0.3%; IIR = 0.1; 95% CI, 0.0-0.4) when compared to natural grass (1.2%; IIR = 0.6; 95% CI, 0.4-1.0).

Primary Type of Injury

As shown in Appendix 4 (available at <http://ajs.sagepub.com/supplemental/>), a significant main effect, $F(14, 2238) = 1.771$, $P = .042$, $n - \beta = .907$, by primary type of injury was noted between the 2 surfaces, with subsequent post hoc analysis revealing a significantly lower incidence of ligament tears ($P = .024$) reported on FieldTurf (2.7%; IIR = 1.2; 95% CI, 0.9-1.7) versus natural grass (4.6%; IIR = 2.3; 95% CI, 1.9-2.9). A significantly lower incidence of muscle tears ($P = .002$) was also reported on FieldTurf (0.3%; IIR = 0.1; 95% CI, 0.0-0.4) when compared to natural grass (1.7%; IIR = 0.9; 95% CI, 0.6-1.3).

Grade and Anatomical Location of Injury

There was a significant main effect, $F(2, 2250) = 12.337$, $P = .0001$, $n - \beta = .996$, between surfaces by injury grade (Appendix 4). A significantly lower incidence of second-degree injuries ($P = .0001$) was reported on FieldTurf (13.8%; IIR = 6.3; 95% CI, 5.7-6.9) versus natural grass

(19.5%; IIR = 10.0; 95% CI, 9.8-10.0), as well as a significantly lower incidence of third-degree injuries ($P = .007$) on FieldTurf (8.9%; IIR = 4.0; 95% CI, 3.4-4.7) versus natural grass (12.4%; IIR = 6.3; 95% CI, 5.7-6.9).

In regard to location of injury, there was no significant main effect, $F(3, 2249) = 1.675$, $P = .170$, $n - \beta = .442$, between surfaces. Confidence intervals, however, indicated a lower incidence of upper extremity injuries ($P = .045$) reported on FieldTurf (30.4%; IIR = 13.9; 95% CI, 13.1-14.5) versus natural grass (34.2%; IIR = 17.5; 95% CI, 16.7-18.0).

Type of Tissue Injured

There was no significant main effect, $F(5, 2247) = 0.559$, $P = .732$, $n - \beta = .208$, between surfaces by tissue type. Confidence intervals, however, indicated a lower incidence of joint injuries ($P = .969$) reported on FieldTurf (46.2%; IIR = 21.1; 95% CI, 20.3-21.6) versus natural grass (46.1%; IIR = 23.6; 95% CI, 22.6-24.2), as well as a lower incidence of muscle injuries ($P = .997$) reported on FieldTurf (36.7%; IIR = 16.7; 95% CI, 15.9-17.3) versus natural grass (36.7%; IIR = 18.8; 95% CI, 18.1-19.1). When lower extremity joint trauma was analyzed, this study found a significant playing surface effect, $F(7, 224) = 2.310$; $P = .024$, $n - \beta = .852$, involving a significantly higher incidence ($P = .001$) of distal tibiofibular ligament sprains on natural grass (12.9%; IIR = 1.8; 95% CI, 1.4-2.4) when compared to FieldTurf (4.7%; IIR = 0.6; 95% CI, 0.4-1.0).

Environmental Factors

The attempt to quantify environmental conditions at time of injury revealed that the majority of injuries occurred during dry weather (see Appendix 5, available at <http://ajs.sagepub.com/supplemental/>). In regard to field conditions, there was a significant main effect, $F(2, 2249) = 5.450$, $P = .001$, $n - \beta = .939$, between surfaces, with a significantly lower incidence of injuries during no precipitation-dry field conditions ($P = .003$) reported on FieldTurf (86.3%; IIR = 39.4; 95% CI, 38.4-39.6) versus natural grass (81.0%; IIR = 41.4; 95% CI, 40.3-42.0), as well as a significantly lower incidence of injuries during no precipitation-wet field conditions ($P = .0001$) reported on FieldTurf (3.9%; IIR = 1.8; 95% CI, 1.3-2.3) versus natural grass (8.5%; IIR = 4.3; 95% CI, 3.7-5.0).

When analyzing data by cold days (eg, $\leq 69^\circ\text{F}$) as compared to hot days (eg, $\geq 70^\circ\text{F}$) as suggested by others,^{40,45} there was a significant main effect, $F(1, 2251) = 82.360$, $P = .0001$, $n - \beta = 1.000$, between surfaces by environment temperature. A significantly higher incidence of injuries during cold days ($P = .0001$) was reported on FieldTurf (54.3%; IIR = 24.8; 95% CI, 23.7-25.4) versus natural grass (35.4%; IIR = 18.1; 95% CI, 17.4-18.6). On hot days, a significantly lower incidence of injuries ($P = .0001$) was also reported on FieldTurf (45.7%; IIR = 20.9; 95% CI, 20.2-21.3) versus natural grass (64.6%; IIR = 33.1; 95% CI, 31.9-33.7).

DISCUSSION

The purpose of this prospective cohort study was to quantify the incidence, mechanisms, and severity of game-related collegiate football injuries on FieldTurf versus natural grass. It was hypothesized that collegiate athletes would not experience any difference in the incidence, mechanisms, and severity of game-related injury between FieldTurf and natural grass. Although similarities did exist between FieldTurf and natural grass, unique differences in sport trauma were observed between the 2 playing surfaces.

Injury Incidence

Over the 3-season study, 2253 game-related injuries, or 31.3 injuries per university per season, were recorded among 24 universities competing on both surfaces, indicative of the athletic speed, strength, and subsequent other opportunities for trauma at the collegiate level of competition, when compared to 2.4 to 15.7 injuries per high school per season reported in prior studies.^{5,9,40} The incidence of acute injury (88.3%) was similar to findings in earlier studies, ranging from 72% to 94%.^{40,47} The incidence of substantial and severe trauma recorded in this study was similar to seasonal trauma reported elsewhere in football but in contrast to nonsignificant surface differences in the severity of trauma in soccer, which may be a function of the level of trauma/impact potential between the 2 sports.^{9,15,16,40,56} Although the large variation in injury definition among these studies prevents an accurate comparison, both the total number and the number of minor, substantial, and severe injuries recorded in this study reflect the typical level of trauma observed at the collegiate level of play.

In addition to acute injury, repetitive or recurrent trauma is considered a major contributor to future trauma.^{18,21,27,40,65} The incidence of recurrent cases over 3 seasons in this study ranged from 11.3% on FieldTurf to 12.0% on natural grass, higher than the 4.8% previously reported on FieldTurf at the high school level⁴⁰ but similar to the 13% to 17% of recurrent trauma reported in collegiate and professional high-contact field sports during a single season^{17,62} and substantially lower than the 57% of prior injury recently reported in high school football on natural grass over a 3-year period.²⁷ Whether recurrent trauma was observed over the same surface in all studies is not known. The increased interest but paucity of studies that address recurrent trauma prevents further discussion at the collegiate level of play.

The higher incidence of injury to upperclassmen on both surfaces is solely attributed to greater playing exposure and subsequent predisposition to injury typically observed at this level of play, in which lower classmen receive less playing time.^{27,40} With regard to foul play, the incidence (0.5%) of injury attributed to illegal action was negligible. This is lower than the 0.8% to 5.7% occurrence reported in prior collegiate and high school football^{24,40} but in far contrast to the 25% to 62% reported among other intercollegiate and senior sports.^{14,46,67} In summary, the lower rate of overall injury documented on FieldTurf may be attributed to the lower incidence of substantial and severe

trauma on the artificial surface when compared to natural grass.

Head, Knee and Shoulder Injuries

There were no significant differences in head, knee, or shoulder trauma between the 2 surfaces. But when compared with that of high school football studies,^{11,40} the greater incidence of first-degree and total concussions combined, as well as the greater incidence of anterior cruciate ligament-involved trauma, reiterates the level of severe trauma observed during collegiate competition on both surfaces (Appendix 1). The nonsignificant level of traumatic injury on FieldTurf is consistent with prior findings indicating similar nonsignificant playing surface effect.^{16,56} These findings are in contrast to prior studies indicating a higher incidence of severe injury on artificial surfaces,^{20,53} a reflection of earlier synthetic materials as opposed to the newer generation of artificial surfaces being installed today.

Injury Category

Results of this study indicate no significant differences between playing surfaces across injury categories. Although prior efforts have noted a greater incidence of muscle-tendon overload injuries on FieldTurf during high school games and contributing findings as a function of faster play on a more compliant, elastic surface than that observed with natural grass,^{21,40} this was not observed at this level of competition. Others have reported similar nonsignificant findings between artificial and natural grass surfaces.^{15,16,56} As shown in Appendix 2, any univariate differences in player-to-player collisions and shoe-surface interaction during player contact between FieldTurf and natural grass were attributed to total injuries incurred rather than surface influence ($P = .520-.784$).

Time of Injury

Increasing fatigue over time and declines in available energy substrate and coordination predispose an athlete to injury.^{62,65} The nonsignificant differences within and between playing surfaces in this study indicated minimal influence on injury incidence from pregame through the fourth quarter of play. As previously noted, the acute differences in the composition and quality of surfaces may have influenced the type and severity of trauma but did not affect the time of injury observed over the 3-season period. Again, univariate differences in second- and third-quarter trauma may be attributed to total injuries as opposed to actual surface differences ($P = .186-.609$). Findings may also be reflective of the score and subsequent play calling of coaches.^{5,6,27,40}

Injury Time Loss

As similarly noted when discussing severity of injury, the polyethylene nature of FieldTurf, promoted as a nonabrasive

surface with a natural-earth feel, resulted in a significantly lower incidence of minor injuries requiring 0 to 6 days of time loss. Of primary concern is the significantly greater incidence of injuries ranging from 7 to 9 days of time loss and 22 days or more of time loss associated with competing on natural grass. In this study, increased incidence of injury resulting in extensive time loss (≥ 22 days) is consistent with prior findings on natural grass at the high school level of competition.⁴⁰ Whether these findings with the natural grass surface are a function of decreasing turf quality with high temperatures (Appendix 5), lower surface compliance, and a higher coefficient of restitution observed following noncontact injuries on natural grass,^{13,51} overuse because of multipurpose use, or simply the lack of resiliency of natural grass as the season progresses, is not clear and is beyond the control of this study.

Position Played at Time of Injury

Whether data were grouped by generalized positions (eg, offense, defense, special teams) or by specific skill positions as described by others,^{18,19} multivariate analyses indicated no significant effect of playing surface on position played at the time of injury. Although prior studies have expressed concerns with the greater impact forces and incidence of injuries among special team, offensive, defensive, and offensive backfield players while competing on artificial surfaces,^{21,40} this study did not support those concerns. Unfortunately, at this time, the limited frequency of injury among some positions (eg, quarterback, tight end) may have prevented further in-depth analyses and discussion of potential injury differences and position susceptibility.

Injury Mechanism and Situation

Prior authors have surmised that the more consistent artificial composition enhances the speed of the game^{5,40} but allows for greater opportunity for injury owing to overextension and greater fatigue potential of muscles and a greater rate of acceleration, speed, and torque.^{36,40,55} Nonetheless, there were no significant differences in injury mechanism between playing surfaces in this study (Appendix 3). In regard to the injury situation, the significantly lower incidence of injury on FieldTurf versus natural grass observed in situations involving rushing, pass defense, punting, and pile-on may be simply influenced by the quality of the playing surface or by several factors noted in the literature.^{4,7,18,32,36,39,40,65} Risk factors repeatedly mentioned in the literature have included pivoting, change of direction, direct contact with an opposing player, deceleration, unfortunate mishaps (eg, moving pileup), or being jolted during an uncontrolled or compromised movement.^{5,37,56} Others have identified equipment (eg, shoe/cleat design), the abrasive nature and variations in playing surfaces, and various anatomical and biomechanical influences.^{4,5,7,58}

Primary Type of Injury

The significantly lower incidence of ligament and muscle tears, as well as the lower incidence of ligament sprains

documented on FieldTurf, is consistent with prior findings indicating lower extremity sprains on artificial turf,¹⁵ which may be related to the lower shoe-surface traction usually associated with a more consistent, compliant surface.^{40,44} This is consistent with earlier summations noting an inverse relationship between the incidence of ligament trauma and surface compliance.⁵¹ Although others have reported greater shoe-surface peak torque and rotational stiffness with artificial surfaces,^{34,64} these studies were conducted under noncompetitive, laboratory conditions using traditional mechanical simulations lacking environmental variability, player contact, and the anatomical and neuromuscular complexities during actual sports performance, thus limiting comparison to on-the-field sports activity.²⁸ Further investigation into the biomechanics of the shoe-surface interaction beyond the laboratory setting will be necessary to elucidate more definitive causes.

Grade and Anatomical Location of Injury

The significantly lower incidence of second- and third-degree injuries on FieldTurf (Appendix 4) is in contrast to nonsignificant findings on similar surfaces during high school football and soccer competition,^{40,56} a level of play where the degree of speed, power, and subsequent impact trauma is lower than that observed at the collegiate or professional level of sport.⁵ Findings may more clearly reflect the higher impact attenuation/shock absorbency of the more compliant turf surface at this level of play.^{15,40}

In regard to anatomical location, the nonsignificant differences between playing surface are in contrast to earlier studies indicating a lower concussion rate on natural grass when compared to the earlier generation of artificial surfaces.^{13,20} The overall incidence of cranial/cervical trauma, as well as the incidence of both upper and lower extremity injury on both surfaces in this study, were greater than that previously reported among high school, college, and professional athletes.^{9,13,20,21,29,40,47} Results may reflect the level of athletic size and prowess, when comparing the time that these studies were conducted.⁵

Type of Tissue Injured

This study did not establish the coefficient of restitution or degree of rebound; however, when compared to the polyethylene/cryogenic rubber composition of FieldTurf, lower extremity findings on natural grass seemed to reflect a less compliant surface and lower energy absorption at ground impact. The energy of impact is subsequently transferred back—in this case, to the lower extremity region—increasing the potential for trauma.⁶⁵ This may be reflected in the significantly higher incidence of distal tibiofibular ligament sprains on natural grass when compared to FieldTurf. Although others have reported a significantly greater incidence of ankle sprains, combining data derived from 8 brands of artificial turf,¹⁵ the authors did not control for length and time of collection or variation in turf type or quality, methodological concerns that may have benefitted from further analyses.

Environmental Factors

Limited attention has been directed toward the potential influence of weather conditions on injury during competition.^{21,40,45} In this study, the majority of play and injuries occurred during conditions of no precipitation, therefore minimizing the opportunity to thoroughly ascertain possible influences under various field conditions. The significantly lower incidence of injury on FieldTurf during play on wet fields may reflect the more consistent surface that the turf provides during inclement weather. The significantly lower incidence of injuries on FieldTurf when temperatures remained above 70°F is in contrast to findings previously reported on other surfaces,^{40,45} although those surfaces were an earlier type of turf or natural surfaces under drier conditions when compared to today's highly managed collegiate grass surfaces. The more consistent FieldTurf surface may not have impeded normal performance (eg, speed, impact) during games under cold weather conditions, thus contributing to the significant increase but lower total number of injuries when compared to injuries occurring with higher temperatures.

Contrary to that of prior studies on the original artificial turf surfaces, the significantly greater incidence of injury during hot days on natural grass supports prior findings that indicated enhanced shoe-surface interaction potentiating articular trauma with increasing turf temperature,^{45,60} as well as reports of greater frequency of knee trauma with higher temperatures.⁴⁴ In summary, these findings are of clinical concern and warrant further investigation for optimal natural grass management practices.⁵⁸

Limitations

Several potential limitations to the study may have influenced the type and number of injuries reported. These included the inability to determine and control the inherent random variation in injury typically observed in high-collision team sports^{8,37}; the strength and conditioning status of the athletes and variations in the type of equipment used^{4,5,7,25,31,36,59,68}; the weather conditions and variations in field conditions^{1,7,22,30,56}; the differences in postural/joint integrity, musculoskeletal structure, and biomechanics of movement^{4,7,10,31,38,66}; the time of year^{7,15,31}; the coaching style, experience, and play calling^{5,6,21,27,36,38}; the quality of officiating and foul play⁶⁴; the player's position and actual versus average time to exposure to injury^{5,11,22,25,27,32}; the sport skill level, intensity of play, and fatigue level at time of injury^{20,27,31,32,50,59,65,68}; the athlete's ephemeral response to help seeking, injury, and subsequent pain^{36,38,40,41,47}; the unreported congenital/developmental factors predisposing an athlete to additional injury^{5,10,31,36,56,57,65}; or, simply, any unforeseen mishap.^{37,40} Also, there is always the opportunity for an injury to go unreported despite the comprehensive nature of any reporting system.^{5,24,36}

Key strengths of the study included the opportunity to follow several universities during the 3-year period, which prevented seasonal injury fluctuations and individual

team effects and which enhanced the ability to identify differences and trends in surface effect. In addition, the combined method of assessing functional outcome, time loss, direct observation, and treatment records, as well as the daily interactions of ATCs and players evaluated in this study, minimized the potential for transfer bias and unreported injuries throughout the season.^{40,62} The daily evaluation and follow-up telephone visits also increased the opportunity to quantify and track typically overlooked minor indices that often evolve into chronic or overuse problems.^{40,62}

Note that the percentage of influence from risk factors other than simply surface type cannot be overlooked. Because of the inherent challenges of collecting data on multiple indices and on numerous teams and players over an extended period, the degree of influence from these risk factors remains a limitation that can only be acknowledged at this time.^{27,39,65} The prospective cohort multivariate design did enhance sample size, result in randomization of play on both surfaces, control for seasonal and team variation, and allow for greater insight into significant and subtle differences between a new generation of artificial turf and natural grass.

Finally, the lack of a universally accepted definition of sport injury will continue to be a challenge and subsequent influence on injury interpretation.^{40,44} With the concomitant difficulty in subjectively determining a plethora of surface conditions and quality of natural grass,^{40,58} any attempt to interpret the injury-surface interaction with any degree of accuracy will continue to pose concerns.

CONCLUSION

Although similarities did exist between FieldTurf and natural grass over the 3-year period of competitive play, there were significant differences in injury incidence, severity of injury, injury time loss, injury situation, grade of injury, injuries under various field conditions, and temperature. No significant differences in head, knee, or shoulder trauma were observed between playing surfaces. Both surfaces, from a statistical and clinical standpoint, exhibited unique injury mechanisms that need to be addressed to reduce the number of game-related collegiate football injuries. The hypothesis that collegiate athletes would not experience any difference in the incidence, mechanisms, and severity of game-related injury between FieldTurf and natural grass was not supported. FieldTurf is in many cases safer than natural grass. However, the findings of this study are generalizable to only this level of competition. Because this study is still in the early stages, investigation is ongoing.

ACKNOWLEDGMENT

This research was funded by FieldTurf, Montreal, Canada. I wish to thank, by alphabetical order, Bill Bean, Dave Binder, Rob Blanc, Jeremy Busch, Mark Chisum, Mark Coberley, Randy Cohen, Jamey Coll, Greg Collins, Rob

Dalnoki, Terry DeZeeuw, David Gable, Adam Garmon, Barney Graff, Clint Haggard, Christopher Ina, Karl Kapchinski, Kyle Kostyun, David McCune, Kevin Morris, Mike O'Larey, Mike O'Shea, David Polanski, Miguel Rueda, Rex Sharp, Joshua Signs, Paul Silvestri, James Spooner, Erin Steinkamp, and Dwayne Treolo for their athletic training expertise and extensive data collection efforts during this study.

REFERENCES

- Alsop JC, Morrison L, Williams SM, Chalmers DJ, Simpson JC. Playing conditions, player preparation and rugby injury: a case-control study. *J Sci Med Sport*. 2005;8(2):171-180.
- American College of Sports Medicine. *Guidelines for Exercise Testing and Prescription*. Philadelphia, PA: Lippincott Williams & Wilkins; 2006:19-54, 115-173.
- Andresen BL, Hoffman MD, Barton LW. High school football injuries: field conditions and other factors. *Wis Med J*. 1989;88:28-31.
- Bahr R, Krosshaug T. Understanding injury mechanisms: a key component of preventing injuries in sport. *Br J Sports Med*. 2005;39:324-329.
- Bergfeld JA, Paul JJ. Football. In: Garrett WE, Kirkendall DT, Squire DL, eds. *Principles and Practice of Primary Care Sports Medicine*. Philadelphia, PA: Lippincott Williams & Wilkins; 2001:477-491.
- Blyth CS, Mueller FO. Football injury survey, part III: injury rates vary with coaching. *Phys Sportsmed*. 1974;2:45-50.
- Brooks JHM, Kemp SPT. Recent trends in rugby union injuries. *Clin Sports Med*. 2008;27(1):51-73.
- Brophy RH, Barnes R, Rodeo SA, Warren RF. Prevalence of musculoskeletal disorders at the NFL combine: trends from 1987 to 2000. *Med Sci Sports Exerc*. 2007;39(1):22-27.
- Culpepper MI, Niemann KMW. High school football injuries in Birmingham, Alabama. *South Med J*. 1983;76:873-878.
- Cusi MF, Juska-Butel J, Garlick D, et al. Lumbopelvic stability and injury profile in rugby union players. *NZ J Sports Med*. 2001;29(1):14-18.
- DeLee JC, Farney WC. Incidence of injury in Texas high school football. *Am J Sports Med*. 1992;20:575-580.
- De Loes M, Dahlstedt LJ, Thomee R. A 7-year study on risks and costs of knee injuries in male and female youth participants in 12 sports. *Scand J Med Sci Sports*. 2000;10(2):90-97.
- Dick R, Ferrara MS, Agel J, et al. Descriptive epidemiology of collegiate men's football injuries: National Collegiate Athletic Association Injury Surveillance System, 1988-1989 through 2003-2004. *J Athl Train*. 2007;42(2):221-233.
- Dvorak J, Junge A, Chomiak J, et al. Risk factor analysis for injuries in football players: possibilities for a prevention program. *Am J Sports Med*. 2000;28(suppl):S69-S74.
- Ekstrand J, Timpka T, Hagglund M. Risk of injury in elite football played on artificial turf versus natural grass: a prospective two-cohort study. *Br J Sports Med*. 2006;40:975-980.
- Fuller CW, Dick RW, Corlette J, Schmalz R. Comparison of the incidence, nature and cause of injuries sustained on grass and new generation artificial turf by male and female football players, part 1: match injuries. *Br J Sports Med*. 2007;41(suppl 1):i20-i26.
- Garrick JG, Requa RK. Prophylactic knee bracing. *Am J Sports Med*. 1987;15:471-476.
- Garraway M, MacLeod D. Epidemiology of rugby football injuries. *Lancet*. 1995;345:1485-1487.
- Gissane C, White J, Kerr K, Jennings D. An operational model to investigate contact sports injuries. *Med Sci Sports Exerc*. 2001;33:1999-2003.
- Griffin LV, Agel J, Albohm MJ, et al. Noncontact anterior cruciate ligament injuries: risk factors and prevention strategies. *J Am Acad Orthop Surg*. 2000;8:141-150.
- Guskiewicz KM, Weaver NL, Padua DA, Garrett WE Jr. Epidemiology of concussion in collegiate and high school football players. *Am J Sports Med*. 2000;28:643-650.
- Hagel BE, Fick GH, Meeuwisse WH. Injury risk in men's Canada West university football. *Am J Epidemiol*. 2003;157:825-833.
- Howard B. Participation in high school sports increases again; confirms NFHS commitment to stronger leadership. http://www.nfhs.org/web/2006/09/participation_in_high_school_sports_increases_again_confirms_nf.aspx. Accessed February 15, 2009.
- Ingram JG, Fields SK, Yard EE, Comstock RD. Epidemiology of knee injuries among boys and girls in US high school athletics. *Am J Sports Med*. 2008;36(6):1116-1122.
- Junge A, Dvorak J. Influence of definition and data collection on the incidence of injuries in football. *Am J Sports Med*. 2000;28:S40-S46.
- Knowles SB, Marshall SW, Bowling JM, et al. A prospective study of injury incidence among North Carolina high school athletes. *Am J Epidemiol*. 2006;164:1209-1221.
- Knowles SB, Marshall SW, Bowling MJ, et al. Risk factors for injury among high school football players. *Epidemiology*. 2009;20(2):302-310.
- Krosshaug T, Andersen TE, Olsen OE, Myklebust G, Bahr R. Research approaches to describe the mechanisms of injuries in sport: limitations and possibilities. *Br J Sports Med*. 2005;39:330-339.
- Lambson RB, Barnhill BS, Higgins RW. Football cleat design and its effects on anterior cruciate ligament injuries: a three-year prospective study. *Am J Sports Med*. 1996;24:155-159.
- Lee AJ, Garraway WM. The influence of environmental factors on rugby football injuries. *J Sports Sci*. 2000;18:91-95.
- Lee AJ, Garraway WM, Arneil DW. Influence of preseason training, fitness, and existing injury on subsequent rugby injury. *Br J Sports Med*. 2001;35:412-417.
- Levy IM, Skovron ML, Agel J. Living with artificial grass: a knowledge update, part 1: basic science. *Am J Sports Med*. 1990;18:406-412.
- Lindenfeld TN, Noyes FR, Marshall MT. Components of injury reporting systems. *Am J Sports Med*. 1988;16(suppl 1):S69-S80.
- Livesay GA, Reda DR, Nauman EA. Peak torque and rotational stiffness developed at the shoe-surface interface: the effect of shoe type and playing surface. *Am J Sports Med*. 2006;34(3):415-422.
- Louw QA, Manilal J, Grimmer KA. Epidemiology of knee injuries among adolescents: a systematic review. *Br J Sports Med*. 2008;42:2-10.
- Luthje P, Nurmi I, Kataja M, et al. Epidemiology and traumatology of injuries in elite soccer: a prospective study in Finland. *Scand J Med Sci Sports*. 1996;6:180-185.
- McClosky JW. Analysis of variance in sports injury research. *Am J Sports Med*. 1988;16(suppl 1):S63-S64.
- McIntosh AS. Risk compensation, motivation, injuries, and biomechanics in competitive sport. *Br J Sports Med*. 2005;39:2-3.
- Meeuwisse WH. Assessing causation in sports injury: a multifactorial model. *Clin J Sport Med*. 1994;4:166-170.
- Meyers MC, Barnhill BS. Incidence, causes, and severity of high school football injuries on FieldTurf versus natural grass: a 5-year prospective study. *Am J Sports Med*. 2004;32(7):1626-1638.
- Meyers MC, Bourgeois AE, LeUnes A. Pain coping response of collegiate athletes involved in high contact, high injury-potential sport. *Int J Sport Psychol*. 2001;31:1-14.
- Meyers MC, Elledge JR, Sterling JC, Tolson H. Injuries in intercollegiate rodeo athletes. *Am J Sports Med*. 1990;16:87-91.
- National Federation of State High School Associations. *2006-2007 High School Athletic Participation Survey*. Indianapolis, IN: National Federation of State High School Associations; 2006.
- Noyes FR, Lindenfeld TN, Marshall MT. What determines an athletic injury (definition)? Who determines an injury (occurrence)? *Am J Sports Med*. 1988;16(suppl 1):S65-S68.
- Orchard J. Is there a relationship between ground and climatic conditions and injuries in football? *Sports Med*. 2002;32:419-432.
- Orchard JW, Powell JW. Risk of knee and ankle sprains under various weather conditions in American football. *Med Sci Sports Exerc*. 2003;35:1118-1123.

47. Prager BI, Fitton WL, Cahill BR, Olson GH. High school football injuries: a prospective study and pitfalls of data collection. *Am J Sports Med.* 1989;17:681-685.
48. Rechel JA, Yard EE, Comstock RD. An epidemiologic comparison of high school sports injuries sustained in practice and competition. *J Athl Train.* 2008;43:197-204.
49. Rudicel S. How to avoid bias. *Am J Sports Med.* 1988;16(suppl 1):S48-S52.
50. Schmitt KU, Nusser M, Boesiger P. Hip injuries in professional and amateur soccer goalkeepers. *Sportverletz Sportschaden.* 2008;22(3):159-163.
51. Shootman M, Powell J, Albright J. Statistics in sports injury research. In: Delee J, Drez OJ, eds. *Orthopaedic Sports Medicine: Principles and Practice.* Philadelphia, PA: WB Saunders; 1994:160-183.
52. Scranton PE, Whitesel JP, Powell JW, et al. A review of selected non-contact anterior cruciate ligament injuries in the National Football League. *Foot Ankle Int.* 1997;18:772-776.
53. Seward H, Orchard J, Hazard H, Collinson D. Football injuries in Australia at the elite level. *Med J Aust.* 1993;159:289-301.
54. Shanker PR, Fields SK, Collins CL, Dick RW, Comstock RD. Epidemiology of high school and collegiate football injuries in the United States, 2005-2006. *Am J Sports Med.* 2007;35:1295-1303.
55. Skovron MI, Levy IM, Agel J. Living with artificial grass: a knowledge update, part 2: epidemiology. *Am J Sports Med.* 1990;18:510-513.
56. Steffen K, Andersen TE, Bahr R. Risk of injury on artificial turf and natural grass in young female football players. *Br J Sports Med.* 2007;41(suppl 1):i33-i37.
57. Stewart DR, Burden SB. Does generalized ligamentous laxity increase seasonal incidence of injuries in male first division club rugby players? *Br J Sports Med.* 2004;38(4):457-460.
58. Stiles VH, James IT, Dixon SJ, Guisasola IN. Natural grass surfaces: the case for continued research. *Sports Med.* 2009;39(1):65-84.
59. Tabachnick BG, Fidell IS. *Using Multivariate Statistics.* 2nd ed. New York, NY: Harper & Row; 1989.
60. Thompson N, Halpern B, Curl WW, Andrews JR, Hunter SC, McLeod WD. High school football injuries: evaluation. *Am J Sports Med.* 1987;15:117-124.
61. Torg JS, Stilwell G, Rogers K. The effect of ambient temperature on the shoe-surface interface release coefficient. *Am J Sports Med.* 1996;24:79-82.
62. Van Mechelen W. Sports injury surveillance systems: "one size fits all"? *Sports Med.* 1997;24:164-168.
63. Van Mechelen W, Hlobil H, Kemper HCG. Incidence, severity, aetiology and prevention of sports injuries: a review of concepts. *Sports Med.* 1992;14:82-99.
64. Villwock MR, Meyer EG, Powell JW, Fouty AJ, Haut RC. Football playing surface and shoe design affect rotational traction. *Am J Sports Med.* 2009;37(3):518-525.
65. Walter SO, Sutton JR, McIntosh JM, Connolly C. The aetiology of sport injuries: a review of methodologies. *Sports Med.* 1985;2:47-58.
66. Watson AWS. Sports injuries: incidence, causes and prevention. *Phys Ther Rev.* 1997;2:135-151.
67. Watson AWS. Sports injuries in school Gaelic football: a study over one season. *Ir J Med Sci.* 1996;165:12-16.
68. Williford HN, Kirkpatrick J, Scharff-Olsen M, Blessing DL, Wang NZ. Physical and performance characteristics of successful high school football players. *Am J Sports Med.* 1994;22(6):859-862.

Falcon High School

Facilities Review – Athletic/Practice Fields

Our Situation

- The current condition of the football practice field, the practice soccer and the baseball field are below standard and need to be improved.
 - The practice fields are basically dead at this point.
 - In order to be available for fall practice both the soccer and football practice fields need to be reseeded or replaced with sod.
 - *The reseeding is not a viable option due to the time it takes to mature.*

Our Situation - Continued

- The cost to replace the sod and replenish the soil would be approximately \$40,430 (\$30,000 for 75,000 square feet of material, \$10,430 for 298 man hours and \$2,000 for equipment rental) per field for a total cost of approximately \$85,000.
 - There would be no access to the fields until August 2014.
 - The fields need to be secured in order to maintain security.
 - This cost is this option is being developed. At initial review the cost to secure the perimeter is too expensive

Bond Capital Campaign for Central Office

<u>Issue</u>	<u>Funding needed</u>	<u>Type</u>	<u>Prioriy</u>	<u>Capital</u>	<u>Operating</u>	<u>Annual savings</u>
Improvement	\$2,200,000	Capital	1	\$2,200,000	\$0	\$800,000
Replacement Cycle	\$600,000	Capital		\$0	\$0	
Replacement Cycle	\$450,000	Capital	3	\$450,000	\$0	
Replacement Cycle	\$500,000	Capital	3	\$500,000	\$0	
Replacement Cycle	\$950,000	Capital	3	\$950,000	\$0	
Resource Management	\$500,000	Capital	4	\$500,000	\$0	\$100,000
Curb Appeal - Student Attraction	\$500,000	Capital	6	\$500,000	\$0	
Curb Appeal - Student Attraction	\$750,000	Capital	6	\$750,000	\$0	
Curb Appeal - Student Attraction	\$1,500,000	Capital	6	\$1,500,000	\$0	
Curb Appeal - Student Attraction	\$500,000	Capital	6	\$500,000	\$0	
Resource Management- Community Involvement Install Art. Turf Falcon				\$1,935,000	\$0	\$325,000
Resource Management- Community Involvement Install Art. Turf Sand Creek	\$1,732,500	Capital	2	\$1,732,500	\$0	\$300,000
Resource Management- Community Involvement Install Art. Turf - Vista Ridge	\$697,500	Capital	3	\$400,000	\$0	\$65,000
Resource Management- Community Involvement Install Art. Turf - Elementary	\$1,215,000	Capital	3	\$100,000	\$0	\$150,000
Resource Management- Community Involvement Install Art. Turf	\$742,500	Capital		\$0	\$0	\$100,000
Resource Management	\$750,000	Capital		\$0	\$0	\$75,000
Resource Management	\$350,000	Capital		\$0	\$0	\$35,000
Resource Management	\$750,000	Capital		\$0	\$0	\$75,000
Resource Management	\$750,000	Capital		\$0	\$0	\$75,000
Resource Management	\$400,000	Capital	5	\$400,000	\$0	\$90,000
Resource Management	\$52,000	Capital	7	\$25,000	\$0	\$0
Resource Management	\$110,000	Capital	7	\$100,000	\$0	\$0
Safety - Resource Mgmt	\$52,000	Capital	7	\$52,000	\$0	\$0
Safety - Resource Mgmt	\$2,850,000	Capital		\$0	\$0	\$0
Safety - Resource Mgmt	\$1,140,000	Capital		\$0	\$0	\$0
Safety - Resource Mgmt	\$1,710,000	Capital		\$0	\$0	\$0
Resource Management	\$85,000	Operating		\$0	\$85,000	\$750,000
Resource Management	\$208,000	Operating		\$0	\$208,000	\$0
Total Need	\$23,979,500	\$0		\$12,594,500	\$293,000	\$2,940,000

Our Situation - Continued

- The installation of artificial turf is the long term solution
 - Grant options are being reviewed to see if this is a viable option.
 - The Best Grant was not an option due to the District's matching portion.
 - Funds are earmarked in the bond campaign to install turf on all of the athletic fields are all of Falcon 49 high schools with Falcon High being the #2 priority.
 - The installation of turf would save approx. \$300,000 per year in maintenance and water.

Our Situation - Continued

- The cost of installing turf for the all fields are is \$2,130,000:
 - Stadium - \$525,000 for 100,000 square feet
 - Football Practice - \$400,000 for 75,000 square feet
 - Soccer Practice - \$400,000 for 75,000 square feet
 - Baseball Infield - \$254,000 for 75,000 square feet
 - Entire Baseball field - \$655,000 for 123,000 square feet
 - Softball Field - \$150,000 for 35,000 square feet
 - Softball Infield - \$65,000 for 12,000 square feet

Our Situation - Continued

- The stadium football/soccer field needs to be maintained so it will be playable in the spring and fall for competitive teams.
 - The stakeholders are concerned about water the field during the winter months.
 - Manual watering can be done at a cost of \$1,000 per water and will take approximately two days to complete
 - An irrometer should be used to determine when water is needed
 - *A proposal for cost is being prepared. The cost is expected not to exceed \$300*

Our Situation - Continued

- This option will be used to water the field when needed. It is anticipated this would be done twice a month if no moisture is received.
- The option to cover the field was proposed and reviewed by the operations team.
 - The cost for this option was approximately \$10,000 and would have come from the High School Budget
 - Operations determined that due to the winds and the inability to manually water the field during the time it was covered this option was deemed inefficient.

Our Situation - Continued

- The baseball infield is substandard and needs some improvements.
 - Grounds and the COO reviewed the field with the athletic director and baseball coach in early January 2014.
 - A proposal to top dress the infield was reviewed and accepted.
 - The top dressing and leveling of the infield has been completed.
 - The infield needs to be rolled before play resumes in February

Our Situation - Continued

- The baseball team will need to rake and roll this until a degree of compaction can be attained.
 - The athletic director, grounds supervisor and COO will meet with the baseball coach to set expectation for this process
- It was determined that the grass behind home plate and the walkup aprons be removed to develop a hard pan.
- Home plate and the pitching mound will be installed at a cost of \$5,400.
 - This cost is being paid by the athletic department.

Our Situation - Continued

- A proposal has been developed to turf the entire infield area (grass & dirt) back to the backstop and dugouts. The cost of these options would be approximately \$254,000 for 75,000 square feet.
- The entire Field can be done for \$655,000 and 123,000 square feet

Stakeholder Concerns

- Water conditions, watering protocol and use of the fields at times when grounds needs to nurture them.
- Stakeholders are concerned and alarmed that a plan needs to be in place to correct the deficiencies in the practice fields. They are also concerned about safety of the athletes.

Stakeholder Questions

- Can sponsorships be generated and/or utilized to offset the cost. If this can be done will signage be allowed for the donor?
- Is there an access point where the field can be watered manually with a hose?
 - Initially it was determined that a feasible access point to water is not available.
 - Due to the winter conditions the spigots are turned off.
 - The effective use of watering with a garden hose would take too much time and is very inefficient.
 - The field can be watered with a watering truck at a cost of \$1,000 per watering.
 - Can these funds be charged to the water utility budget?

Stakeholder Questions

- The Grounds department has identified a 3" line that can be used to water with a fire hose in the future.
 - This option would require approximately 1,000 feet of pipe and a meter to monitor water use.
 - This option is being evaluated for cost and budget.

Stakeholder Questions

- Can a well be installed were watering can be completed during the winter months and not be susceptible to freezing?
 - A well can be installed to provide water. The typical cost to install a well ranges in price due to how far down the well needs to be for access water.
 - These can range from \$5,000 to \$50,000 depending on depth of the well.
 - I believe we would also have to obtain well permit.

How did this Happen?

- Historical Notes:
 - The main stadium field has been restored three times due to conditions that warranted extensive repair.
 - On two occasions this has been done with reseeding.
 - The third time this was completed with replacing the sod at a cost of approximately \$80,000 for 100,000 square feet of grass.
 - Several other deficiencies were corrected at the same time.

Recommendations

- A recommendation will be made to replace the two practice fields at a cost of approximately \$85,000 to \$90,000
- There will be not use of these fields until 9-1-14
- An electronic instrument to measure moisture content will be purchase to determine when water is needed.
 - Cost and budget is currently being reviewed
- The stadium field will be reseeded and top dressed.
 - Usage will not be allowed until 9-1-14 to allow maturity
- Practice will be offsite at PLC until practice fields mature and take root

Recommendations

- Repair the tennis court cracks
 - As soon as weather and schedule permits
- Work as a group to back the bond – mill levy override campaign
 - If the campaign passes fields will be installed in summer of 2015

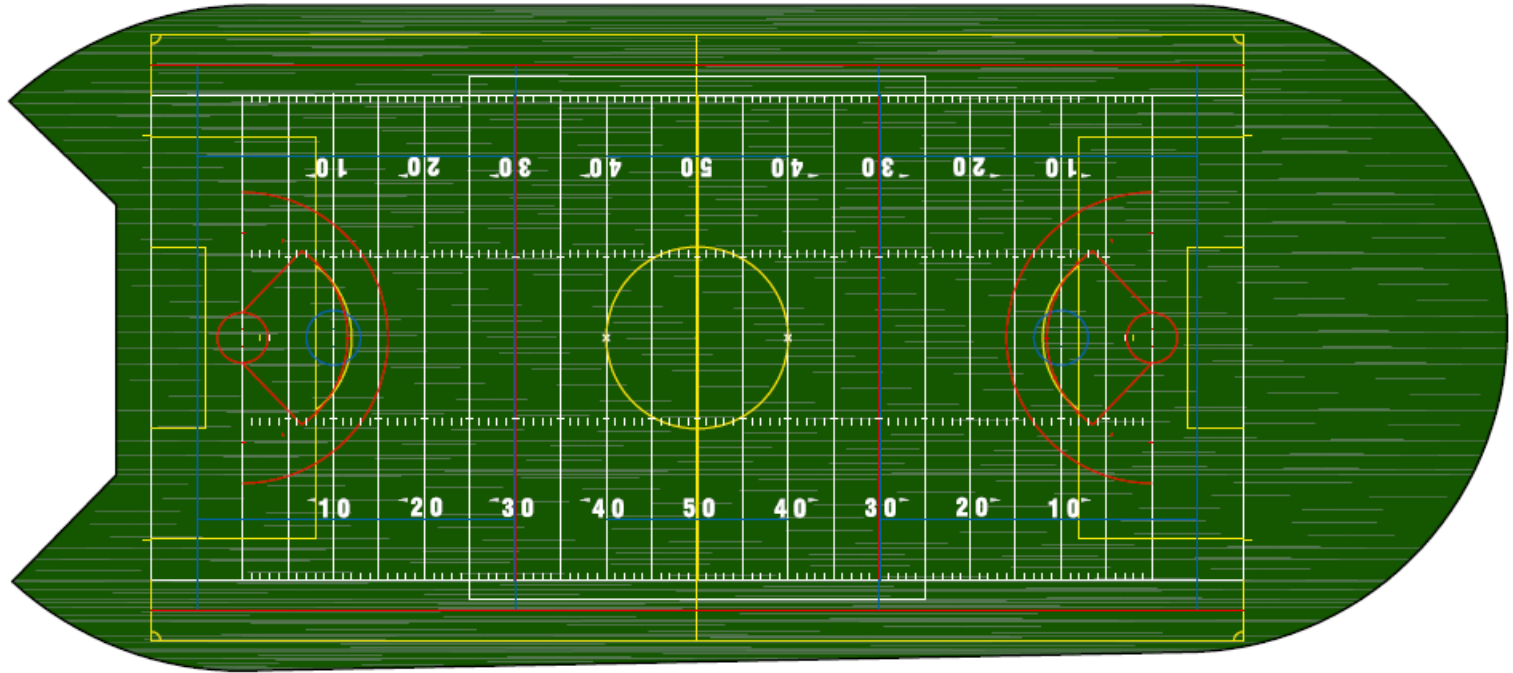
Our Vision for the Future

- Install Artificial Turf for all high school and middle school fields
 - This will allow for more community use.
- Revamp the tennis courts with a post tension overlay and realign them

Our Vision for the Future

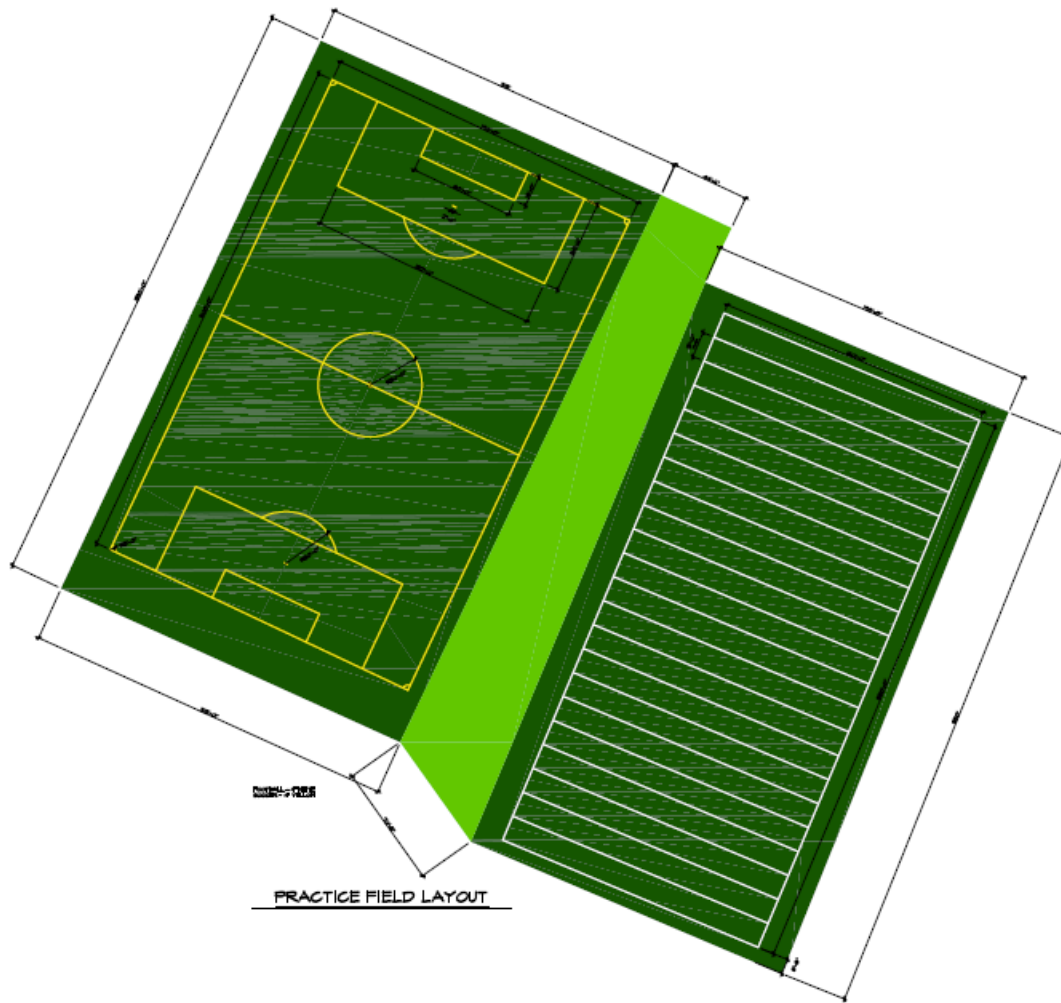


Our Vision for the Future



FIELD LAYOUT

Our Vision for the Future



[illegible]

[illegible]



BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	2014-15 Budget Early information
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Late in the third quarter of each fiscal year, it is appropriate for the District to begin considering budget priorities for the following fiscal year. In recent years, the amount of funding available for K12 education has been in question and has, in fact, seen several reductions on a year-by-year basis. As a result, the State's quarterly revenue forecast has become a key indicator on what may happen – not only with the current year state revenue forecast (and by extension K12 funding), but also the forecast for the subsequent year. The next forecast will be released March 20 and provides some flavor to Governor Hickenlooper's original forecast for 2014/15 that was first released in November 2013.

RATIONALE: The assumption, at this point, is that funding will increase slightly at the state level for the 2014/15 fiscal year. A funding increase for the second year in a row, no matter how slight, is a welcome sign after reductions were recognized in the 2010/11 and 2011/12 years, and then flat to 2012/13.

Other factors that are defined early, at a high level include projected student count and revenue allocations. Revenue allocations, while tied to specific priorities, have the potential to be managed according to priorities and preferences stated by the Board of Education.

RELEVANT DATA AND EXPECTED OUTCOMES: With the increased funding proposals we are aware of at this time, the PPR rate would increase by ~2.5%. In addition, the district will show an increase in student count as is normal for Falcon School District. The combination of rate and volume increases will provide additional funds (aka 'new money') to the District.

The first questions to consider, then, are the revenue allocations and next, whether to change compensation rates for district staff in the 2014-15 fiscal year.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in budget strategy and decisions.</i>	Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<i>Participation by the DAAC budget sub-committee this year is better than recently seen.</i>	Rock #5 — Customize our educational systems to launch each student toward success	<i>Our decentralized approach with innovation is foundational to designing a program for each student.</i>
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			



FALCON SCHOOL DISTRICT 49
BOARD OF EDUCATION REGULAR MEETING - MARCH 13, 2014
AGENDA DISCUSSION ITEM 9.02 (cont.)

FUNDING REQUIRED: Yes ✓

AMOUNT BUDGETED: 2013/14 = \$87.5mm
(General fund)

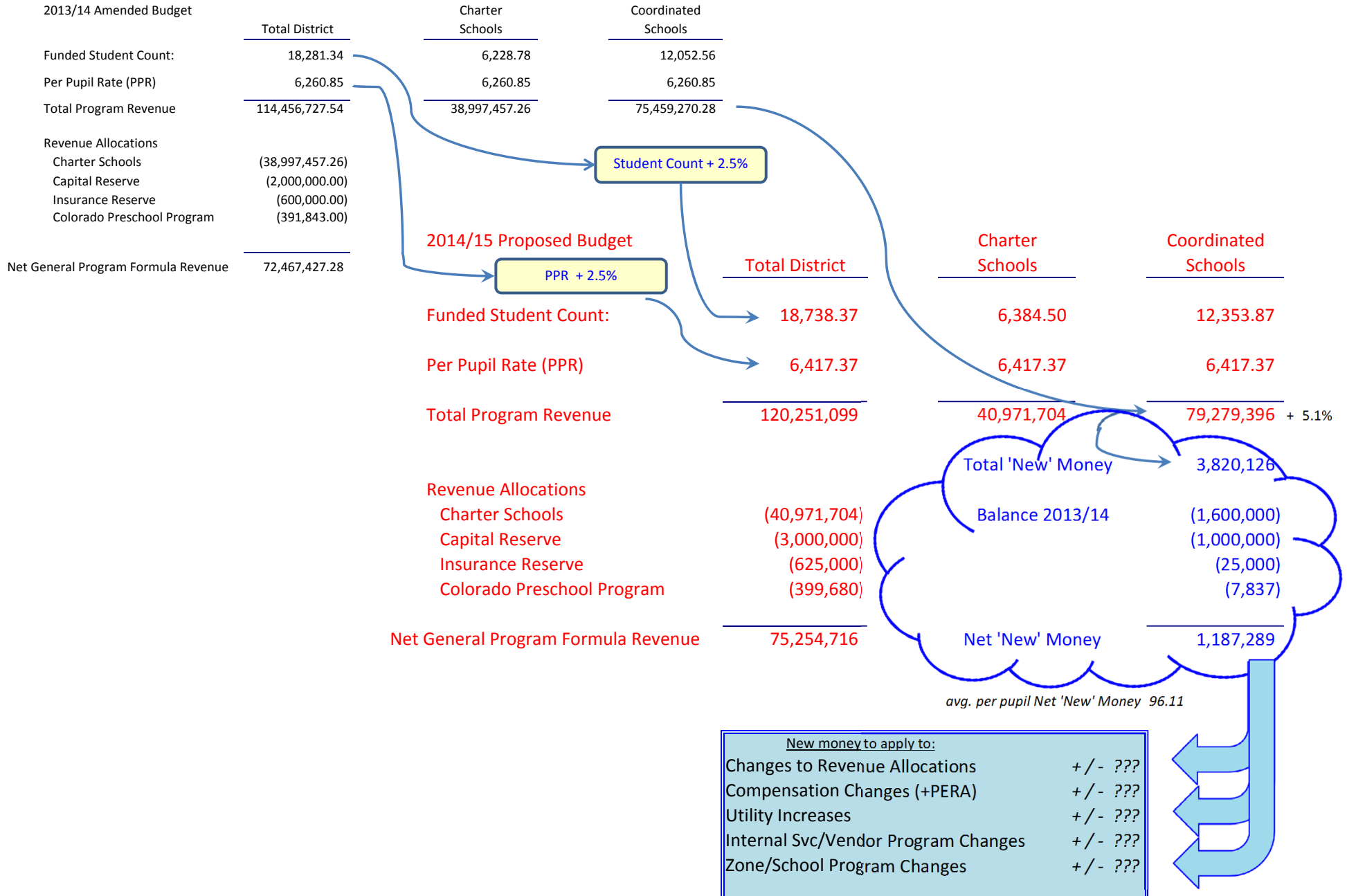
RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Pursue budget development according to the calendar presented.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: March 7, 2014

Falcon School District 49
Proposed Budget Walkforward
High-Level Parameters
District General Funds

Program Formula Funding





BOARD OF EDUCATION AGENDA ITEM 9.04

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	The Chief Officers
TITLE OF AGENDA ITEM:	Policy and Procedure Review and Responsibility
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We seek to improve our policy management system by assigning responsibility to ensure policies and procedures are reviewed on a regular basis.

RATIONALE: While policy development and revision is an appropriate governance function, development of the implementing procedures and forms is an administrative function necessary to carry out the intent of the policy.

RELEVANT DATA AND EXPECTED OUTCOMES: As part of the revision and review process approved in 2013, the Chief Officers present redline versions of the following policies for review and revision:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<u>Major Impact</u>	Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>Major Impact</u>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<u>Major Impact</u>	Rock #5 — Customize our educational systems to launch each student toward success	<u>Major Impact</u>
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<u>Major Impact</u>		

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to set the revised policies, (as amended consistent with any adjustments agreed to by the Board of Education during this discussion) as an action item on the consent agenda at the board's next regular meeting.

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

DATE: March 5, 2014

Board Policies

This site contains the policies of the Board of Education, the major regulations intended to implement policy, and certain reference or “exhibit” documents that relate to policies and/or regulations. The official copy of the Board Policy Manual is maintained at the Central Administration Office.

The policies and regulations are organized according to the classification system developed by the National Education Policy Network (NEPN) and National School Boards Association (NSBA). The system provides an efficient means of coding and finding policies and regulations.

Preamble to Policies of the Falcon Board of Education

Our mission is to provide the learning opportunities and instruction necessary to produce educated productive citizens, knowledgeable about our government, our history, and academically prepared to contribute to our community, nation and world.

The District’s greatest assets are dedicated teachers and supportive families. The District acknowledges the primacy of the family as the fundamental authority in the lives of its children.

School District 49 is ~~run~~**governed** by the parents and patrons of the district by electing 5 citizen directors, who hire a ~~full time superintendent~~**three chief officers (Chief Business Officer, Chief Education Officer, and Chief Operations Officer)** to carry out their directives.

Each director before taking office, has promised to uphold the Constitution of the United States of America, and the Constitution of the State of Colorado.

We place, in part, the words of our state constitution at the head of our board policies, because from it originates the authority of the citizens who serve as ~~said~~ directors of ~~the Falcon school~~**School District 49**.

Constitution of the State of Colorado –

Section 15. School Districts Board of Education

The general assembly shall, by law, provide for organization of school districts of convenient size, in each of which shall be established a board of education, to consist of three or more directors to be elected by the qualified electors of the district.

"Said directors shall have control of instruction in the public schools of their respective districts.

"Therefore, no action, resolution, or policy of the board shall circumvent, dilute or negate the powers and responsibilities given to the ~~Falcon~~ Board of Education by the Colorado State Constitution. Any policy contained herein which is or may be interpreted to do so in whole or in part, is hereby rendered null and void and waived in any part which may violate this policy."

Title	Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)
Designation	AC-R
Office/Custodian	Education Office/Director of Personnel

The District shall respond to complaints of discrimination and/or harassment reported; take action in response when discrimination and/or harassment is discovered; impose appropriate sanctions on offenders in a case-by-case manner; and protect the privacy of all those involved in discrimination and/or harassment complaints to the extent practical and appropriate under the circumstances. These actions shall apply to the extent permitted by law or where personal safety is not an issue. Under certain circumstances, the complaint may be referred to law enforcement for investigation.

The District has adopted the following procedures to promptly and fairly address concerns and complaints about discrimination and/or harassment. Complaints may be submitted informally or formally.

Definitions

The term "compliance officer" means an employee designated to act as such by the Board of Education. That individual shall be identified by name, address and telephone number. See exhibit ACE-E. If the designated individual is not qualified or is unable to act as such, the Chief Education Officer in conjunction with the Chief Business Officer and Chief Operations Officer shall designate an administrator who shall serve until a successor is appointed by the Board.

The term "aggrieved individual" shall mean a student, the parents or guardians of a student under the age of eighteen (18) acting on behalf of a student, a student over the age of eighteen (18), an employee of the District, or member of the public who is directly affected by an alleged violation of District policies prohibiting discrimination or harassment.

Compliance officer's duties

The compliance officer shall be responsible for conducting a confidential investigation and coordinating all complaint procedures and processes, whether the violation is alleged under Title II (discrimination based on disability), Title VI (discrimination based on race, color or national origin), Title IX (discrimination based on sex or marital status), Section 504 (discrimination based on disability) or under District policies prohibiting discrimination or harassment. The compliance officer's duties shall include providing notice to students, parents/guardians of students, employees and the general public concerning the compliance process available, dissemination upon request of information concerning the forms and procedures for the filing of complaints, investigation of all complaints and coordination of the hearing procedures.

Complaint procedure

An aggrieved individual who believes he or she has been subject to harassment or discrimination in violation of law and District policy is encouraged to report the incident as provided in Board policy. All reports

received by teachers, counselors, principals or other district employees shall be forwarded to the compliance officer.

Any aggrieved individual may file, with the compliance officer, a complaint charging the District, another student or any school employee with a violation of Title II, Title VI, Title IX or Section 504 or with a violation of District policies prohibiting discrimination or harassment. The complaint shall be in writing and shall describe with reasonable specificity the nature of the complaint.

Upon receiving a complaint, the compliance officer shall confer with the aggrieved individual as soon as is reasonably possible in order to obtain a clear understanding of the basis of the complaint and to discuss what action the aggrieved individual is seeking.

At the initial meeting, the compliance officer shall explain the avenues for informal and formal action and provide a description of the complaint process. The compliance officer shall also explain that whether or not the individual files a formal complaint or otherwise requests action, the District is required by law to take steps to correct the harassment and to prevent recurring harassment or retaliation against anyone who makes a harassment report or participates in an investigation. The compliance officer shall also explain that any request for confidentiality shall be honored so long as doing so does not preclude the District from responding effectively to the harassment and preventing future harassment.

Following the initial meeting with the aggrieved individual, the compliance officer shall attempt to meet with the alleged harasser and his or her parents/guardians, if the alleged harasser is a student, in order to obtain a response to the reported harassment. Such person(s) shall be informed only of those facts which, in the compliance officer's judgment, are necessary to achieve a full and accurate disclosure of material facts or to obtain an informal resolution.

The compliance officer may consider the following types of information in determining whether unlawful harassment occurred:

- a. statements by any witness to the alleged incident.
- b. evidence about the relative credibility of the parties involved.
- c. evidence relative to whether the alleged harasser has been found to have harassed others.
- d. evidence of the aggrieved individual's reaction or change in behavior following the alleged harassment.
- e. evidence about whether the individual claiming harassment took action to protest the conduct.
- f. evidence and witness statements or testimony presented by the parties involved.
- g. other contemporaneous evidence.
- h. any other evidence deemed relevant by the compliance officer.

In deciding whether conduct is sufficiently severe, persistent or pervasive to be a violation of law or policy, all relevant circumstances shall be considered by the compliance officer, including:

- a. the degree to which the conduct affected one or more students' education or one or more employee's work environment.
- b. the type, frequency and duration of the conduct.
- c. the identity of and relationship between the alleged harasser and the aggrieved individual.
- d. the number of individuals involved as alleged harassers and as subjects of the harassment.
- e. the age of the alleged harasser and the aggrieved individual.
- f. the size of the school, location of the incident and context in which it occurred.
- g. other incidents at the school.

The compliance officer shall determine whether the matter should proceed formally or informally. At any time, the aggrieved individual may request an end to an informal process and begin the formal compliance process.

On the basis of the compliance officer's investigation and if the aggrieved individual requests that the matter be resolved in an informal manner and the compliance officer agrees that the matter is suitable for such resolution, the compliance officer may attempt to resolve the matter informally.

The compliance officer shall prepare a written report containing findings and recommendations, as appropriate, to the Chief Education Officer, Chief Business Officer and Chief Operations Officer. The compliance officer's report shall be advisory and shall not bind the Chief Education Officer, Chief Business Officer, Chief Operations Officer or the District to any particular course of action or remedial measure. However, the report may be used by the Chief Education Officer in conjunction with the Chief Business Officer and Chief Operations Officer or other District administration officials as a basis for disciplinary or other appropriate action.

Formal complaint process

If the aggrieved individual requests a formal complaint process, the compliance officer shall transfer the record within five (5) school days to the Chief Education Officer, Chief Business Officer and Chief Operations Officer for formal resolution and so notify the parties by certified mail.

After reviewing the record made by the compliance officer, the Chief Education Officer, Chief Business Officer and Chief Operations Officer or designee may gather additional evidence necessary to decide the case and/or determine that a hearing is necessary.

At such time the matter should be referred to an administrative hearing officer for further fact-finding. The hearing officer will be an administrative employee of the District designated by the Chief Education Officer in conjunction with the Chief Business Officer and Chief Operations Officer.

The hearing shall be informal. The hearing officer shall provide the affected person a written statement of charges, evidence and reasons supporting the proposed adverse action. A student shall be entitled to be represented by his/her parent or by an attorney. An employee shall be entitled to be represented by an attorney or other representative of his/her choice. The complainant shall appear at the hearing and shall be



entitled to present testimony and other evidence. Formal rules of evidence shall not apply. The compliance officer or designee may represent the District at the hearing and shall likewise be entitled to present testimony and other evidence. The hearing shall be closed to the public. The hearing officer shall make a recommendation to the Superintendent based upon evidence presented at the administrative hearing.

Within ten (10) school days of receiving the record from the hearing, the Chief Education Officer in conjunction with the Chief Business Officer and Chief Operations Officer shall determine any sanctions or other action deemed appropriate, including recommendations to the Board for disciplinary or other action.

District action

Whether or not a formal complaint is filed, the District shall take appropriate action to end the harassment, to make the victim whole by restoring lost educational or employment opportunities, to prevent harassment from recurring and to prevent retaliation against anyone that reports harassment or participates in a harassment investigation.

All parties, including the parents/guardians of all students involved, shall be notified by the Chief Education Officer, Chief Business Officer, Chief Operations Officer or designee of the final outcome of the investigation and all steps taken by the District. If disciplinary action is recommended for a student or employee, that action shall proceed in accordance with applicable District policy. Remedial and/or disciplinary actions shall include measures designed to stop the harassment, correct its negative impact on the affected individual, and ensure that the harassment does not recur.

Nothing contained herein shall be interpreted to confer upon any person the right to a hearing independent of a Board policy, administrative procedure, statute, rule, regulation or agreement expressly conferring such right. This process shall apply, unless the context otherwise requires and unless the requirements of another policy, procedure, statute, rule, regulation or agreement expressly contradicts with this process, in which event the terms of the contrary policy, procedure, law, rule, regulation or agreement shall govern.

- Adopted: August 12, 201
- Revised: May 12, 2011
- Revised: January 10, 2013
- **Revised: April 10, 2014**



Title	Safe Schools
Designation	ADD
Office/Custodian	Education Office/Coordinator; Safety and Emergency Operations

The Board of Education recognizes that effective learning and teaching take place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. To that end, the Board directs the ~~Deputy Superintendent~~ **Chief Education Officer**, following regular review of relevant data and consultation with the District ~~accountability~~ **Accountability Committee**, ~~school~~ **School accountability** ~~Accountability~~ **Committees**, parents, teachers, administrators, students, and when appropriate, school psychologist and members of the community including victims advocacy organizations and local law enforcement, to develop and maintain a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aim to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each District building.
11. Procedures to provide for regular communications between District officials, law enforcement officers, fire department officials, city and county officials, and local medical personnel to discuss crisis prevention and management strategies including involvement by these parties in the development and revision of crisis prevention and management plans.
12. Training programs for staff and students in safety precautions and procedures related to fire prevention; natural disaster response; accident prevention; public health; traffic, bicycle, and pedestrian safety; environmental hazards; civil defense; classroom and occupational safety; and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement.

- Adopted: August 10, 2000
- Revised: October 6, 2005
- Revised: April 28, 2010
- Revised: May 12, 2011



- Revised: July 21, 2011
- Revised: July 27, 2012
- **Revised: April 10, 2014**

LEGAL REFS:

- C.R.S. 9-1-101 through 9-1-106 (construction requirements, fire escapes, etc.)
- C.R.S. 22-3-101 through 22-3-104 (eye protection devices)
- C.R.S. 22-32-109.1 (2) (safe schools plan)
- C.R.S. 22-32-109.1 (2))b) (detailing information required in annual principal reports on the learning environment)
- C.R.S. 22-32-110 (1)(k)
- C.R.S. 22-32-124 (2), (3) (building inspections)
- C.R.S. 24-10-106.5 (duty of care)

CROSS REFS:

- ECA/ECAB, Security/Access to Buildings
- GBGAA* Staff Training in Crisis Prevention and Management KDE, Crisis Management
- KI, Visitors to School

NOTE 1: Many specific policies are required as part of the district's safe school plan (see CASB's list of legally required policies); however, the law also requires a general safe schools policy. This policy (ADD) serves that purpose. The only specific legal requirement is that the policy mandate the annual inspection of schools to remove hazards, vandalism and other barriers to safety and supervision. C.R.S. 22-32-109.1(5). That requirement is reflected in paragraphs one and nine of the policy. The remaining provisions of the policy are suggested best practices for the superintendent and board to consider when creating a general safe schools policy.

NOTE 2: The state law "encourages" school districts to provide a comprehensive, age-appropriate curriculum that teaches safety in working and interacting on the Internet, as part of the board's safe school plan. C.R.S. 22-32-109.1 (2)(c). Districts are encouraged to incorporate the Internet safety topics into the teaching of the regular classroom curricula, rather than isolating the topics as a separate class. If the district develops a comprehensive curriculum or other approach to teach safety in use of the Internet, then appropriate language could be added to this policy.



Title	Board Powers and Responsibilities
Designation	BBA
Office/Custodian	Board of Education/Executive Assistant to the Board

The Constitution of the State of Colorado and Colorado Revised Statute define the powers and mandatory duties of the Board of Education ~~are defined in state statutes.~~

The Board considers that its most important functions fall into the following categories:

1. Legislative or policymaking. The Board is responsible for the development of policy and for the employment of a Chief ~~Education~~ **Business Officer**, ~~Deputy Chief Education Officer~~ **Superintendent** and ~~Chief of Service Center Operations~~ **Officer** who will carry out ~~board's~~ policy through the development and implementation of regulations.
2. Educational planning and appraisal. The Board is responsible for acquiring reliable information from responsible sources, which will enable it to make the best possible decisions about the scope and nature of the educational program. The Board is responsible for requiring appraisal of the results of the educational program.
3. Staffing and appraisal. The Board is responsible for employing the staff necessary for carrying out the instructional program and establishing salaries and salary schedules and other terms and conditions of employment, as well as for personnel policies District-wide in application. The Board is responsible for appraising the effectiveness of its staff by providing for regular evaluation.
4. Financial resources. The Board is responsible for adopting a budget that will provide the financial basis for buildings, staff, materials, and equipment, which will enable the District to carry out the educational program. The Board is responsible for exercising control over the finances of the District to ensure proper use of, and accounting for, all District funds.
5. School facilities. The Board is responsible for determining school housing needs, for communicating these needs to the community, for purchasing sites, and for approving building plans that will support and enhance the educational program.
6. Communication with the public. The Board is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself informed about the wishes of the public.
7. Judicial. The Board is responsible for acting as a court of appeal for school staff members, students, and the public when issues involve Board policies and their fair implementation.

The Board may exercise the above powers and duties only when convened in a legally constituted meeting.

All powers of the Board lie in its action as a group. Individual Board members exercise authority only as they vote at a legal meeting of the Board and when the Board has lawfully delegated authority to them.

- Adopted: April 21, 1977
- Revised: September 3, 1998
- Reviewed: September 23, 2009



- Revised: May 12, 2011
- **Revised: April 10, 2014**

LEGAL REFS:

- C.R.S. 22-9-101 et seq.(licensed personnel evaluations)
- C.R.S. 22-32-109 (specific duties of boards)
- C.R.S. 22-32-110 (specific powers of boards)

CROSS REFS:

- BG, School Board Policy Process, and subcodes



Title	Agenda
Designation	BEDB
Office/Custodian	Board of Education/Executive Assistant to the Board of Education

To expedite the Board's proceedings and provide a framework for the orderly conduct of business, the **Chief Business Officer**, Chief Education Officer, ~~Deputy Superintendent and Chief of Service Center Operations~~ and **Chief Operations Officer**, in cooperation with the Board president, shall prepare an agenda outlining the matters to be brought to Board attention at meetings.

The Board shall follow the order of business set by the agenda unless the order is altered or new items added by vote of the Board during the meeting. The Board may add to or take action on matters not appearing on the printed agenda at regular meetings only by unanimous vote of Board members present. Items may be added to the agenda of a special meeting only when all Board members are present and cast a unanimous vote.

Consent grouping

A consent grouping on the agenda shall be used for those items which usually do not require discussion or explanation as to the reason for the Board action. Any Board member may request the withdrawal of any item under the consent grouping for independent consideration.

Agenda format

1. Call to order and roll call
2. Welcome and pledge of allegiance
3. Approval of agenda and consent agenda
4. Board/Chief Education Officers', ~~Deputy Superintendent and Chief of Service Center~~ Operations update
5. Open forum
6. Action items
7. Informational items
8. Discussion items (if any)
9. Other business
10. Adjournment

Adopted: April 21, 1977

Revised: September 17, 1981

Revised: May 21, 1998

Reviewed: September 3, 1998

Revised: November 3, 2005

Revised: June 6, 2006

Revised: January 14, 2010

Revised: May 5, 2011

Revised: April 10, 2014

LEGAL REFS:

- C.R.S. 22-32-108 (4) (*Meetings of the Board of Education*)



Title	School Board Policy Process
Designation	BG
Office/Custodian	Board of Education/Executive Assistant to Board

It is the intent of the Board of Education to develop policies and put them in writing so that they may serve as guidelines for its own operations and for the successful and efficient functioning of the public schools.

The Board endorses for use in this district the policy development and codification system of the National Education Policy Network/National School Boards Association (NEPN/NSBA), as recommended by the Colorado Association of School Boards.

This system, while it may be modified to meet needs, is to serve as a general guideline for such tasks as policy research, drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation and the continuous maintenance of the Board policy manual.

The Board considers policy development one of its chief responsibilities. Proposals regarding policies may originate with a member of the Board, ~~the any Chief Officer Deputy Superintendent~~, staff members, parents, students, consultants, civic groups or other resident of the district. A careful and orderly process shall be used in examining such proposals prior to action upon them by the Board. The Board shall take action after hearing the recommendations of the ~~Deputy Superintendent~~ **Chief Officers** and the viewpoints of persons and groups affected by the policy.

The policies of the Board are framed and meant to be interpreted in terms of state laws and regulations and other regulatory agencies within state and federal levels of government.

Policy adoption

Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board of Education.

The Board shall adhere to the following procedure in considering and adopting policy proposals to ensure that they are well examined before final adoption.

1. First meeting—the proposal shall be presented as a discussion item and first reading. ~~Second meeting—the proposal shall be presented for a second reading, discussion, and vote.~~

2. During discussion of a policy proposal, the views of the public and staff shall be considered. Amendments may be proposed by Board members. An amendment shall not require that the policy go through an additional reading except as the Board determines that the amendment needs further study and that an additional reading would be desirable.

~~4.3.~~

- ~~2.1. Second meeting—the proposal shall be presented for a second reading, discussion, and vote.~~

~~During discussion of a policy proposal, the views of the public and staff shall be considered. Amendments may be proposed by Board members. An amendment shall not require that the policy go through an additional reading except as the Board determines that the amendment needs further study and that an additional reading would be desirable.~~



Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions. However, the above procedure is required before the policy shall be considered permanent. In addition, the Board shall establish procedures to waive policies to facilitate attainment of school-level goals.

Policy revision and review

In an effort to keep its written policies up-to-date, the Board shall review its policies on a continuing basis.

The ~~Deputy Superintendent~~ **Chief Officers** are given the continuing commission of calling to the Board's attention all policies that are out of date or for other reasons appear to need revision. Policy revision shall be accomplished in the same manner as policy adoption.

Board review of regulations

The Board reserves the right to review regulations issued by the administration at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies and regulations adopted by the Board. The Board shall be provided with copies of all district wide regulations issued by the administration.

Regulations shall be officially approved by the Board when this is required by state or federal law or when strong community, staff or student attitudes make it advisable for the regulations to have Board approval.

Before issuance, regulations shall be properly titled and coded as appropriate to the policy codification system selected by the Board.

Policy communication/feedback

The ~~Deputy Superintendent~~ **Chief Officers** are directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the regulations needed to put them into effect.

Accessibility is to extend to at least all employees of the school system, to members of the Board and, insofar as conveniently possible, to all persons in the District.

The Board shall evaluate how the policies have been executed by staff and shall weigh the results. It shall rely on the staff, students, and community for providing evidence of the effect of the policies which it has adopted.

The Board's policy manual is a public record and shall be open for inspection on line at www.d49.org under Board or Education Board Policies.

Suspension/repeal of policy

In the event of special circumstances, the operation of any section or sections of Board policies, including those governing its own operating procedures, may be temporarily suspended by a majority vote of Board members present at any regular or special meeting. This, however, does not apply to any section of Board policies that may be established by law or by contract.

Policy repeal shall be accomplished in the same manner as policy adoption.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: September 3, 1998



- Revised: August 10, 2000
- Revised: September 10, 2009
- Revised: May 12, 2011
- **Revised: April 10, 2014**

LEGAL REFS:

- C.R.S. 22-32-109 (1)(a-c),(w),(y)(I) (specific duties of board)
- C.R.S. 22-32-109.1 (specific duties of boards in relation to safe schools plan)
- C.R.S. 22-33-104 (4) (compulsory school attendance)

These sections of the law require the adoption of written by-laws; of policies and regulations for the administration of the district, and for the study, discipline, conduct, attendance, safety, and welfare of students.



Title	Board Communications with Staff
Designation	BHC
Office/Custodian	Board of Education/Executive Assistant to the Board of Education

The successful administration of any school district requires that effective channels of communication between the Board of Education and the school staff be developed and maintained. Such communication is necessary both for facilitating proposals for the continuing improvement of the educational program and for the proper disposition of personnel problems which may arise from time to time.

It is essential to recognize that the objectives of the Board and of all staff members are identical. They are aimed at providing the best possible educational opportunities for the entire community. Good human relations must be maintained in a climate of mutual trust and respect to achieve these goals.

At the same time, the responsibilities of the Board in exercising its public trust to provide quality education need to be kept in mind. These responsibilities cannot be dissipated or transferred to others. They make it necessary for the Board to formulate policy and to oversee the implementation of such policy.

In accordance with generally accepted principles of good personnel practice, staff participation in the development of proposals to improve the educational program and to establish personnel policy shall be encouraged and facilitated. In this way, maximum utilization of staff resources and a high level of employee morale may be realized.

All communications or reports to the Board from staff members or organizations designated to represent them shall be submitted through the **Chief Business Officer, Chief Education Officer, and Chief Operations Officer.** ~~Chief Education Officer, Deputy Superintendent and Chief of Service Center Operations.~~ All such communications shall be referred to the Board at its next meeting with or without recommendations. Nothing in this policy, however, shall be construed as denying the right of any member of the school staff to appeal to the Board from any action or decision of the ~~Chief Education Officers, Deputy Superintendent and Chief of Service Center Operations.~~

All effective means of facilitating channels of communication between the Board and staff members shall be explored in order to promote close and cooperative action for the continuing improvement of the educational program and the mutual benefit of the school system and community.

- Adopted: April 21, 1977
- Revised to conform with practice: Date of manual revision
- Revised: September 3, 1998
- Revised: December 9, 2010
- Revised: May 12, 2011
- **Revised: April 10, 2014**

Section C: General School Administration

Click on the policy name to display the most up to date version

Qualifications/Powers and Responsibilities of the CBA/CBC
~~Qualifications.Power.Responsibilities of Superintendent~~**Chief Officers**

CBB Recruitment of Superintendent~~Chief Officers~~

CBD Superintendent's~~Chief Officers'~~ **Contracts**

CBF Superintendent's~~Chief Officers'~~ **Conduct**

CBI Evaluation of Superintendent~~Chief Officers~~

CBI-R Evaluation of Superintendent~~Chief Officers~~ - **Regulation**

CC Administrative Organization

CF School Building Administration

CH Policy Implementation

CHB Board Review of Regulations

CHCA Handbooks and Directives

CHD Administration in Absence of Policy



Title	Recruitment of Superintendent Chief Officers
Designation	CBB
Office/Custodian	Board of Education/Executive Assistant to the Board of Education

Under District 49's matrix model of leadership, ~~the~~ The appointment of a ~~superintendent~~ **Chief Officer** is a function of the Board. The Board shall take steps to find **individuals** ~~the person~~ it believes can most effectively translate into action the policies of the Board and the aspirations of the community and the professional staff.

When recruiting and selecting any chief officer, ~~the~~ The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection. It may also, at its discretion, determine that an external search is not necessary due to a qualified internal candidate. However, final selection shall rest with the Board after a thorough consideration of qualified applicants.

A vote of the majority of Board members present at a Board meeting for which due notice has been given of the intended action shall be required for the appointment of **any chief officer** ~~the superintendent~~.

Search process

When the Board conducts a search for the position, the writing or revising of the job description, and requirements for applicants, selection procedures and applicable deadlines shall be adopted at a public meeting.

Records submitted to the district by an applicant for a ~~superintendent position~~ **chief officer position** shall remain confidential until the applicant becomes a finalist for the position. If only three or fewer candidates possess the minimum qualifications for the position, said candidates are all considered finalists. A list of all finalists being considered for the position shall be made public at least 14 days prior to appointing one of the finalists to fill the position. No offer of appointment shall be made prior to this public notice.

When an applicant becomes a finalist, all records submitted by the applicant shall be available for public inspection except that letters of reference or medical, psychological, and sociological data shall remain confidential.

Adopted: September 19, 1996.

Revised: September 3, 1998.

Revised: January 14, 2010.

Revised: April 10, 2014

LEGAL REFS

- C.R.S. 22-32-110 (1)(g) (*power to employ a CEO*)
- C.R.S. 22-44-115 (4) (*administrative contacts*)
- C.R.S. 24-6-402 (3.5) (*search committee duties*)
- ~~C.R.S. 24-72-204 (3)(a)~~ (*inspection of public records*)



Title	Superintendent's Chief Officer's Conduct
Designation	CBF
Office/Custodian	Board of Education/Executive Assistant to the Board of Education

The ~~superintendent~~ **chief officers** shall observe rules of conduct established in law which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to further substantially personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position or which ~~the superintendent~~ **chief officer** knows or should know is primarily for the purpose of a reward for action taken in which discretionary authority was exercised.
3. Engage in a substantial financial transaction for private business purposes with a person whom ~~the superintendent~~ **chief officer** supervises.
4. Perform any action in which ~~the superintendent~~ **chief officer** has discretionary authority which directly and substantially confers an economic benefit on a business or other undertaking in which there is substantial financial interest or in which ~~the superintendent~~ **chief officer** is engaged as a counsel, consultant, representative, or agent.

The phrase "economic benefit tantamount to a gift of substantial value" includes a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value.

It is permissible for ~~the superintendent~~ **chief officer** to receive:

1. An occasional nonpecuniary gift which is insignificant in value.
2. A nonpecuniary award publicly presented by a nonprofit organization in recognition of public service.
3. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which ~~the superintendent~~ **chief officer** is scheduled to participate.
4. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position.
5. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events.
6. Payment for speeches, appearances, or publications reported as honorariums. It shall not be considered a breach of conduct for ~~the superintendent~~ **chief officer** to:
 1. Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates on an occasional basis.
 2. Accept or receive a benefit as an indirect consequence of transacting school district business.

A ~~superintendent~~ **chief officer** may request an advisory opinion from the secretary of state concerning issues relating to conduct that is proscribed by state law.

Adopted: September 3, 1998.

Reviewed: December 10, 2009

Revised: April 10, 2014



LEGAL REFS:

- C.R.S. 18-8-308 (*disclosure of pecuniary conflicts of interest*)
- C.R.S. 22-32-110 (1)(k) (*power to adopt conduct rules*)
- C.R.S. 24-18-104 (*government employee rules of conduct*)
- C.R.S. 24-18-109 (*local government employee rules of conduct*)
- C.R.S. 24-18-111 (*secretary of state advisory opinions*)

THIS POLICY IS RECOMMENDED FOR RESCISSION

The Chief Officers recommend that this policy be replaced with a policy incorporating the job descriptions for each of the three chief officers.

**~~Qualifications/Powers and Responsibilities of Superintendent
(Job Description)~~**

~~TITLE: Superintendent of Schools~~

~~QUALIFICATIONS: 1. A Colorado Type D administrative certificate endorsed as superintendent of schools.~~

~~2. A minimum of a master's degree.~~

~~3. A minimum of three years' successful teaching experience.~~

~~4. A minimum of five years' administrative experience.~~

~~5. A minimum of one year of central office experience or the equivalent.~~

~~REPORTS TO: Board of Education.~~

~~SUPERVISES: Directly or indirectly all employees of the district.~~

~~JOB GOAL: To provide leadership in developing and maintaining the best possible educational programs and services.~~

~~PERFORMANCE RESPONSIBILITIES:~~

~~The superintendent of schools shall be responsible for the general management of the schools of the district under the requirements of the state and the policies of the Board. The superintendent shall be responsible for guiding the development of the educational objectives and programs of the school district to fulfill the educational needs of all students. The superintendent shall provide overall direction to the activities of the school district and its personnel toward the accomplishment of district goals, administer the policies of the Board, conserve the school district's assets and resources, and maintain and enhance the school district's standing in all its internal and external relationships.~~

~~The management responsibilities of the superintendent shall extend to all activities of the district, to all phases of the educational program and to all parts of the physical plant.~~

~~1. Operations.~~

~~The superintendent shall:~~

- a. ~~Manage the work of all personnel in planning and program development and direct the activities of the school district. The superintendent may delegate these responsibilities together with appropriate authority, but may not delegate nor relinquish ultimate responsibility for results of any portion of the accountability.~~
- b. ~~Manage the development of long and short range educational objectives for the improvement and growth of the school district and of educational activities in the school district.~~
- c. ~~Manage the development of the overall educational process and administrative procedures and controls necessary to the implementation of educational programs for the achievement of the educational objectives of the school district.~~
- d. ~~Manage the regular and systematic evaluation, analysis and appraisal of the achievements of students and the performance of personnel in each of the educational programs or activities against stated objectives of the school district.~~
- e. ~~Report to the Board the progress and status of the programs and activities of the school district.~~
- f. ~~Inform the Board on all matters of major importance or significance to the activities, programs and progress of the school district.~~

2. ~~Organization. The superintendent shall:~~

- a. ~~Establish and maintain an administrative organization which provides for the effective management of all the essential functions of the school district.~~
- b. ~~Recommend proposed revisions to the organization of the management structure including the establishment or elimination or a revision of administrative positions.~~

3. ~~Personnel.~~

~~The superintendent shall:~~

- a. ~~Develop and recommend policies and programs for personnel recruitment, selection and employment; employee relations; employee benefits and services; employee safety; personnel evaluation, and salary administration for the school district.~~

- ~~b. Ensure the maintenance of an adequate staff of properly trained administrative and supervisory personnel throughout the school district.~~
- ~~c. Recommend to the Board the selection, employment, assignment, transfer and suspension of all personnel.~~
- ~~d. Supervise assigned personnel and conduct periodic evaluations and appraisals of their performance.~~
- ~~e. Recommend salary increases and salary adjustments for all personnel.~~
- ~~f. Develop and recommend to the Board job classifications for all new positions.~~

~~4. Finances.~~

~~The superintendent shall:~~

- ~~a. Direct the development of the annual budget of the school district.~~
- ~~b. Review and recommend programs and supporting data for funds to be included in the annual budget of the school district.~~
- ~~c. Provide for the overall management of the school district's financial activities and take appropriate action to ensure that expenses are kept within the approved budgetary limits of the school district.~~
- ~~d. Assist principals and directors in maintaining economy and efficiency in the operation of their administrative units.~~
- ~~e. Maintain an active contact and familiarization with all local, state, federal and philanthropic programs which provide or could provide financial assistance to the district.~~

~~5. Relationships. The superintendent shall:~~

- ~~a. Act as executive officer for the Board.~~
- ~~b. Act as professional adviser to the Board.~~
- ~~c. Attend meetings of the Board with the right to comment on all issues.~~

~~d. Prepare the agenda for all educational matters for all meetings of the Board and deliver the agenda with pertinent information on each item well in advance of the meeting.~~

~~e. Participate in the affairs of local, state and national professional organizations.~~

~~f. Serve as a representative of the school system and the community at meetings on the local, state and national level.~~

~~g. Maintain a cooperative working relationship between the schools and the community and community agencies.~~

~~h. Establish and maintain such other relationships within and outside the school district as required to carry out his responsibility.~~

~~Adopted: May 5, 1977.~~

~~Revised: September 3, 1998.~~

~~Reviewed: December 10, 2009~~

~~LEGAL REF.: C.R.S. 22-9-106 (4) (qualifications to evaluate personnel)~~

Evaluation of Superintendent

~~The Board shall institute and maintain a comprehensive program for the evaluation of the superintendent on a regular basis that is consistent with state law and agreed upon by the Board and the superintendent.~~

~~Through evaluation of the superintendent, the Board shall strive to accomplish the following:~~

- ~~1. Clarify the superintendent's role in the school system as seen by the Board by defining objectives that will contribute to achievement of district wide goals.~~
- ~~2. Clarify for all Board members the role of the superintendent in view of the job description and the immediate priority among responsibilities as agreed upon by the Board and the superintendent.~~
- ~~3. Develop positive communication and harmonious working relationships between the Board and superintendent.~~
- ~~4. Provide administrative leadership of excellence for the school system including implementation of the instructional program for the achievement of the educational objectives of the school district, including state and district content standards.~~
- ~~5. Assess the superintendent's professional growth and development and level of performance.~~

~~The Board shall consult with the superintendent and the advisory school district personnel performance evaluation council when revising the process for evaluation of the superintendent.~~

~~As a precondition to the evaluation process, the Board and the superintendent shall develop a position description that sets forth expectations for the superintendent. The Board also shall have a plan setting forth goals for the district.~~

~~The evaluation of the superintendent shall be based on criteria that are established prior to the evaluation. There shall be a clear relationship among these criteria, the position description for the superintendent, and the goals of the district.~~

~~The superintendent's performance shall be reviewed at least annually in accordance with the specified goals. Additional objectives shall be established at intervals agreed upon with the superintendent.~~

~~The evaluation process shall afford each Board member the opportunity to evaluate the performance of the superintendent on an individual basis. The evaluation~~

~~document prepared by the Board shall represent a synthesis of information collected from individual Board members.~~

~~The evaluation document shall be prepared in writing. The superintendent shall have an opportunity to review the document with the Board in executive session. The report shall be signed by the superintendent and the president of the Board.~~

~~The evaluation document shall contain a written improvement plan, be specific as to performance strengths and weaknesses, and specifically identify data sources and sources of information upon which the evaluation was based.~~

~~Those portions of the superintendent's written evaluation relating to the performance in fulfilling adopted district objectives, fiscal management of the district, district planning responsibilities, and supervision and evaluation of district personnel shall be available for inspection by the public during regular office hours.~~

~~Nothing in this policy shall be construed to imply in any manner the establishment of any personal rights not explicitly established by statute, Board policy, or contract. All employment decisions remain within the sole and continuing discretion of the Board.~~

~~Adopted: February 17, 1986.~~

~~Revised: September 3, 1998.~~

~~Revised: January 14, 2010.~~

~~LEGAL REF.: C.R.S. 22-9-101 et seq. (Licensed Personnel Performance Evaluation Act)~~

~~CROSS REFS.: BDFA, District Personnel Performance Evaluation Council
CBA/CBC, Qualifications/Powers and Responsibilities of
Superintendent
, GCOE Evaluation of Evaluators~~

~~Note: Copies of the superintendent's evaluation instrument are on file in the central administrative offices.~~

Evaluation of Superintendent

The Board of Education will serve as the evaluator for the superintendent. The process of evaluation will be used as a tool to improve communication and promote a better working relationship between the Board and the superintendent.

Because of the special nature of the relationship between the Board and the superintendent, procedures for evaluation of the superintendent are significantly different than those set out in the evaluation system for evaluation of other certificated personnel. The following procedures will be used to implement the district policy for evaluation of the superintendent.

Prior to the evaluation

The Board and the superintendent will devise a position description that sets forth expectations for the superintendent. The Board will develop a plan that establishes goals for the district. The criteria for evaluation of the superintendent will be agreed upon in advance of the period under review by the Board and the superintendent. These criteria will relate to the position description for the superintendent and the goals of the district.

The Board and the superintendent will determine times in advance for establishing the criteria for review and discussing the performance of the superintendent in relation to these criteria.

Information collection

Conducting an evaluation is a matter of gathering information and then interpreting and summarizing it. Each member of the Board will be afforded an opportunity in accordance with the evaluation process to evaluate the performance of the superintendent on an individual basis.

During the evaluation process, an individual Board member may base an evaluation of the superintendent on personal perceptions of the superintendent and recall of specific information. Board members also will refer to documents that have been prepared by the superintendent or the staff, letters or other forms of correspondence they have received, or reports that have been prepared about school district activities and issues.

Information will be collected from individual Board members in the manner described by the district's evaluation process. The process will provide a method for synthesizing the individual views into a collective Board position, although the range of views will be presented as a basis for discussion with the superintendent.

The evaluation process will be based upon multiple sources of information that can be provided by members of the Board or the superintendent.

~~The superintendent will have an opportunity for self-review in relationship to the criteria employed by the Board prior to the time that the superintendent meets with the Board to discuss the results of the evaluation.~~

Written evaluation report

~~The evaluation process will result in a written summary of conclusions regarding the superintendent's performance based upon the information considered in relationship to the agreed upon criteria. The report will include the following:~~

- ~~1. Specific information about the strengths and weaknesses in the superintendent's performance.~~
- ~~2. Documentation showing information collected from individual Board members on which the conclusions were based.~~
- ~~3. A written improvement plan that is specific about areas which need improvement with recommendations for improvement.~~

~~The Board and the superintendent will discuss information relating to the superintendent's performance in an executive session. A time will be designated for this purpose when all members of the Board can be present.~~

~~The evaluation report will be signed by the president of the Board and by the superintendent. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. The report will be placed in the superintendent's personnel file.~~

~~The superintendent will be allowed any written comments to the evaluation report.~~

~~Any suggestions for improving the performance of the superintendent, modifying Board/superintendent relationships, and/or modifying the goals and objectives of the district will be incorporated in the documents used to initiate the next evaluation.~~

~~Adopted: September 3, 1998.~~

~~Reviewed: December 10, 2009~~



BOARD OF EDUCATION AGENDA ITEM 9.05

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Tammy Harold, Board of Education President
TITLE OF AGENDA ITEM:	Cultural Contract
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Through the process of establishing a strategic plan for the district, it became apparent the Board of Education needs to develop a code of conduct, norms of behavior and process to resolve conflict. At the board retreat on January 25, each member was asked to consider a code of conduct, known as Cultural Contract and submit ideas for inclusion to the board president. The compiled list will be discussed at the next meeting to come to consensus on this new policy.

RATIONALE: One of the main goals of the school board is to gain and maintain the public's trust to provide the best education to students in the variety of schools in the district. To achieve this goal, the board should set high standards of cooperative behavior that will be self-monitored for compliance.

RELEVANT DATA AND EXPECTED OUTCOMES: The board will develop a Cultural Contract that will be included in board policy to set behavioral expectations that will improve public trust in the leadership of the District. Members should be expected to adhere to the agreed upon Cultural Contract without exception. Just as the board expects the Chiefs to hold staff accountable for following policy, once this is approved, the board has the responsibility to hold each other accountable for following their own governing policy.

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	XX	Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move Cultural Contract for further discussion at February Work Session and Board Policy approval at March meeting.

APPROVED BY: Tammy Harold, BOE President

DATE: March 5, 2014



BOARD OF EDUCATION AGENDA ITEM 10.01

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Peter Hilts, CEO
TITLE OF AGENDA ITEM:	Executive Session: Pursuant to C.R.S. § 24-6-402(4)(b), conferences with an attorney for the local public body for the purposes of receiving legal advice on specific legal questions, and C.R.S. § 24-6-402(4)(e), determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and instruction negotiators
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment		Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		Rock #5 — Customize our educational systems to launch each student toward success	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead			

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to go into Executive Session pursuant to C.R.S. § 24-6-402(4)(b), conferences with an attorney for the local public body for the purposes of receiving legal advice on specific legal questions, and C.R.S. § 24-6-402(4)(e), determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and instruction negotiators.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 10, 2014



BOARD OF EDUCATION AGENDA ITEM 10.02

BOARD MEETING OF:	March 13, 2014
PREPARED BY:	Paul Andersen, Personnel Director
TITLE OF AGENDA ITEM:	Executive Session: Pursuant to CRS 24-6-402(4)(f)(I) personnel matters for discussion of performance of a specific staff member with prior written notification
ACTION/INFORMATION/DISCUSSION:	Discussion

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: No ✓

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to go into Executive Session pursuant to CRS 24-6-402(4)(f)(I) personnel matters for discussion of performance of a specific staff member with prior written notification.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 10, 2014