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Mission Statement

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

REVISED AGENDA

REGULAR BOARD OF EDUCATION MEETING

April 10, 2014

6:30 p.m.

Education Services Center – Board Room

Fantastic 49 - 6:00 p.m.

- PTA Reflections Winners
- Sason Sharify Award Winner
- Boettcher Scholarship Award Winner

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 Schedule B Personnel
- 4.05 Approval of Policy Revisions: 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
- 4.06 Approval of Minutes of Regular Board of Education Meeting 3-13-14

5.00 Board Update

- 5.01 Chief Officer Update

6.00 Open Forum

7.00 Action Items

- 7.01 Approval of Food Service for Banning Lewis Ranch Academy, Imagine Indigo Ranch, Pikes Peak School of Expeditionary Learning and Rocky Mountain Classical Academy
- 7.02 Approval of Calendar Change at Springs Ranch Elementary 2013-2014
- 7.03 Approval of Gifted & Talented Job Descriptions
- 7.04 Approval of Resolution on Charter Waivers for Valiant Academy
- 7.05 Approval of Policy EEAEF Video Cameras on School District Property
- 7.06 Approval of Resolution Opposing Multi-Year Contracts
- 7.07 Approval of Resolution for National Teacher Appreciation Week
- 7.08 Items Removed from Consent Agenda

8.00 Information Items (no discussion)

- 8.01 Student Field Trips
- 8.02 Expulsion/Suspension Information

9.00 Discussions Items

- 9.01 Sand Creek Zone Update (15 minutes)
- 9.02 Review of Big Rocks Survey (20 minutes)
- 9.03 Capital Campaign Events & Strategies (5 minutes)
- 9.04 Summer School Update (5 minutes)
- 9.05 Career and Technology Update (15 minutes)
- 9.06 Legislative Update on Online Instruction (10 minutes)
- 9.07 2014-2015 Budget Focus (10 minutes)
- 9.08 Operations Update (20 minutes)
- 9.09 Core Values (20 minutes)
- 9.10 Policy BCA-E-2, Code of Ethics for School Board Members (10 minutes)

10.00 Other Business

- 10.01 Executive Session: Pursuant to C.R.S. 24- 6-402 (4)(e), determination of positions relative to matters that may be subject to negotiations, development of strategy for negotiations and instruction of negotiators

11.00 Adjournment

DATE OF POSTING: April 4, 2014

Donna Teubner
Executive Assistant to Board of Education
and Personnel Director



BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	April 10, 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 #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	<u>Major impact</u>
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 √ **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: March 28, 2014



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	April 10, 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 #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	<u>Major impact</u>
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 ✓
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: March 28, 2014



BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	April 10, 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 #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	<u>Major impact</u>
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 ✓ **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: March 31, 2014



BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Susan Junkins, HR Specialist
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Schedule B Personnel
ACTION/INFORMATION/DISCUSSION:	Consent-Action

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

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

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing these actions 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 #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	<u>Major impact</u>
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 √

AMOUNT BUDGETED: In accordance with Board of Education approved salary tables.

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

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

DATE: March 28, 2014



BOARD OF EDUCATION AGENDA ITEM 4.05

BOARD MEETING OF:	March 24, 2014
PREPARED BY:	Peter Hiltz, CEO
TITLE OF AGENDA ITEM:	Approval of Policy Revisions: 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
ACTION/INFORMATION/DISCUSSION:	Consent Agenda

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: 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.

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 #2 —Research, design and implement programs for intentional <u>community</u> participation	<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>
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>Major impact</u>
Rock #5 — Customize our educational systems to launch each student toward success	<u>Major impact</u>

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the policy revisions in agenda item 4.05 as recommended by the administration.

APPROVED BY: Peter Hiltz, CEO

DATE: March 24, 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 **for the first reading** as a discussion item ~~and first reading~~.
2. ~~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**

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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 appointment of a superintendent~~ **Chief Officers** 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 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.~~

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~~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.~~

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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)~~

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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 4.06

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Donna Teubner
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 3/13/2014
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 #2 —Research, design and implement programs for intentional <u>community</u> participation	<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>
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>Major impact</u>
Rock #5 — Customize our educational systems to launch each student toward success	<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 25, 2014



BOARD OF EDUCATION AGENDA ITEM 5.01

BOARD MEETING OF:	April 10, 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: April 4, 2014



BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Monica Deines-Henderson, Director Nutrition Service
TITLE OF AGENDA ITEM:	Approval of Food Service for Banning Lewis Ranch Academy, Imagine Indigo Ranch, Pikes Peak School of Expeditionary Learning and Rocky Mountain Classical Academy
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Approval for the agreement to continue providing meals for the 2014-2015 school year between Falcon School District Nutrition Services Department and Banning Lewis Ranch Academy, Imagine Indigo Ranch, Pikes Peak School of Expeditionary Learning and Rocky Mountain Classical Academy.

RATIONALE: Providing nutritious meals will enhance student's wellbeing for academic success.

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 #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	<u>Major impact</u>
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: No ✓

AMOUNT BUDGETED: This is a revenue generating contract.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the contract between Falcon School district's Nutrition Department and Banning Lewis Ranch Academy, Imagine Indigo Ranch, Pikes Peak School of Expeditionary Learning and Rocky Mountain Classical Academy.

APPROVED BY: Jack Bay, COO

DATE: March 25, 2014

FOOD SERVICES AGREEMENT

IT IS HEREBY AGREED this _____ day of _____, 2014 by and between Falcon School District 49 (FSD 49) and) Banning Lewis Ranch Academy (BLRA) that food services will be provided to BLRA children on the following terms and conditions.

1. **TERM** – The term of this Agreement is the period of August 1, 2014 through July 31, 2015, both dates inclusive.
2. **DAYS OF SERVICE** – Food service will be provided by FSD 49 to BLRA five days a week, Monday through Friday, EXCEPT days FSD 49 is not in session (holidays, staff development days, etc.), special occasions that require five working days notice, or bad weather days. On a day FSD 49 is not in session and BLRA is in session, provisions shall be made in advance for providing BLRA with necessary meals providing BLRA gives FSD49 at least seven days advance notice. However, FSD49 shall not be responsible for providing meals on FSD49 declared bad weather days.
3. **MEAL SERVICE CONFIGURATIONS & ORDERING** – FSD49 will provide meals in quantities to be identified by BLRA, with one hot lunch option offered each day.
4. **GENERAL FOOD PREPARATION STANDARDS** – Each child lunch provided by FSD 49 shall meet or exceed the requirements of the U.S. Department of Agriculture (USDA) guidelines for Nutrient Based menus. Requirements shall be modified as new guidelines become available and phased in over a reasonable time frame indicated by the regulating agency. FSD 49 shall maintain all required state or health certifications and shall comply with all other applicable health and sanitation requirements at all times. Copies of FSD 49 health inspection reports shall be made available to BLRA upon request. FSD 49 shall be responsible for the preservation and safe handling of the foods it provides and prepares.
5. **CLEANING** – FSD 49 shall be responsible for cleaning all Food Service preparation and serving areas. BLRA shall be responsible for cleaning all eating areas. BLRA shall have full access to all Food Service preparation, serving, and eating areas except during the hours of 9:00am to 2:00pm on days when FSD 49 is providing meals pursuant to this contract. Whenever BLRA shall use such areas, BLRA shall be responsible for leaving the areas in as clean and orderly a condition as they found it. If BLRA will be using FSD 49 owned equipment, they shall advise FSD 49 in advance, and receive appropriate instruction from FSD 49 regarding use, care, and cleaning of equipment.
6. **MENUS** – Menus for each month shall be furnished by FSD 49 to BLRA at least two weeks prior to the beginning of each month. FSD 49 will furnish thirty (30)

- copies of the menus for the BLRA facility and/or the menu may be emailed to BLRA at an e-mail address to be provided to FSD49 at least two weeks prior to August 1. Menus are subject to change by FSD 49, if necessary, to more appropriately utilize available commodities, fresh fruits, and vegetables and to prevent waste. Nutrient Analysis of cycle menus will be performed by FSD 49 and kept on file. Menus will follow USDA guidelines for food based menus.
7. SPECIAL DIETARY NEEDS – BLRA shall be responsible for seeing that the foods served to BLRA children meet any special dietary or nutritional requirements of the children. FSD 49 will reasonably assist BLRA to provide foods that meet allergy requirements of children, provided notice is provided by BLRA to FSD49 at least two weeks in advance of any such requirements. FSD 49 is considered a peanut controlled environment - no peanut products are knowingly used in the preparations of any foods in the kitchen. FSD 49 monitors all purchased items to attempt to determine that they are nut free, but it necessarily relies on the itemization of ingredients provided to it by its suppliers.
 8. COST/PAYMENT PROVISIONS – FSD 49 shall submit a statement directly to BLRA on a monthly basis detailing the amount owed for the provision of food services for the preceding month. Payment shall be made by BLRA to FSD49 no later than 30 days after the date of the invoice. The invoice will be based on the meals provided, not consumed by BLRA students. BLRA will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.
 - a. Child Lunch (to include milk) To be the same as charged throughout the district
 - b. Secondary Lunch (to include milk) To be the same as charged throughout the district
 9. RECORD KEEPING – Records must be maintained by FSD 49 and are available upon request to GPCC, USDA, and or Colorado Department of Education (CDE) for a period of 3 years. Records include
 - a. Production Records
 - b. Financial Records
 - c. Health & Sanitation Records
 10. COMPLIANCE WITH APPLICABLE LAWS – BLRA and FSD 49 shall comply with all health and safety regulations; license/permit requirements; and, applicable federal, state, and local laws, including Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act.
 11. INDEMNIFICATION AND HOLD HARMLESS – To the extent permitted by Colorado law, each party (the indemnifier) shall defend, indemnify and hold the other party (the “indemnified party”) harmless from and against any and all

liabilities, costs (including without limitation reasonable attorneys' fees and court costs), damages or losses of every kind and character (collectively the "damages") that the indemnified part may sustain arising out of any and all claims, demands, costs, or judgments attributable to: (a) any breach of the representations of obligations of the indemnified under this Agreement, or (b) the indemnifier's willful misconduct as determined by a court of law in connection with an action or failure to act in connection with this Agreement. Notwithstanding the foregoing, this indemnification shall not apply to damages attributable to: (a) the negligence or willful misconduct of the indemnified party, (b) damages that would not be incurred by the indemnified party but for the existence of the voluntary contractual arrangement pursuant to which the indemnified part agrees to assume liability, (c) damages attributable to a third part claim made against the indemnified party that could not be sustained directly against the indemnified as a result of governmental immunity available under C.R.S. 24-10-101 et. seq. or any similar law, or (d) damages of the indemnified party governed by the workers compensation laws.

12. **GOVERNMENTAL IMMUNITY** – FSD 49 retains all of its rights under the Colorado Governmental Immunity Act, C.R.S. 24-10-101, et. seq. This Agreement shall not be construed to create any right or benefit for any person who is not a party to this Agreement, nor to impose any liability upon FSD 49 for damage to third parties (other than GPCC) that would otherwise be subject to governmental immunity.

13. **INSURANCE** – During the term of this Agreement, each party shall maintain insurance and/or maintain self-insurance coverage sufficient to comply with the obligations identified herein against claims for bodily injury, death, or property damage arising out of services provided under this Agreement by that party, its subcontractors, directors, officers, employees, agents, or volunteers.

14. **DEFAULT** –

- a. Default Involving Health Risk – If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem which could pose a health risk to others, that party shall have an opportunity to cure the default within ten (10) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured within ten days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
- b. Default Not Involving Health Risk - If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem that does not pose a health risk to others, that party shall have an opportunity to cure the default within thirty (30) days after it is given in

written notice of default by the other party, specifying the nature of the default. If the default is not cured within thirty days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.

- c. Failure to Complain of Default – Failure to complain of any action, non-action, or default under this Agreement shall not constitute a waiver of any of the parties' rights hereunder.

15. **TERMINATION** – Either party may terminate this Agreement without cause upon thirty (30) days prior written notice. This Agreement shall remain in full force and effect throughout the thirty (30)-day notice period. If this agreement is terminated BLRA agrees to reimburse FSD 49 for the equipment and improvements made to the BLRA kitchen facility at the straight line depreciation of said equipment and improvements over 7 (start date of March 1, 2011) years; not to exceed a total payment of \$30,000.

In witness whereof, the parties have executed this Agreement as of the date and year set forth above.

FALCON SCHOOL DISTRICT #49

Tammy Harold, Falcon School District 49 Board President

Banning Lewis Ranch Academy

Yancy Eldredge, Banning Lewis Ranch Academy Board President

FOOD SERVICES AGREEMENT

IT IS HEREBY AGREED this ____ day of _____, 2014 by and between Falcon School District 49 (FSD 49) and) The Imagine Indigo Ranch (IIR) that food services will be provided to IIR children on the following terms and conditions.

1. **TERM** – The term of this Agreement is the period of Aug. 1, 2014 through July 31, 2015, both dates inclusive.
2. **DAYS OF SERVICE** – Food service will be provided by FSD 49 to IIR five days a week, Monday through Friday, EXCEPT days FSD 49 is not in session (holidays, staff development days, etc.), special occasions that require five working days notice, or bad weather days. On a day FSD 49 is not in session and IIR is in session, provisions shall be made in advance for providing IIR with necessary meals providing IIR gives FSD49 at least seven days advance notice. However, FSD49 shall not be responsible for providing meals on FSD49 declared bad weather days.
3. **MEAL SERVICE CONFIGURATIONS & ORDERING** – FSD49 will provide meals in quantities to be identified by IIR, with one hot lunch option offered each day.
4. **GENERAL FOOD PREPARATION STANDARDS** – Each child lunch provided by FSD 49 shall meet or exceed the requirements of the U.S. Department of Agriculture (USDA) guidelines for Nutrient Based menus. Requirements shall be modified as new guidelines become available and phased in over a reasonable time frame indicated by the regulating agency. FSD 49 shall maintain all required state or health certifications and shall comply with all other applicable health and sanitation requirements at all times. Copies of FSD 49 health inspection reports shall be made available to IIR upon request. FSD 49 shall be responsible for the preservation and safe handling of the foods it provides and prepares.
5. **CLEANING** – FSD 49 shall be responsible for cleaning all Food Service preparation and serving areas. IIR will be responsible for cleaning the eating areas. IIR shall have full access to all Food Service preparation, serving, and eating areas except during the hours of 7:00am to 2:00pm on days when FSD 49 is providing meals pursuant to this contract. Whenever IIR shall use such areas, IIR shall be responsible for leaving the areas in as clean and orderly a condition as they found it. If IIR will be using FSD 49 owned equipment, they shall advise FSD 49 in advance, and receive appropriate instruction from FSD 49 regarding use, care, and cleaning of equipment.
6. **MENUS** – Menus for each month shall be furnished by FSD 49 to IIR at least two weeks prior to the beginning of each month. FSD 49 will furnish thirty (30)

- copies of the menus for the IIR facility and/or the menu may be emailed to TICA at an e-mail address to be provided to FSD49 at least two weeks prior to October 1. Menus are subject to change by FSD 49, if necessary, to more appropriately utilize available commodities, fresh fruits, and vegetables and to prevent waste. Nutrient Analysis of cycle menus will be performed by FSD 49 and kept on file. Menus will follow USDA guidelines for nutrient based menus.
7. SPECIAL DIETARY NEEDS – IIR shall be responsible for seeing that the foods served to TICA children meet any special dietary or nutritional requirements of the children. FSD 49 will reasonably assist IIR to provide foods that meet allergy requirements of children, provided notice is provided by IIR to FSD49 at least two weeks in advance of any such requirements. FSD 49 is considered a peanut controlled environment - no peanut products are knowingly used in the preparations of any foods in the kitchen. FSD 49 monitors all purchased items to attempt to determine that they are nut free, but it necessarily relies on the itemization of ingredients provided to it by its suppliers.
 8. COST/PAYMENT PROVISIONS – FSD 49 shall submit a statement directly to TICA on a monthly basis detailing the amount owed for the provision of food services for the preceding month. Payment shall be made by IIR to FSD49 no later than 30 days after the date of the invoice. The invoice will be based on the meals provided, not consumed by IIR students. IIR will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.
 - a. Child Lunch (to include milk) To be the same as charged throughout the district
 - b. Secondary Lunch (to include milk) To be the same as charged throughout the district
 9. RECORD KEEPING – Records must be maintained by FSD 49 and are available upon request to GPCC, USDA, and or Colorado Department of Education (CDE) for a period of 3 years. Records include
 - a. Production Records
 - b. Financial Records
 - c. Health & Sanitation Records
 10. COMPLIANCE WITH APPLICABLE LAWS – IIR and FSD 49 shall comply with all health and safety regulations; license/permit requirements; and, applicable federal, state, and local laws, including Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act.
 11. INDEMNIFICATION AND HOLD HARMLESS – To the extent permitted by Colorado law, each party (the indemnifier) shall defend, indemnify and hold the other party (the “indemnified party”) harmless from and against any and all liabilities, costs (including without limitation reasonable attorneys’ fees and court

costs), damages or losses of every kind and character (collectively the “damages”) that the indemnified part may sustain arising out of any and all claims, demands, costs, or judgments attributable to: (a) any breach of the representations of obligations of the indemnified under this Agreement, or (b) the indemnifier’s willful misconduct as determined by a court of law in connection with an action or failure to act in connection with this Agreement. Notwithstanding the foregoing, this indemnification shall not apply to damages attributable to: (a) the negligence or willful misconduct of the indemnified party, (b) damages that would not be incurred by the indemnified party but for the existence of the voluntary contractual arrangement pursuant to which the indemnified part agrees to assume liability, (c) damages attributable to a third part claim made against the indemnified party that could not be sustained directly against the indemnified as a result of governmental immunity available under C.R.S. 24-10-101 et. seq. or any similar law, or (d) damages of the indemnified party governed by the workers compensation laws.

12. **GOVERNMENTAL IMMUNITY** – FSD 49 retains all of its rights under the Colorado Governmental Immunity Act, C.R.S. 24-10-101, et. seq. This Agreement shall not be construed to create any right or benefit for any person who is not a party to this Agreement, nor to impose any liability upon FSD 49 for damage to third parties (other than GPCC) that would otherwise be subject to governmental immunity.

13. **INSURANCE** – During the term of this Agreement, each party shall maintain insurance and/or maintain self-insurance coverage sufficient to comply with the obligations identified herein against claims for bodily injury, death, or property damage arising out of services provided under this Agreement by that party, its subcontractors, directors, officers, employees, agents, or volunteers.

14. **DEFAULT** –

- a. Default Involving Health Risk – If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem which could pose a health risk to others, that party shall have an opportunity to cure the default within ten (10) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured within ten days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
- b. Default Not Involving Health Risk - If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem that does not pose a health risk to others, that party shall have an opportunity to cure the default within thirty (30) days after it is given in written notice of default by the other party, specifying the nature of the

default. If the default is not cured within thirty days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.

- c. Failure to Complain of Default – Failure to complain of any action, non-action, or default under this Agreement shall not constitute a waiver of any of the parties' rights hereunder.

15. TERMINATION – Either party may terminate this Agreement without cause upon thirty (30) days prior written notice. This Agreement shall remain in full force and effect throughout the thirty (30)-day notice period. If this agreement is terminated IIR agrees to reimburse FSD 49 for any equipment and improvements made to the IIR kitchen facility that are permanent in nature at the straight line depreciation of said equipment and improvements over 7 years.

In witness whereof, the parties have executed this Agreement as of the date and year set forth above.

FALCON SCHOOL DISTRICT #49

Tammy Harold, Falcon School District 49 Board President

The Imagine Indigo Ranch

Robin Pantusa, The Imagine Indigo Ranch Board President

FALCON SCHOOL DISTRICT #49
10850 E. Woodmen Rd.
FALCON, CO 80831
(719) 495-1106

and

Pikes Peak School of Expeditionary Learning
11925 Antler's Ridge
Falcon, CO 80831

IT IS HEREBY AGREED this ____ day of _____ 2014 by and between Falcon School District 49 (FSD 49) and Pikes Peak School of Expeditionary Learning (PPSEL) that food services will be provided to PPSEL children.

1. **TERM** – The term of this Agreement is the period of August 1st 2014 through May 31, 2015, both dates inclusive.
2. **DAYS OF SERVICE** – Food service will be provided by FSD 49 four days a week, Monday through Thursday. Exceptions are days FSD 49 is not in session (holidays, staff development days, etc.), special occasions that require five working days notice, or bad weather days. On day FSD 49 is not in session and PPSEL is in session, provisions shall be made in advance for providing PPSEL with necessary meals. Exceptions will be bad weather days.
3. **MEAL SERVICE CONFIGURATIONS & ORDERING** – Up to entire student body meals per day for PPSEL, Monday through Thursday. One hot lunch option will be offered.

If it appears that the local kitchen is running low on equipment, PPSEL can order necessary equipment through FSD 49.

4. **GENERAL FOOD PREPARATION STANDARDS** – Each child lunch provided by FSD 49 shall meet or exceed the requirements of the U.S. Department of Agriculture (USDA) guidelines for Nutrient Based menus. Requirements shall be modified as new guidelines become available and phased in over a reasonable time frame indicated by the regulating agency. FSD 49 shall maintain all required stat or health certifications and shall comply with all other applicable health and sanitation requirements at all times. Copies of FSD 49 health inspection reports shall be made available to PPSEL upon request. FSD 49 shall be responsible for the preservation and safe handling of the foods it provides and prepares.
5. **MENUS** – Menus for each month shall be furnished by FSD 49 to PPSEL at least two weeks prior to the beginning of each month. FSD 49 will furnish thirty (30) copies of the menus for the PPSEL facility and/or the menu may be emailed. Menus are subject to change by FSD 49, if necessary, to more appropriately utilize available commodities, fresh fruits, and vegetables and to prevent waste.

Nutrient Analysis of cycle menus will be performed by FSD 49 and kept on file. Menus will follow USDA guidelines for nutrient based menus.

6. **SPECIAL DIETARY NEEDS** – PPSEL shall be responsible for seeing that the foods served to PPSEL children meet any special dietary or nutritional requirements of the children. FSD 49 will reasonably assist PPSEL to provide foods that meet allergy requirements of children. FSD 49 is considered a peanut controlled environment - no peanut products are used in the preparations of any foods in the kitchen. FSD 49 monitors all purchased items to be nut free.
7. **COST/PAYMENT PROVISIONS** – FSD 49 shall submit a statement directly to PPSEL on a monthly basis detailing the transportation expenses for the preceding month. PPSEL will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.

- a. **Child Lunch (to include milk)** **To be the same as charged throughout the district**
- b. **Secondary Lunch (to include milk) 6-8** **To be the same as charged throughout the district**
- c. **Transportation:**

Hours	Rate	Total Hourly Cost	Miles	Rate	Total Mileage Cost
0.5	\$13.00	\$6.50	7.00	\$2.00	\$14.00

8. **RECORD KEEPING** – Records must be maintained by FSD 49 and are available upon request to GPCC, USDA, and or Colorado Department of Education (CDE) for a period of 3 years. Records include
 - a. Production Records
 - b. Financial Records
 - c. Health & Sanitation Records
9. **COMPLIANCE WITH APPLICABLE LAWS** – PPSEL and FSD 49 shall comply with all health and safety regulations; license/permit requirements; and, applicable federal, state, and local laws, including Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act.
10. **INDEMNIFICATION AND HOLD HARMLESS** – Each party (the indemnifier) shall defend, indemnify and hold the other party (the “indemnified party”) harmless from and against any and all liabilities, costs (including without limitation reasonable attorneys’ fees and court costs), damages or losses of every kind and character (collectively the “damages”) that the indemnified part may sustain arising out of any and all claims, demands, costs, or judgments attributable to: (a) any breach of the representations of obligations of the indemnified under this Agreement, or (b) the indemnifier’s negligent or willful malfeasance in connection with an action or failure to act in connection with this Agreement. Notwithstanding the foregoing, this indemnification shall not apply to damages attributable to: (a) the negligence or willful misconduct of the indemnified party, (b) damages that would not be incurred by the indemnified party but for the existence of the voluntary contractual arrangement pursuant to which the

- indemnified party agrees to assume liability, (c) damages attributable to a third party claim made against the indemnified party that could not be sustained directly against the indemnified party as a result of governmental immunity available under C.R.S. 24-10-101 et. seq. or any similar law, or (d) damages of the indemnified party governed by the workers compensation laws.
11. **GOVERNMENTAL IMMUNITY** – FSD 49 retains all of its rights under the Colorado Governmental Immunity Act, C.R.S. 24-10-101, et. seq. This Agreement shall not be construed to create any right or benefit for any person who is not a party to this Agreement, nor to impose any liability upon FSD 49 for damage to third parties (other than GPCC) that would otherwise be subject to governmental immunity.
12. **INSURANCE** – During the term of this Agreement, each party shall maintain reasonable adequate insurance and/or maintain reasonable adequate self-insurance coverage against claims for bodily injury, death, or property damage arising out of services provided under this Agreement by that party, its subcontractors, directors, officers, employees, agents, or volunteers.
13. **DEFAULT** –
- a. Default Involving Health Risk – If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem which could pose a health risk to others, that party shall have an opportunity to cure the default within ten (10) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured within ten days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
 - b. Default Not Involving Health Risk - If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem that does not pose a health risk to others, that party shall have an opportunity to cure the default within thirty (30) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured within thirty days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
 - c. Failure to Complain of Default – Failure to complain of any action, non-action, or default under this Agreement shall not constitute a waiver of any of the parties' rights hereunder.
14. **TERMINATION** – Either party may terminate this Agreement without cause upon 30 days prior written notice. This Agreement shall remain in full force and effect throughout the 30-day notice period.

In witness whereof, the parties have executed this Agreement as of the date and year set forth above.

FALCON SCHOOL DISTRICT #49

Tammy Harold, Falcon School Board President

Pikes Peak School of Expeditionary Learning

Don Knapp, Principal PPSEL

FALCON SCHOOL DISTRICT #49
10850 E. Woodmen Rd.
FALCON, CO 80831
(719) 495-1106

and

Rocky Mountain Classical
1710 Piros Drive
Colorado Springs, CO 80915

IT IS HEREBY AGREED this ____ day of ____ 2014 by and between Falcon School District 49 (FSD 49) and Rocky Mountain Classical Academy (RMCA) that food services will be provided to RMC children.

1. **TERM** – The term of this Agreement is the period of August 1st 2014 through May 31, 2015, both dates inclusive.
2. **DAYS OF SERVICE** – Food service will be provided by FSD 49 four days a week, Monday through Thursday. Exceptions are days FSD 49 is not in session (holidays, staff development days, etc.), special occasions that require five working days notice, or bad weather days. On day FSD 49 is not in session and RMCA is in session, provisions shall be made in advance for providing RMCA with necessary meals. Exceptions will be bad weather days.
3. **MEAL SERVICE CONFIGURATIONS & ORDERING** – Up to entire student body meals per day for RMCA, Monday through Thursday. One hot lunch option will be offered.

If it appears that the local kitchen is running low on equipment, RMCA can order necessary equipment through FSD 49.

4. **GENERAL FOOD PREPARATION STANDARDS** – Each child lunch provided by FSD 49 shall meet or exceed the requirements of the U.S. Department of Agriculture (USDA) guidelines for Nutrient Based menus. Requirements shall be modified as new guidelines become available and phased in over a reasonable time frame indicated by the regulating agency. FSD 49 shall maintain all required state or health certifications and shall comply with all other applicable health and sanitation requirements at all times. Copies of FSD 49 health inspection reports shall be made available to RMCA upon request. FSD 49 shall be responsible for the preservation and safe handling of the foods it provides and prepares.
5. **MENUS** – Menus for each month shall be furnished by FSD 49 to RMCA at least two weeks prior to the beginning of each month via email. Menus are subject to change by FSD 49, if necessary, to more appropriately utilize available commodities, fresh fruits, and vegetables and to prevent waste. Nutrient Analysis of cycle menus will be performed by FSD 49 and kept on file. Menus will follow USDA guidelines for nutrient based menus.

6. **SPECIAL DIETARY NEEDS** – RMCA shall be responsible for seeing that the foods served to RMCA children meet any special dietary or nutritional requirements of the children. FSD 49 will reasonably assist RMCA to provide foods that meet allergy requirements of children. FSD 49 is considered a peanut controlled environment - no peanut products are used in the preparations of any foods in the kitchen. FSD 49 monitors all purchased items to be nut free.
7. **COST/PAYMENT PROVISIONS** –RMCA will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.
 - a. **Child Lunch (to include milk) To be the same as charged throughout the District**
8. **RECORD KEEPING** – Records must be maintained by FSD 49 and are available upon request to GPCC, USDA, and or Colorado Department of Education (CDE) for a period of 3 years. Records include
 - a. Production Records
 - b. Financial Records
 - c. Health & Sanitation Records
9. **COMPLIANCE WITH APPLICABLE LAWS** – RMCA and FSD 49 shall comply with all health and safety regulations; license/permit requirements; and, applicable federal, state, and local laws, including Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act.
10. **INDEMNIFICATION AND HOLD HARMLESS** – Each party (the indemnifier) shall defend, indemnify and hold the other party (the “indemnified party”) harmless from and against any and all liabilities, costs (including without limitation reasonable attorneys’ fees and court costs), damages or losses of every kind and character (collectively the “damages”) that the indemnified part may sustain arising out of any and all claims, demands, costs, or judgments attributable to: (a) any breach of the representations of obligations of the indemnified under this Agreement, or (b) the indemnifier’s negligent or willful malfeasance in connection with an action or failure to act in connection with this Agreement. Notwithstanding the foregoing, this indemnification shall not apply to damages attributable to: (a) the negligence or willful misconduct of the indemnified party, (b) damages that would not be incurred by the indemnified party but for the existence of the voluntary contractual arrangement pursuant to which the indemnified part agrees to assume liability, (c) damages attributable to a third part claim made against the indemnified party that could not be sustained directly against the indemnified as a result of governmental immunity available under C.R.S. 24-10-101 et. seq. or any similar law, or (d) damages of the indemnified party governed by the workers compensation laws.
11. **GOVERNMENTAL IMMUNITY** – FSD 49 retains all of its rights under the Colorado Governmental Immunity Act, C.R.S. 24-10-101, et. seq. This Agreement shall not be construed to create any right or benefit for any person who is not a party to this Agreement, nor to impose any liability upon FSD 49 for damage to third parties (other than GPCC) that would otherwise be subject to governmental immunity.

12. **INSURANCE** – During the term of this Agreement, each party shall maintain reasonable adequate insurance and/or maintain reasonable adequate self-insurance coverage against claims for bodily injury, death, or property damage arising out of services provided under this Agreement by that party, its subcontractors, directors, officers, employees, agents, or volunteers.
13. **DEFAULT** –
- a. Default Involving Health Risk – If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem which could pose a health risk to others, that party shall have an opportunity to cure the default within ten (10) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured within ten days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
 - b. Default Not Involving Health Risk - If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem that does not pose a health risk to others, that party shall have an opportunity to cure the default within thirty (30) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured within thirty days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
 - c. Failure to Complain of Default – Failure to complain of any action, non-action, or default under this Agreement shall not constitute a waiver of any of the parties' rights hereunder.
14. **TERMINATION** – Either party may terminate this Agreement without cause upon 30 days prior written notice. This Agreement shall remain in full force and effect throughout the 30-day notice period.

In witness whereof, the parties have executed this Agreement as of the date and year set forth above.

FALCON SCHOOL DISTRICT #49

Tammy Harold, Falcon School Board President

Rocky Mountain Classical Academy

Dr. Scott Cathey, RMCA School Board President



BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Kim Mariotti
TITLE OF AGENDA ITEM:	Approval of Calendar Change at Springs Ranch Elementary 2013-2014
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Springs Ranch Elementary would like to schedule individual student assessments on May 9, 2014. May 9 is designated as a D49 Professional Development day. We have had scheduled testing days in May in past years, and this is beneficial to both students and teachers. Teachers are able to give each student individual time to accurately assess their growth for the year. This information is needed documentation for Alpine Achievement, report cards and students who are on READ Plans. This day would also help us see our new assessments with Amplify and BURST as a big picture, to see how effective this has been for student growth.

RATIONALE: Important time to collect data, in order to give parents a clear view of their child's growth, to see progress, and focus on continued areas of need.

RELEVANT DATA AND EXPECTED OUTCOMES: Student data will be analyzed, entered into Alpine Achievement, report cards, and shared with parents and will go into their cumulative files, for future instructional needs.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Required end-of-year assessment for students; gives parents a clear idea of their children's growth for the year.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Parents know that May 9 is a day off for their children. We will send clear communication home as to when to bring their child in for scheduled assessment time.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	We care about students as individuals and want to accurately assess them. With this designated day, teachers will be able to give students one-on-one attention for their assessment.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Time for assessment is a part of collecting data and adjusting instruction and interventions.
Rock #5 — Customize our educational systems to launch each student toward success	Teachers and teams will be able to assess individual students, will know their year's growth, and can accurately collect data for each student's school portfolio, achievement, and needs.

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: No funding required.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve May 9, 2014 as a student assessment day at Springs Ranch Elementary School.

APPROVED BY: Peter Hilts, CEO

DATE: March 24, 2014



BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Diane Cassidy, Coordinator for Curriculum, Instruction and Assessment
TITLE OF AGENDA ITEM:	Gifted and Talented Job Descriptions
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The purpose of this item is to approve the job descriptions for GT TOSA and Differentiation Coach.

RATIONALE: Identification of and programming for gifted students is mandated by the state of Colorado. The District 49 gifted program will be audited by Department of Education next year. Our district is working towards making this the best district for gifted students to learn, work and lead.

RELEVANT DATA AND EXPECTED OUTCOMES: Job descriptions are attached.

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 #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
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: No additional budget requested

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the gifted and talented job descriptions attached to agenda item 7.04.

APPROVED BY: Mr. Peter Hilts, CEO

DATE: March 24, 2014



INSTRUCTIONAL STAFF JOB DESCRIPTION

Job Title:	Differentiation Coach		
Reports To:	Coordinator of Curriculum, Instruction and Assessment & Innovation Leaders		
Initial Date:	June 25, 2012	Revised Date:	April 10, 2014
Office:	Education	Department	Learning Services/Innovation Zones
Work Year:	Board Approved Calendar	Salary Range:	Teacher Salary Schedule

SUMMARY:

To promote excellence and continual growth to launch every student to success, the role of Differentiation Coach will enhance individualized learning options for all students. The Differentiation Coach will mentor and coach teachers on understanding the needs of advanced learners and developing differentiated lesson plans, assist teachers with the development of Advanced Learning Plans and facilitate building-level GT identification.

QUALIFICATIONS:

- Minimum of 5 years of teaching experience of highly capable/gifted students at elementary and/or middle school level
- Endorsement in gifted education preferred
- Strong communication and presentation skills
- Evidence of extended learning experiences in differentiated instruction
- Knowledgeable about the academic, social and emotional needs of gifted students
- Minimum of 1 – 3 years of mentoring or coaching classroom teachers or taking on a leadership role in providing professional development opportunities
- Evidence of facilitation or coaching of extra-curricular activities and/or academic contests

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Report to Coordinator of Curriculum, Instruction and Assessment and Zone Leader
- Facilitate gifted identification screenings for elementary and middle schools in zone
- Supervise building-level GT testing
- Assist teachers with the development of Advanced Learning Plans
- Provide data to classroom teachers to support GT achievement and progress monitoring
- Attend PLC or RtI meetings for the purpose of supporting advanced learners
- Provide mentoring and coaching for classroom teachers in differentiated teaching strategies, establishing individual student learning goals and understanding needs of advanced learners
- Provide and develop resources to teachers to support advanced students
- Serve as point of communication for parents of GT students
- Coach and/or supervise academic or extra-curricular opportunities for advanced students
- Teach and/or assist with planning district gifted institutes
- Attend monthly district GT meetings
- Work with counselors to support the social and emotional needs of gifted students

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of Board Policy GCOA and GCOA-R Evaluation of Instructional Staff and Evaluation of Instructional Staff - Regulation.

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

EDUCATION AND TRAINING:

Bachelor's degree plus additional coursework required for certification or licensure.

CERTIFICATES, LICENSES, & REGISTRATIONS:

Colorado Department of Education Teacher License. Endorsement in Gifted and Talented Education preferred.

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

PHYSICAL DEMANDS:

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

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS:

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



INSTRUCTIONAL STAFF JOB DESCRIPTION

Job Title:	Gifted and Talented TOSA		
Reports To:	Coordinator of Curriculum, Instruction and Assessment & Innovation Leaders		
Initial Date:	June 25, 2012	Revised Date:	April 10, 2014
Office:	Education	Department	Learning Services/Innovation Zones
Work Year:	Board Approved Calendar	Salary Range:	Teacher Salary Schedule

SUMMARY:

To promote excellence and continual growth of gifted and talented students in District 49, the Gifted and Talented TOSA will provide a leadership role in facilitating, managing and implementing gifted programming options throughout the district and supporting high school gifted students in partnership with high school counselors.

QUALIFICATIONS:

- Minimum of 5 years of teaching experience of highly capable/gifted students at the secondary level
- Endorsement in gifted education preferred
- Strong communication and presentation skills
- Knowledgeable about curriculum, activities and community resources available for gifted students
- Knowledgeable about the academic, social and emotional needs of gifted students
- Ability to provide professional development courses to support advanced learners

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Report to Coordinator of Curriculum, Instruction and Assessment
- Assist with the development of district GT support documents and materials
- Manage district GT testing
- Work with high school counselors to support development of ICAP plans for GT students
- Provide district, zone and school level professional development
- Facilitate and manage GT programming options
 - Develop district-wide academic contests
 - Implement Fall/Spring/Summer GT Institute
- Assist with facilitation of GT Parent Advocacy Group
- Attend regional, state and national meetings and conferences
- Act as GT liaison between district and community

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of Board Policy GCOA and GCOA-R Evaluation of Instructional Staff and Evaluation of Instructional Staff - Regulation.

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

EDUCATION AND TRAINING:

Bachelor's degree plus additional coursework required for certification or licensure.

CERTIFICATES, LICENSES, & REGISTRATIONS:

Colorado Department of Education Teacher License. Endorsement in Gifted and Talented Education preferred.

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

PHYSICAL DEMANDS:

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

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS:

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



BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Kim McClelland
TITLE OF AGENDA ITEM:	Resolution Regarding Charter Waivers
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Colorado Department of Education has requested that the Board of Education adopt a formal resolution in support of the waiver requests for charter schools, which includes the recently approved Valiant Academy. The Board already has voted in favor of these waivers, as confirmed by the executed charter contract; however, CDE seeks a formal and specific resolution.

RATIONALE: A single document resolution may be more easily tracked by Colorado Department of Education personnel.

RELEVANT DATA AND EXPECTED OUTCOMES: Valiant Academy's charter school application was approved by the Board of Education earlier this 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	Major impact
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best</u> <u>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: I move to approve the resolution as presented.

APPROVED BY: Peter Hilts, CEO

DATE: March 24, 2014



Resolution Regarding Charter Waivers For Valiant Academy

WHEREAS, Valiant Academy received unanimous approval on its charter school application from the Falcon School District 49 Board of Education and the charter contract was completed and executed by this Board; and

WHEREAS, Valiant Academy has formally requested waivers of certain District policies and state statutes as provided for under the Charter Schools Act; and

WHEREAS, this Board of Education reviewed these requests and agreed to grant them in accordance with its authority as authorizer via the executed charter contract;

NOW THEREFORE, The Board of Education of Falcon School District 49 hereby resolves to accept and to forward to the Colorado Department of Education, the waiver requests presented on behalf of Valiant Academy on this ____ day of April, 2014 and through the remainder of the term of its current charter contract.

Signed:

Tammy Harold, Board President

Marie Laverre-Wright, Board Secretary



BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Brad Miller, Legal Counsel
TITLE OF AGENDA ITEM:	Policy Revision EEAEF and Review EEAEF-R
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In order to create a consistent and lawful approach to the use of video surveillance in transportation and facilities, it is proposed that Files EEAEF and EEAEF-R be revised to better reflect current legal standards and requirements.

RATIONALE: Video surveillance is an essential tool in the support of student and employee safety and district operations. Updated policies are necessary to balance the needs of privacy, community expectations, and school operational effectiveness and security.

RELEVANT DATA AND EXPECTED OUTCOMES: Proposed revisions to these files meet current standards and provide the District with the most effective and efficient direction on the use of video surveillance technology.

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

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED: NA

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

APPROVED BY: Jack Bay, COO

DATE: March 24, 2014



Title	Video Cameras on School District Property
Designation	EEAEF
Office/Custodian	COO/Director of Transportation

The Board of Education recognizes the district's continuing responsibility to maintain and improve discipline and to ensure the health, welfare, and safety of its staff and students on **school district property, including** district transportation vehicles.

After carefully weighing and balancing the rights of privacy of students with the district's duty to ensure discipline, health, welfare, and safety of staff and students on **school district property**, the Board supports the use of video cameras on its **property, including** transportation vehicles.

Video cameras may be used to monitor student behavior **in appropriate areas on school district property, and** on district vehicles transporting students to and from school or extracurricular activities.

Cameras may not be installed in restrooms, locker rooms, or other areas where students, staff, or other visitors have a reasonable expectation of privacy.

Students in violation of **the student code of conduct, or engaging in illegal activity** shall be subject to disciplinary action in accordance with established Board policy and regulations governing student conduct and discipline.

The district shall comply with all applicable state and federal laws related to video recordings when such recordings are considered for retention as part of the student's behavioral record as determined by the district and in accordance with law.

Video surveillance shall be used only to promote the order, safety, and security of students, staff, and property.

The Chief Education Officer or designee is directed to develop regulations governing the use of video cameras in accordance with the provisions of law and established Board policies and regulations.

- Adopted: May 19, 1994
- Revised: March 4, 1999
- Revised: May 13, 2010
- Revised: June 30, 2011
- **Revised: April 10, 2014**

LEGAL REFS:

- 20 U.S.C. §1232g (Family Educational Rights and Privacy Act of 1974)
- 42 U.S.C. §1201 et seq. (Americans with Disabilities Act)
- 34 C.F.R. §99.1 et seq. (regulations)

CROSS REFS:

- EEAEC, Student Conduct on Schools Buses
- JIC, Student Conduct, and subcodes
- JK, Student Discipline, and subcodes



Title	Video Cameras on School District Property
Designation	EEAEF-R
Office/Custodian	COO/Director of Transportation

Purpose

1. Video surveillance equipment may be used on school district property, including district transportation vehicles, for the purposes of assisting district administration in monitoring student behavior and maintaining safe and secure schools.
2. A student accused of violating the district's student code of conduct, district policies or procedures, or Colorado Revised Statutes, may have the video recordings used against them as evidence during a disciplinary proceeding.

Notice

1. The district will include a notice in parent/student handbooks that video cameras may be used on **school property, including** district vehicles transporting students to and from school or extracurricular activities. The district will include as a part of its notice to parents/guardians and students a copy of the Board's video camera policy and regulations accompanied by a form to be signed and returned to the District as an acknowledgment of its being read and understood.
2. Parents/guardians and students will **not** be notified when a video camera is in use **in a specific location**.

System Operation

1. Video cameras will be installed on school property in both interior and exterior areas as deemed appropriate by the Chief Operating Officer, the District of Transportation, or school principals.
2. Cameras may not be installed in restrooms, locker facilities, or other areas where students, staff, or visitors have a reasonable expectation of privacy.
- ~~4.~~3. Video cameras will be rotated on school vehicles transporting students to and from school or extracurricular activities at the discretion of the Director of Transportation or designee.
4. Staff and students are prohibited from tampering with or otherwise interfering with video camera equipment.
- ~~2.~~5. Audio shall not be part of the video recordings made, reviewed, or stored by the district.

Maintenance of Video Recordings

1. Video recordings shall be considered student records and shall be maintained in compliance with the federal Family Educational Rights and Privacy Act of 1974, the Colorado Public Records Act, and the Colorado Children's Code Records and Information Act.
2. Video recordings shall be maintained for review and investigation for not less than thirty days, after which video recordings may be deleted or recycled, unless an incident is documented.
3. Video recordings of any documented incidents shall be maintained until the resolution of the incident and any related proceedings.
4. Video recordings that have been documented as depicting violations of the student conduct code, district policies or procedures, or Colorado Revised Statutes, shall be retained as part of the student's behavioral records and maintained as such.



Access to Video Recordings

1. The viewing of video records should always be based upon a “need to know” standard and access to recordings shall be supervised by the Chief Operating Officer and the Director of Transportation.
2. Video surveillance systems shall be accessible to and monitored by the Chief Operating Officer, the Director of Transportation, school principals, or by assistant principals who are authorized by their principal or the Chief Operating Officer or Director of Transportation.
3. IT staff shall have access to the video surveillance systems for maintenance and repair purposes with the authorization of the Chief Operating Officer or Director of Transportation.
4. Video recordings may be reviewed on a regular basis by authorized administrators and used as evidence of student misconduct and/or criminal behavior.
5. Parents/guardians or students may request to view recordings used in a disciplinary proceeding against that student, in compliance with applicable state and federal laws.
6. Video records shall be released to law enforcement personnel upon request, for official use only.

Viewing requests

1. Requests to review video recordings shall comply with all applicable state and federal laws and with Board policy.
2. Requests for viewing may be made to the **Chief Operating Officer** or Director of Transportation within five school days of the date of recording.
3. Requests for viewing will be limited to those parents/guardians, students, and district officials with a direct interest in the proceedings.
4. Only the portion of the video recording concerning a specific incident will be made available for viewing.
5. **When possible, measures may be taken to conceal the identities of students not directly related to the incident.**
- ~~5.6.~~ Approval/denial for viewing will be made within five school days of receipt of the request and so communicated to the requesting individual.
- ~~6.7.~~ Video recordings will be made available for viewing within three school days of the request approval.
- ~~7.8.~~ Actual viewing will be permitted only at school-related sites, including the transportation office, school buildings, or administration building.
- ~~8.9.~~ All viewing will include the **Chief Operating Officer**, the Director of Transportation, **or their** designee, and/or building principal.
- ~~9.10.~~ A written log will be maintained of those viewing video recordings, including the date of viewing, reasons for viewing, date the recording was made, **location** videotaped, name of driver **if on a bus**, and signature of the viewer.
- ~~10.11.~~ Video recordings will remain the property of the District and may be reproduced only in accordance with law, including applicable Board policy and regulations.

- Adopted: May 19, 1994
- Revised: March 4, 1999
- Revised: May 13, 2010
- Revised: June 30, 2011
- **Revised: April 10, 2014**



CROSS REFS:

- JRA/JRC, Student Records/Release of Information on Students



BOARD OF EDUCATION AGENDA ITEM 7.06

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Tammy Harold
TITLE OF AGENDA ITEM:	Resolution of Opposition to Multi-Year Contracts
ACTION/INFORMATION/DISCUSSION:	Discussion and Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The resolution formally documents what has been district practice for three years, while making a public commitment to our stakeholders.

RATIONALE: During surveys and discussions with our community members, the Board of Directors has observed a high level of resentment and concern about the practice of offering and then buying out multi-year contracts with district staff members. Although we have not offered a multi-year contract or buyout in over three years, our stakeholders still perceive the past practice as a source of uncertainty and distrust.

RELEVANT DATA AND EXPECTED OUTCOMES: Affirming this resolution will provide a formal response to concerns about past or future multi-year contracts.

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 past practice of buying out contracts is a major source of distrust. This resolution is one part of a larger strategy to act in a manner worthy of taxpayer trust and investment.
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: This proposal puts senior leaders on an equal footing with other employees who work under single-year agreements. This promotes equity.
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: No ✓

AMOUNT BUDGETED: None at this time

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached resolution for opposition to multi-year contracts.

APPROVED BY: Tammy Harold, President, Board of Directors

DATE: March 28, 2014



A Resolution of the Board of Directors of Falcon School District #49

In Opposition to Offering or Accepting Multi-Year Contracts

- Whereas:** Under the leadership of previous Boards of Directors, District 49 made a practice of offering senior administrators multi-year contracts.
- Whereas:** The practice of offering multi-year contracts led to a repeated pattern of buying out superintendents, administrators, and other employees.
- Whereas:** Buying out contracts cost the district many hundreds of thousands of dollars over the decade from 2000-2010.
- Whereas:** Buying out contracts expends district resources without adding value or advancing our strategic plan.
- Whereas:** For the last three budget cycles, (2011-2012, 2012-2013, 2013-2014) District 49 has not offered any employee a multi-year contract.
- Whereas:** Under an organizational model that distributes executive responsibility among three chief officers, the district can maintain continuity of leadership even during a transition of a senior leader.
- Whereas:** The practice of operating with single-year contracts for administrators and other staff members is consistent with our commitment to fiscal responsibility.
- Therefore:** The Board of Education and Chief Officers of Falcon School District 49 do hereby affirm:

Our Opposition to Offering or Accepting Multi-Year Contracts

- By our signatures below, each Director of the Board of Education makes a public pledge not to approve a multi-year contract to any employee of District 49. Given that a majority of the board will serve through 2017, this commitment will last at least that long.
- Also, by our signatures below, each Chief Officer makes a public pledge not to seek or accept a multi-year contract.

Tammy Harold, President

David Moore, Vice-President

Marie Lavere-Wright, Secretary

Kevin Butcher, Treasurer

Chuck Irons, Director

Brett Ridgway, Chief Business Officer

Peter Hilts, Chief Education
Officer

Jack Bay, Chief Operations Officer



BOARD OF EDUCATION AGENDA ITEM 7.07

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Donna Teubner, Executive Assistant to BOE
TITLE OF AGENDA ITEM:	National Teacher Appreciation Week May 5-9, 2014
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The success of any community depends on the quality of its educational system. We are fortunate to live in a community that believes that the preparation for the next generation of leaders is the responsibility of the entire community.

Falcon School District 49 is grateful for the support of our community members and wants them to know that we believe we have the finest teaching professionals educating our children.

May 5-9, 2014 is National Teacher Appreciation Week and we encourage community members and parents to let our teachers know how much we appreciate their commitment to ensuring the success of every student. Please take the time to say thank you. Send a card, make a phone call, or send an email.

RATIONALE: Recognition of the importance of the work of educating the community's children is to the district. Teaching is the most worthy of professions because teachers really do create the future and make it a reality for our students.

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: Move to approve the attached Resolution for National Teacher Appreciation Week.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: April 1, 2014



**TEACHER APPRECIATION WEEK
HONORABLE PROCLAMATION
MAY 5th – 9th, 2014**

WHEREAS, the Falcon School District 49 Teachers are an essential part of this District's education system; and

WHEREAS, teachers are dedicated to providing a quality education for the students of Falcon School District 49; and

WHEREAS, it is appropriate for Falcon School District 49 to recognize the role teachers hold in our education system and to salute them for the valuable service they provide to our students and to our community;

**NOW THEREFORE, WE THE FALCON SCHOOL DISTRICT 49 BOARD
OF EDUCATION
PROCLAIM
MAY 5th – 9th, 2014
TEACHER APPRECIATION WEEK**

Tammy Harold, President

David Moore, Vice President

Kevin Butcher, Treasurer

Marie LaVere-Wright, Secretary

Chuck Irons, Director

Peter Hilts, Chief Education Officer

Brett Ridgway, Chief Business Officer

Jack Bay, Chief Operations Officer



BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Barbara Seeley
TITLE OF AGENDA ITEM:	Student Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Travel Study Trip request:

SCHS

InvenTeam Presentation at EurekaFest in Boston, MA

Departure-6/17/14 Return-6/22/14

Approximately 22 students will attend this trip.

Cost per student is \$1,000 (trip costs include lodging, meals, insurance and transportation).

Students are presenting their final design of a water filtration innovation for the island of La Gonave, Haiti at EurekaFest.

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 #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	
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: No ✓

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: March 31, 2014



BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	April 10, 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 March 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 #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	
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: No ✓

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: March 24, 2014



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Sean Dorsey
TITLE OF AGENDA ITEM:	Sand Creek Zone Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The update is the 2nd semester recap of significant events occurring in the Sand Creek Zone.

RATIONALE: Agenda topics will include: International Baccalaureate, Middle Years Programme, Diploma Programme, High Impact Instruction, and Odds and Ends.

RELEVANT DATA AND EXPECTED OUTCOMES: The update will emphasize, but not be limited to, an update of the International Baccalaureate Program at the secondary level, including achievement and program data.

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 #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	<u>X</u>
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>X</u>
Rock #5 — Customize our educational systems to launch each student toward success	<u>X</u>

FUNDING REQUIRED: No √

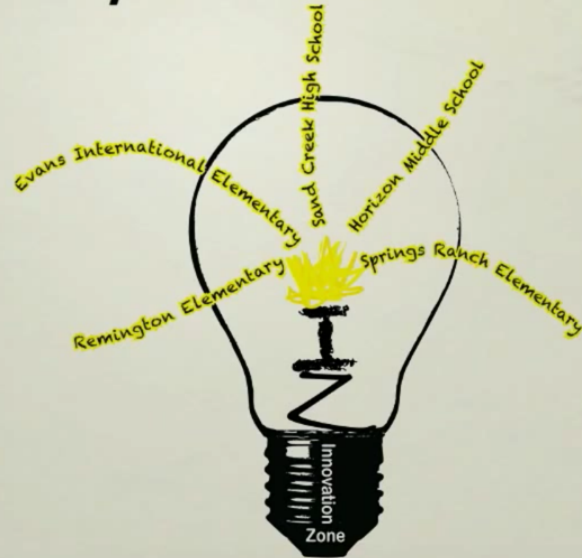
AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: April 2, 2014

Sand Creek Update



International Baccalaureate

Middle Years Programme

Diploma Programme

High Impact Instruction

Odds and Ends

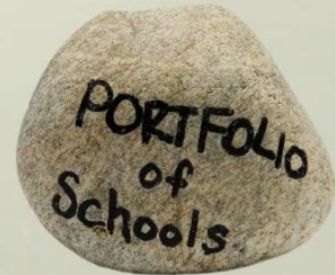


IB Middle Years Programme

Inquiry - involve me and I learn

Rigor - what you DO with the content

Internationally accredited/recognized
for ALL students



Ensures breadth and depth of knowledge and...

APPLICATION

- PERSONAL PROJECT
- SCIENCE FAIR
- WATER WEEK
- ART AND DESIGN EXPO
- SCORP TANK
- PROFESSIONAL DEVELOPMENTS



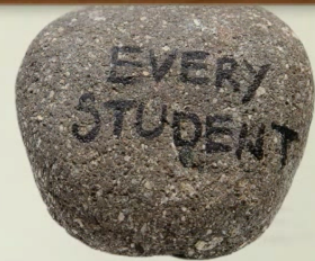
EXTERNAL ACCOUNTABILITY

IB MYP VISIT - assessment of Programme
implementation inspires collaboration, evaluation and
hard conversations to facilitate progress



EXTERNAL MONITORING OF ASSESSMENTS -
IB DP

Full continuum



PYP to MYP to DP

- Offer an unparalleled international education
- Allows a diverse student body to excel in their studies and personal growth
- Potential for IB Career Certificate

Program growth:

2013 - 6 DP CANDIDATES

2014 - 12

2015 - 30

2016 - 55

**NOT TO MENTION THE OVER 100 ADDITIONAL
STUDENTS TAKING 1 OR MORE DP CLASSES!**

IB Diploma Program



Unlocking opportunities:

Highly selective colleges
want these students!

33% of our 2014 choice
applicants indicated that they are
coming to SCHS for the IB!



= 24 Credits (minimum)



UCCS – 24 credits = \$7,512.00

Montana State University – 14 credits =
\$12,083.00

Colorado State University – 12 credits =
\$4,514.80

Colorado State University – 14 credits =
\$4,642.80

UCCS – 6 credits = \$1,878.00

CU Boulder – 6 credits = \$2,574.00

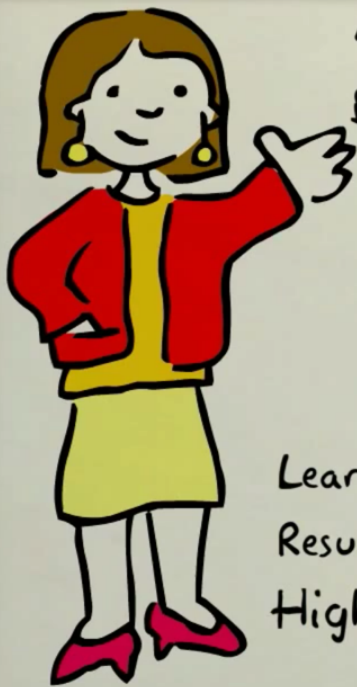
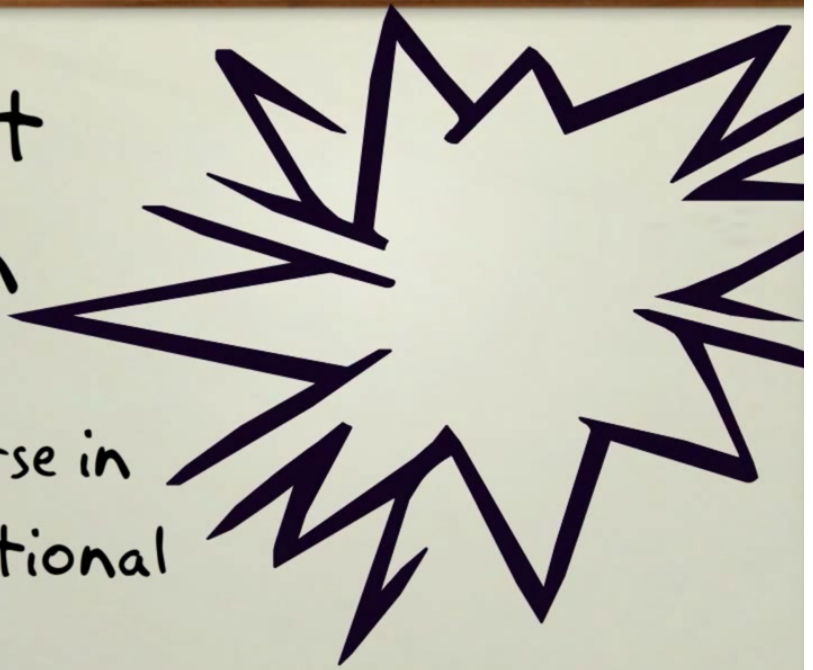
What that credit is
worth!



PLEASE WELCOME
NICK RIZZUTI
FULL DP CANDIDATE FOR
2014 AND NATIONAL MERIT
FINALIST

High Impact Instruction

A zone-wide course in high yield instructional strategies!



40 Elementary and secondary teachers

Based on work of Jim Knight:

- Students owning their learning
- Learning Maps
- Cooperative Learning
- Effective Questioning
- Using Stories and Thinking Prompts

Learning extended using Schoology

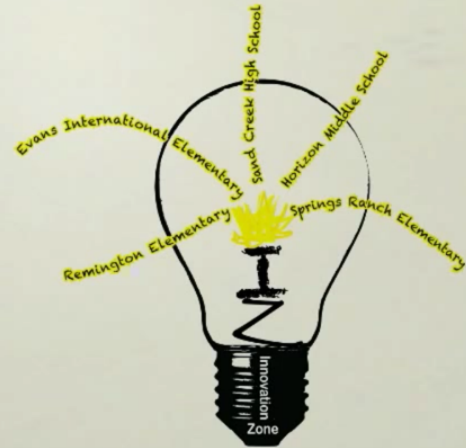
Result...

High Performing Teams!

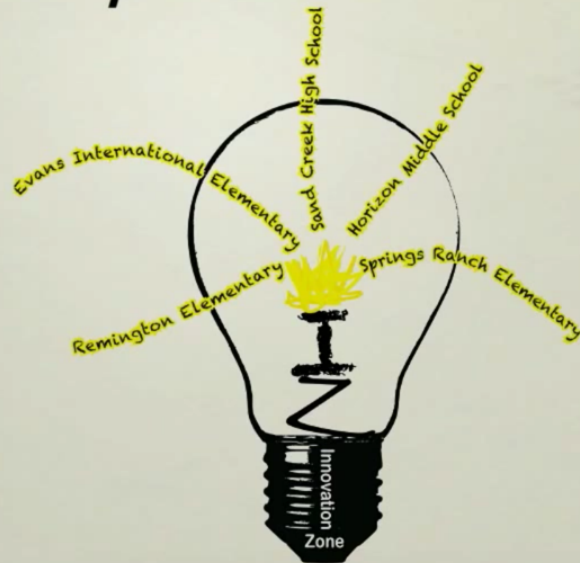


Odds and Ends

- ✓ Before and After School Program
- ✓ Art and Design Expo
- ✓ Intensive Learning Teams



Sand Creek Update





BOARD OF EDUCATION AGENDA ITEM 9.02

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Peter Hiltz
TITLE OF AGENDA ITEM:	Big Rocks Survey Report
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

During the 2013-14 school year, we have been explicit about focusing on our strategic priorities, or our five big rocks. This survey was designed by program, zone, and school leaders to help us understand how our community is responding to our strategic initiatives.

RATIONALE:

The results of the big rocks survey give the Board of Education and Chief Officers a measure of current perceptions about the district, and set us up to make comparisons and set growth goals for future years.

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	All of the strategic priorities are impacted by this survey because the results give us a baseline and let us measure our current level of success. These results will also let us measure future performance and any year-over-year changes in community responses.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best</u> <u>district</u> in Colorado to learn, work and lead	
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: No ☐

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hiltz, CEO

DATE: April 3, 2014

Introduction

Falcon School District 49's Board of Education approved a [strategic plan](#) in March 2013 which provides a unified vision, goals and strategic initiatives to prepare students to achieve like never before. The plan is organized around a big rocks metaphor, which comes from the work of [Stephen Covey](#).

Covey illustrated that if you fill your life with the small things, trivial things, then you might not have room for what's really important, what he called the big rocks. But if you first fill your life with what's most important – the big rocks – and add other things around them, the medium-sized rocks, and finally work in the pebbles, everything better fits together.

District 49 has applied this metaphor in its strategic plan, which identifies the district's **Big Rocks**. These strategic initiatives will be emphasized over the next three to five years, representing the district's commitment to its community. District 49 will use these five rocks as the foundation for building an excellent future with its students, staff, and greater community.

In an effort to gain insight and stakeholder input into each of the Big Rocks, district leadership teams developed a survey which asked our community, parents, students and staff to provide feedback about their current levels of satisfaction with the district and how we can work toward becoming the best district to launch every student toward success.

District leadership will use the results from the survey in its continued strategic planning and in considering a bond / mill levy campaign.

Methodology

The survey was conducted using SurveyMonkey. Links to the survey were available on the District 49 website. Additionally, email communications to staff and parents mentioned the survey, explained the purpose and provided the link.

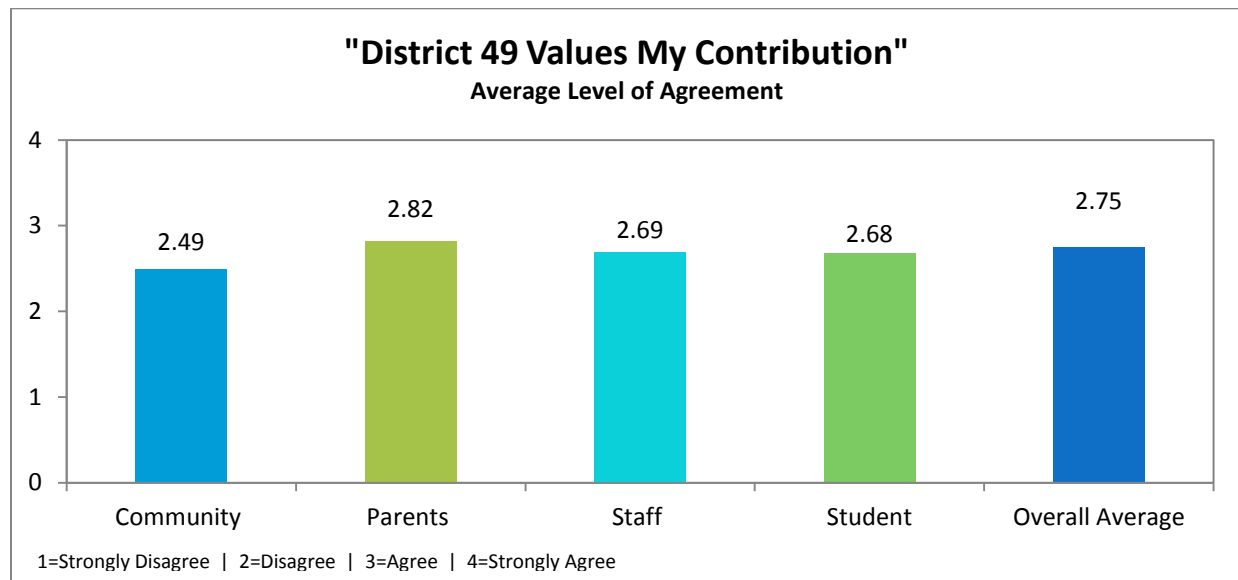
Respondents were asked which population they fell into and received questions tailored to this subgroup. The survey was also available for Spanish-speaking parents. Only 8 participants used this translated version of the survey and their data was included in the "parent" population. In some cases, non-English speaking parents were able to complete the English version of the survey with assistance, though it is not known how frequently this occurred. Respondents were allowed to skip questions and were permitted to take the survey multiple times.

The Big Rocks Survey, which was open from January 27, 2014 to March 24, 2014 had a total of 1,256 respondents which included 41 community members, 652 parents, 407 staff members, and 156 students. It should be noted that respondents were not required to answer every questions, thus there is some fluctuation in the number of responses for each population group for each question.

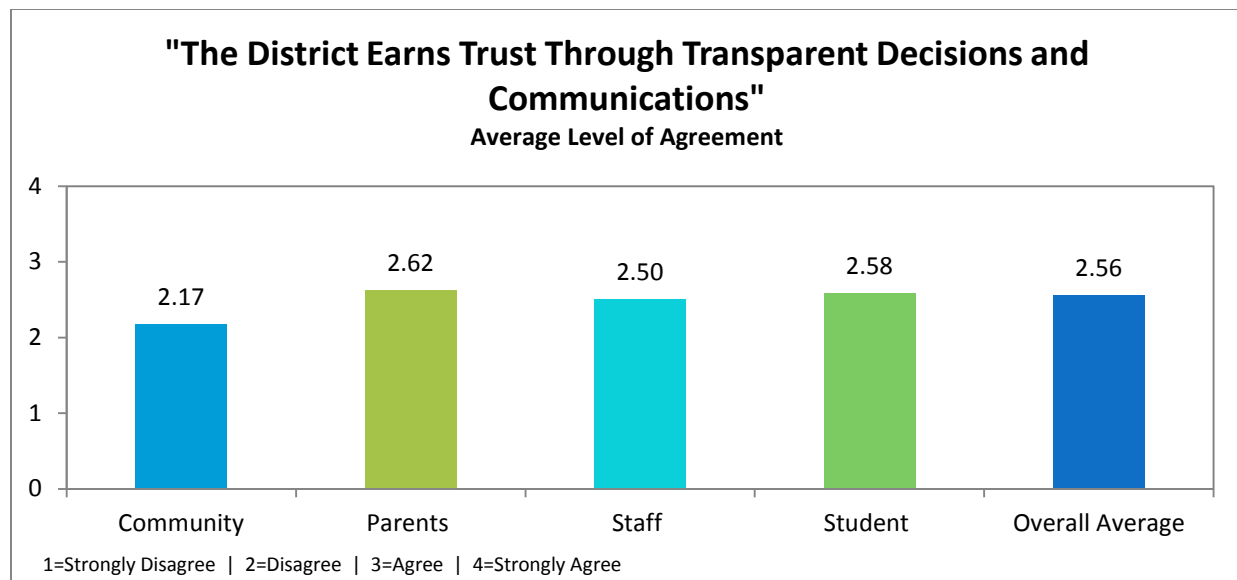
Results

Big Rock 1 Trust

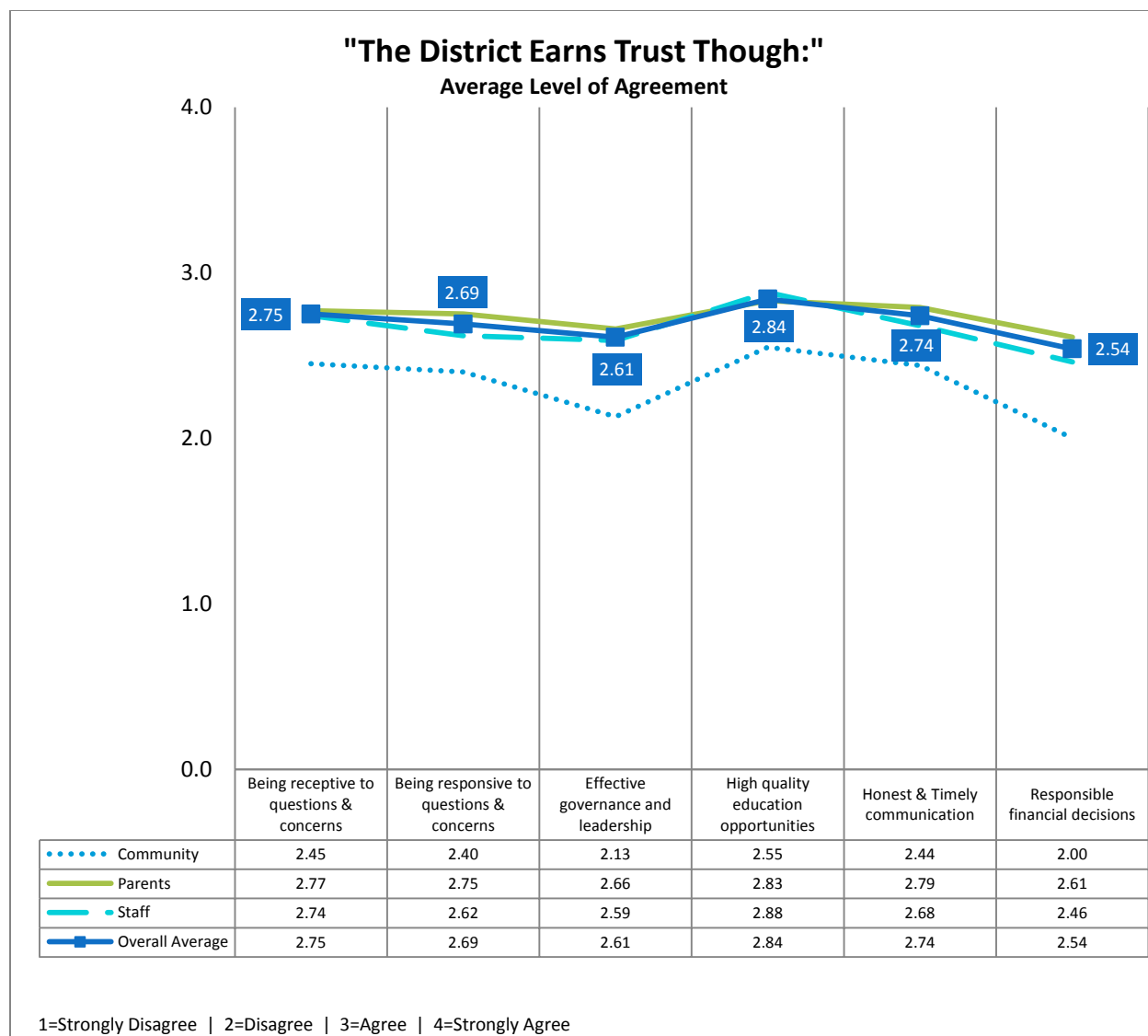
The fundamental bedrock is re-establishing District 49 as a trustworthy recipient of taxpayer investment. The district's leadership genuinely believes that community members want to support education. However, community members want the district to be efficient, to do the right things and do things the right way. District 49 will work to earn its community's trust, not by telling its patrons that it's trustworthy but by demonstrating it.



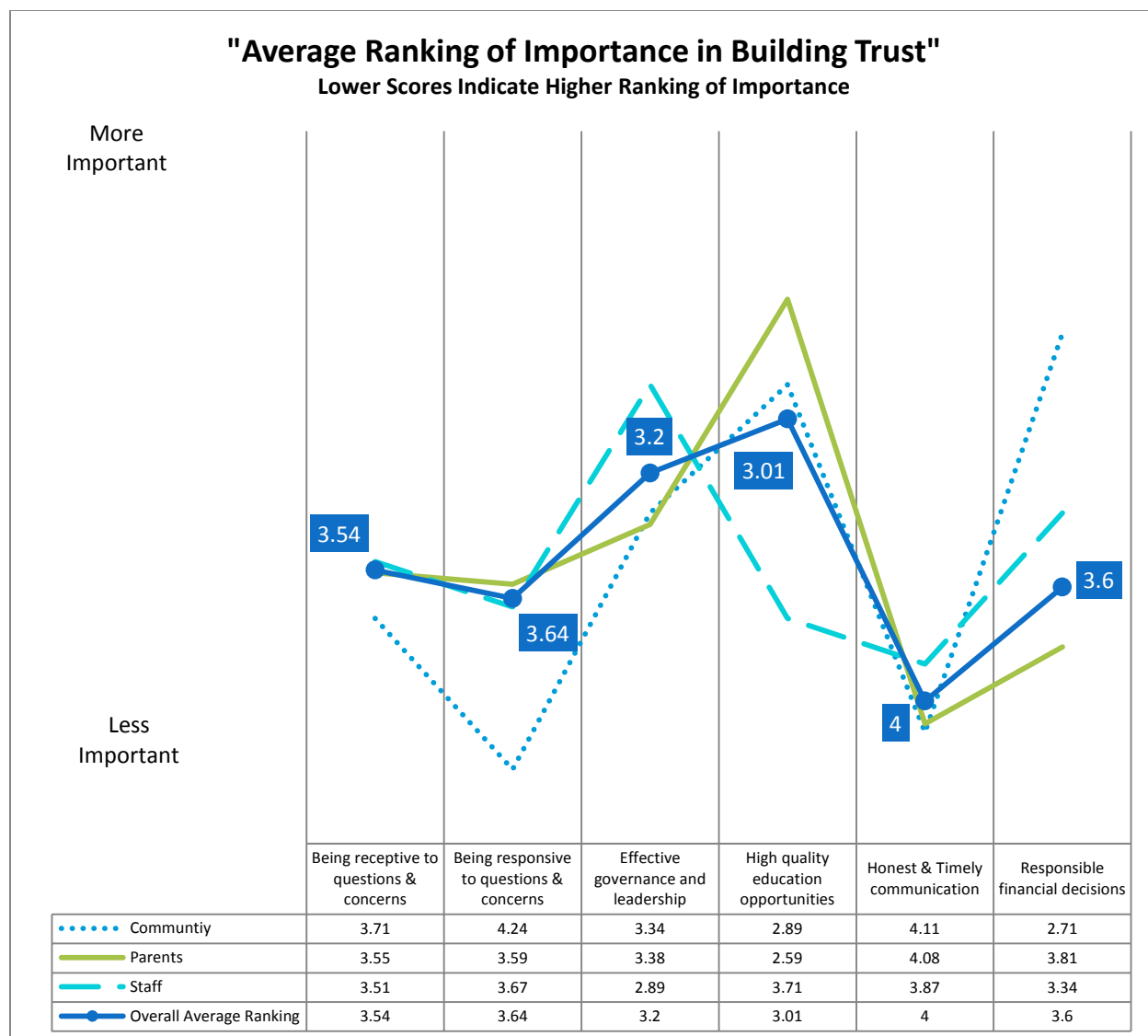
The average level of agreement with the statement “District 49 Values My Contribution” does not vary widely across respondent types, with average ratings of agreement falling between “Disagree” and “Agree”. Those respondents interacting more closely/consistently with the district (parents, staff, and students) appear to feel their contribution is more valued by District 49 as opposed to community members. It is of interest that parents have a higher level agreement with this statement when compared with staff.



The average level of agreement with the statement “The District Earns Trust Through Transparent Decisions and Communications” does not vary greatly among respondent types. An average score of 2.5, falling directly between agreement and disagreement, can be interpreted as an overall neutral response. The overall average level of agreement is fairly neutral. It should be noted that community members have a lower average level of agreement, while recipients of district services, students and parents have a higher average level of agreement.



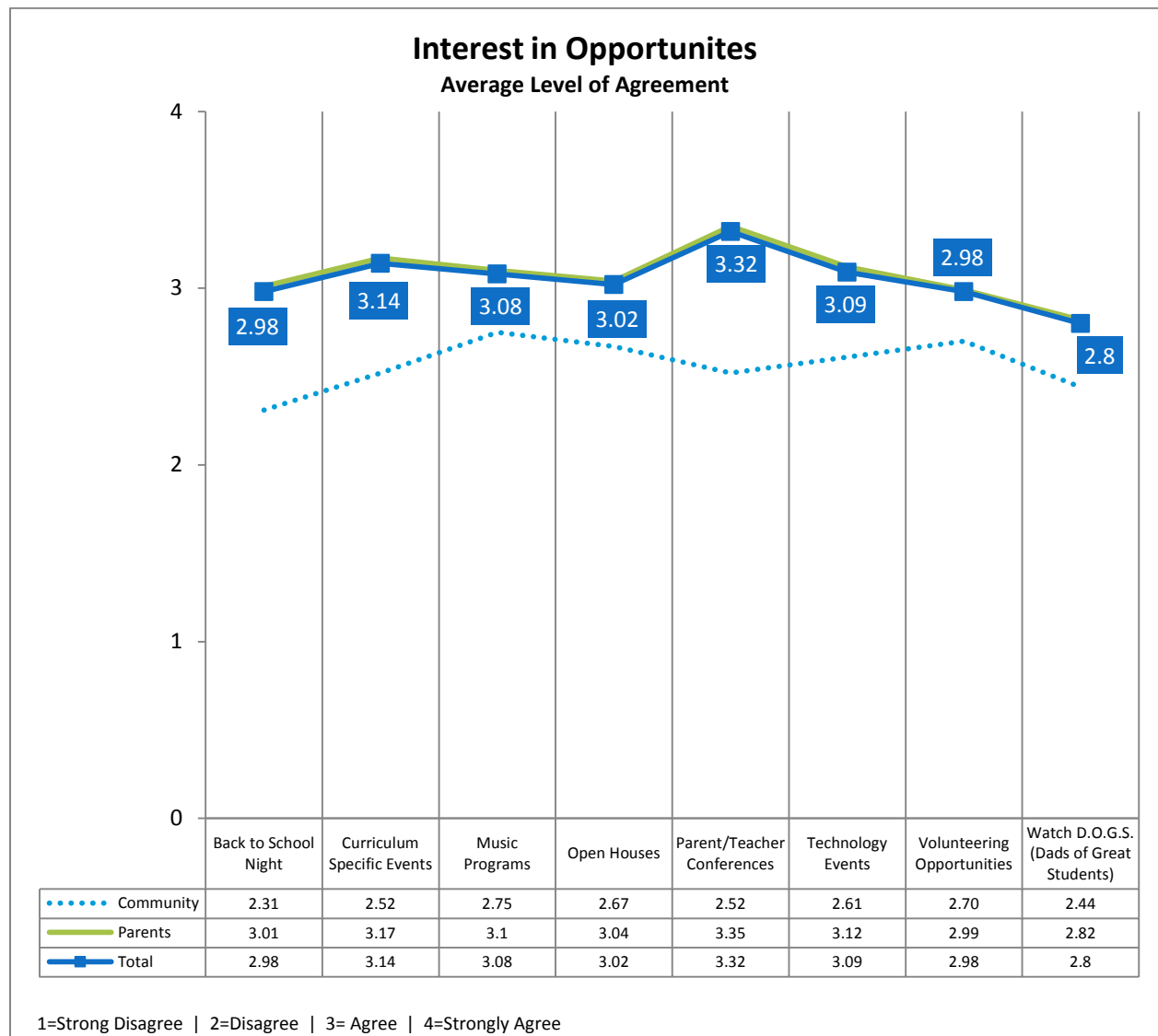
Though the overall level of agreement varied by respondent type, the overall trends of agreement were consistent. For all respondent types, the greatest areas of disagreement were “Responsible financial decisions” and “Effective governance and leadership”. Again, the community respondents indicated the highest level of disagreement overall. This may reflect a lack of first-hand knowledge of the district; this population may be relying on knowledge garnered through media coverage which has historically highlighted the district’s past financial problems and conflict within leadership. The highest area of agreement was “High quality educational opportunities”. Staff and parents’ overall average level of agreement (2.88 and 2.83) is approaching “Agree” which may be a reflection of the perceived value of educational services that these groups provide and receive, respectively.



Respondents were asked to rank the above options in order of importance as the district works to build trust. Thus, a lower number indicates a higher ranking and a perceived greater level of importance in building trust. “High quality educational opportunities” was the highest ranked option for both the overall population of respondents and parents. For staff members, “Effective governance and leadership” was the highest ranked option and the community ranked “Responsible financial decisions” highest. Though the trends are mainly consistent between respondent groups, while “high quality education opportunities” is highly ranked for community members and parents, it is the second lowest ranking option for staff members.

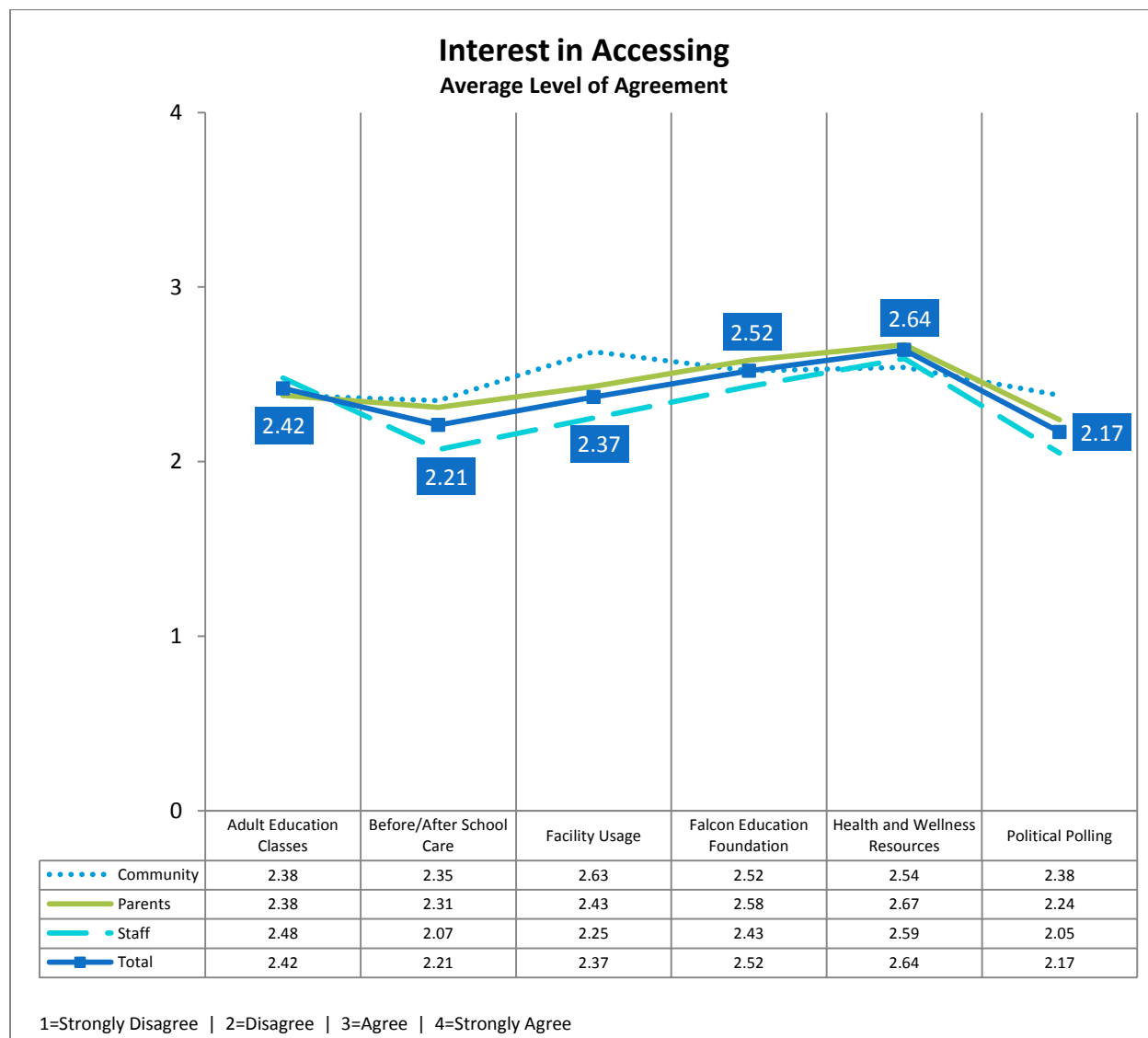
Big Rock 2 Community

District 49 will engage with its community. That means being present outside district offices and schools, as well as connecting with local agencies and nonprofit organizations. The district has a lot to offer, including facilities, insights and professional partners in advancing education and strengthening community bonds. Likewise, District 49 leadership recognizes that their community has a lot to offer back to the district, and encourages its patrons to be present in schools and programs. A reciprocal relationship offers a powerful multiplier for student success.



Overall, parents had a higher level of agreement with the statement, indicating a higher level of interest in all listed activities as compared to community members. Not only is it likely that parents have a greater vested interest in schools and are subsequently more likely to participate in school activities, but some activities listed would require a student enrolled in the district (e.g. Watch D.O.G.S.,

Parent/Teacher conferences). Not surprisingly, the highest areas of interest for community members are those that do not require having a student in school and were “Music Programs” (2.75), “Volunteering Opportunities” (2.70), and “Open Houses” (2.67).

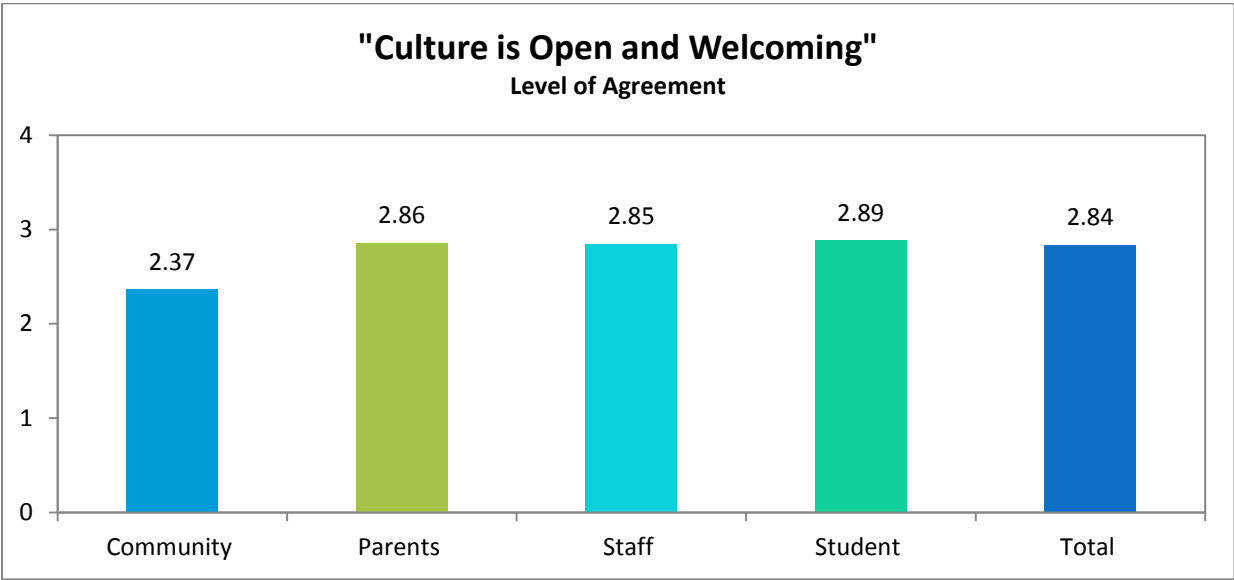


The overall averages of professed interest in services range from 2.17 (“Political Polling”) to 2.64 (“Health and Wellness Resources”) suggesting that overall, survey respondents disagree or feel neutral with/about being interested in accessing services through the district. For both parents and staff, respondents had the greatest interest in accessing “Health and Wellness Resources” (2.67 and 2.59, respectively) and the lowest level of interest in “Political Polling” (2.24 and 2.05) as compared to the other options. Community member responses indicated lowest levels of interest in “Adult Education Classes” (2.38) and “Political Polling” (2.38) and the greatest level of interest in “Facility Usage” (2.63).

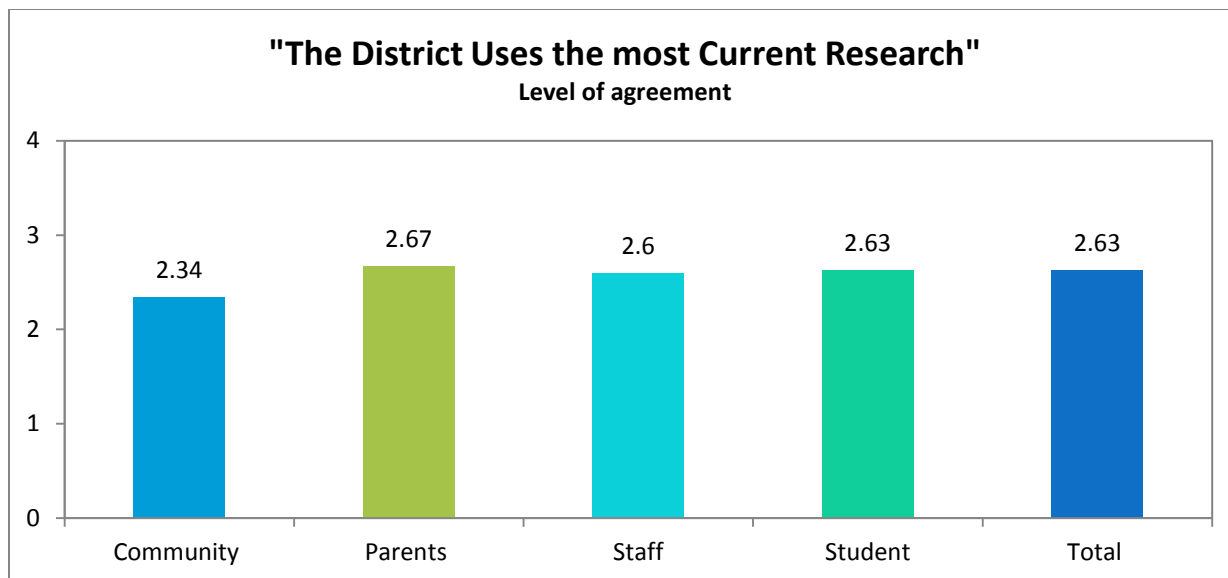
Big Rock 3 Best District

District 49 will strive to be the best district to learn, work and lead.

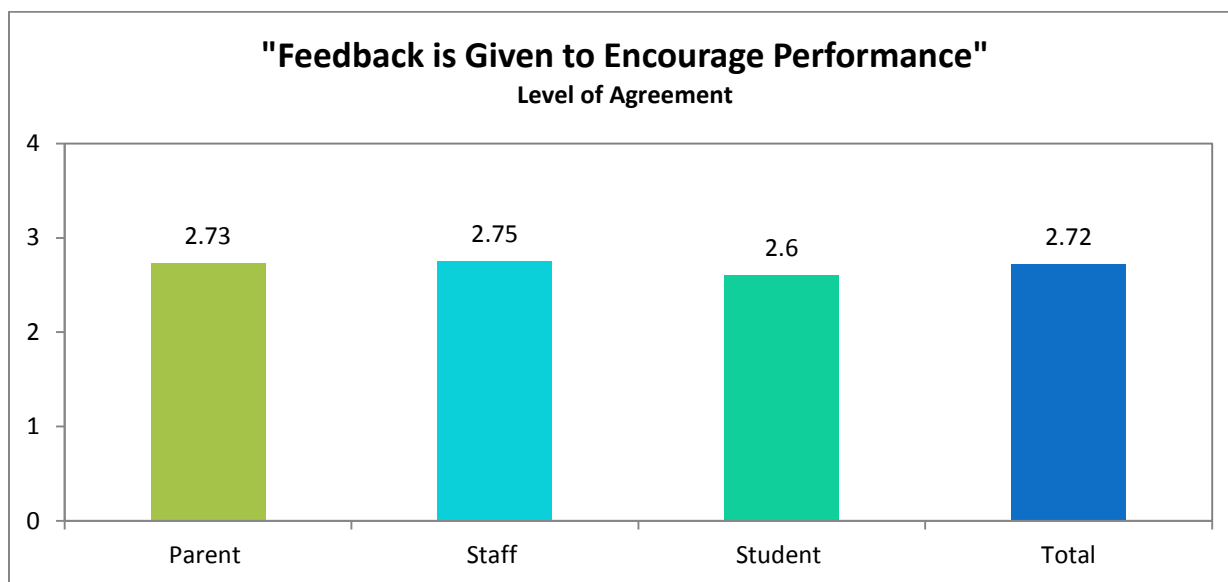
All three of these priorities are critical. To be the best place to learn, the district must offer a variety of options for students, so students will choose to focus their educational experience around programs and schools best suited for their needs. To be a great place to work, District 49 is committed to attracting excellent staff members, talented teachers and top administrators. District 49 wants to be the best district for leaders, so that aspiring principals and experienced administrators want to apply their leadership skills to its problems and opportunities. When the district is the best place to learn, work and lead, then it will attract learners, workers and leaders who want to be part of District 49, and who will continue to make it an outstanding district.



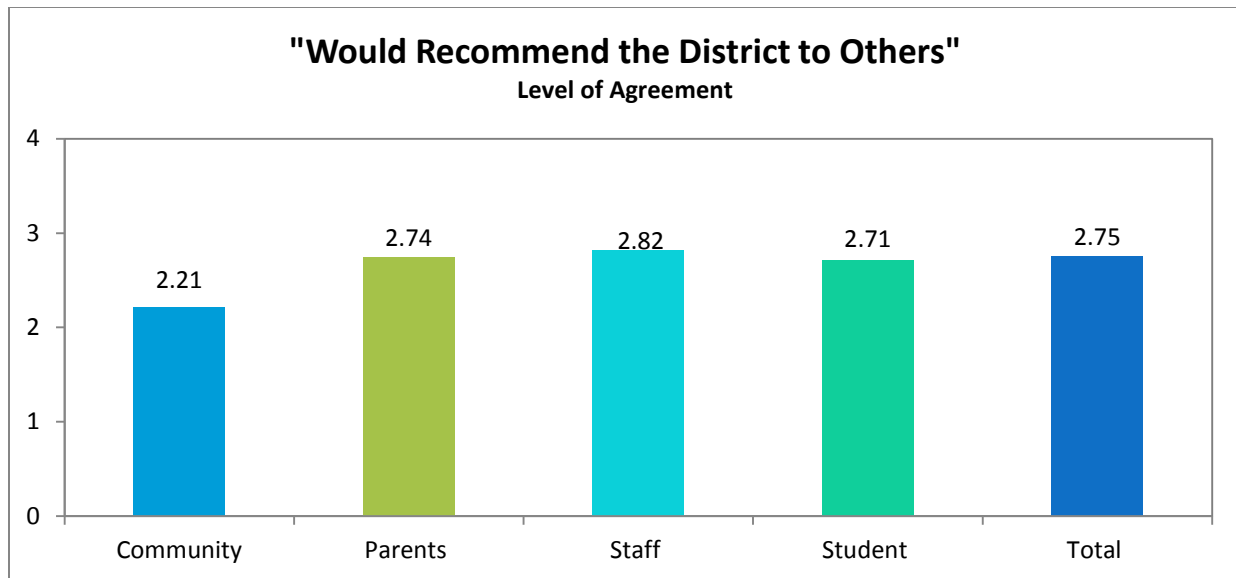
Again, the more involved the respondent is with the district, the more they appear to agree that the district has an open and welcoming culture to students. It is interesting to note that the respondent groups with the greatest proximity (parents, staff, and students) have very similar average levels of agreement trending towards agreement. The average level of agreement by the community members is lower (2.37) and is trending towards disagreement. It is interesting that as the groups were asked to rate the level of agreement with the district having an open and welcoming culture to all students, that it is the students themselves that had the highest level of agreement (2.89).



The pattern of responses for this question resembles that of the previous item where we are again seeing the “proximity effect” previously identified. This question was worded slightly differently for teachers, reading “Teachers have access to the most current, research-validated resources, learning tools and teaching strategies and are able to employ them in the classroom”. While the agreement scores of parents, staff and students are clustered (varying by only .07), it is parents who have the highest level of agreement with this statement (2.67).



This question asked parents and students to rate their agreement with this statement regarding feedback provided to students. Staff were asked to rate their agreement with this statement related to the feedback that they themselves are provided by supervisors. The staff members’ average level of agreement was 2.75, indicating some degree of agreement with this statement. Students had the lowest level of agreement with an average rating of 2.6, a score fairly close to neutral.

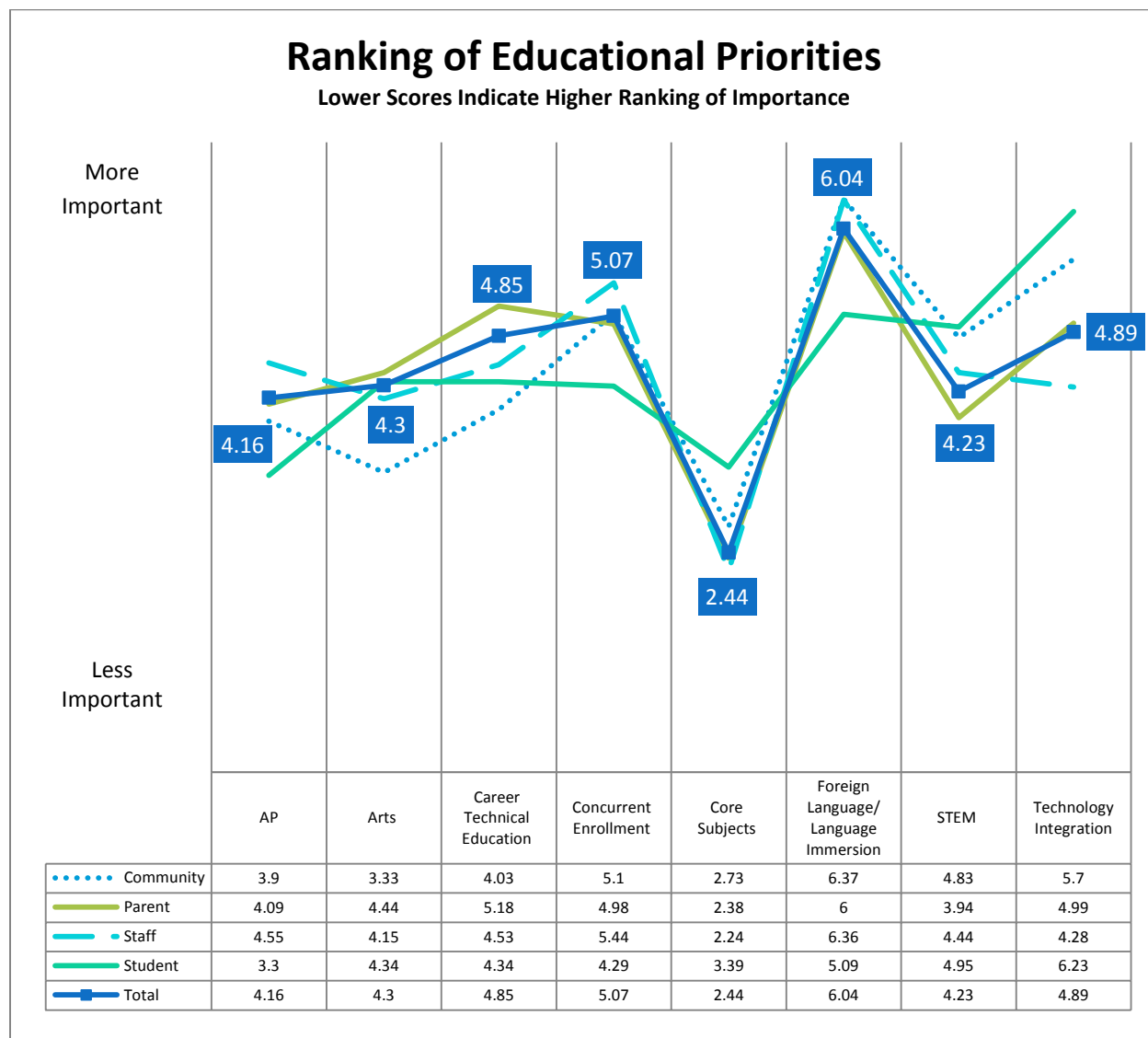


It should be noted that this question asked respondents for their agreement with the statement “I would recommend District 49 to others as a great place to learn, work and lead.” Because the question actually has three components (learn, work, lead), it is impossible to know if one factor is the driving factor in the respondents level of agreement. Overall, staff had the highest level of agreement (2.82) approaching agreement. It is important to note that this is the only population with first-hand knowledge of all three components identified in the question. Similarly, both the average of parents and students (2.74 and 2.71) were between neutral and agreement. However, the average level of agreement of community members, 2.21 was actually between disagreement and neutral.

Big Rock 4

District 49 will create a robust portfolio of distinct and exceptional schools. It's not enough just to have different kinds of schools; the district needs to have high quality, exceptional schools .

District 49 strives to offer wonderful schools in all of its zones, schools that are different from each other and superior to the options students might have in neighboring districts and communities.



Respondents were asked to rank order their educational priorities. Thus, a lower score actually indicates a higher level of priority. Interestingly, all four respondent groups' rankings have a very similar pattern; this includes the community members, who have frequently had opinions diverging from the other respondents. All respondent groups ranked "Core Subjects" as the highest priority and "Foreign Language" as the lowest priority, with the exception of students, who ranked "Technology Integration" the lowest. There was some divergence from the overall trend with students ranking "Foreign Language" and the community ranking "Arts" comparatively higher than the other populations.

Ranking of School Preference

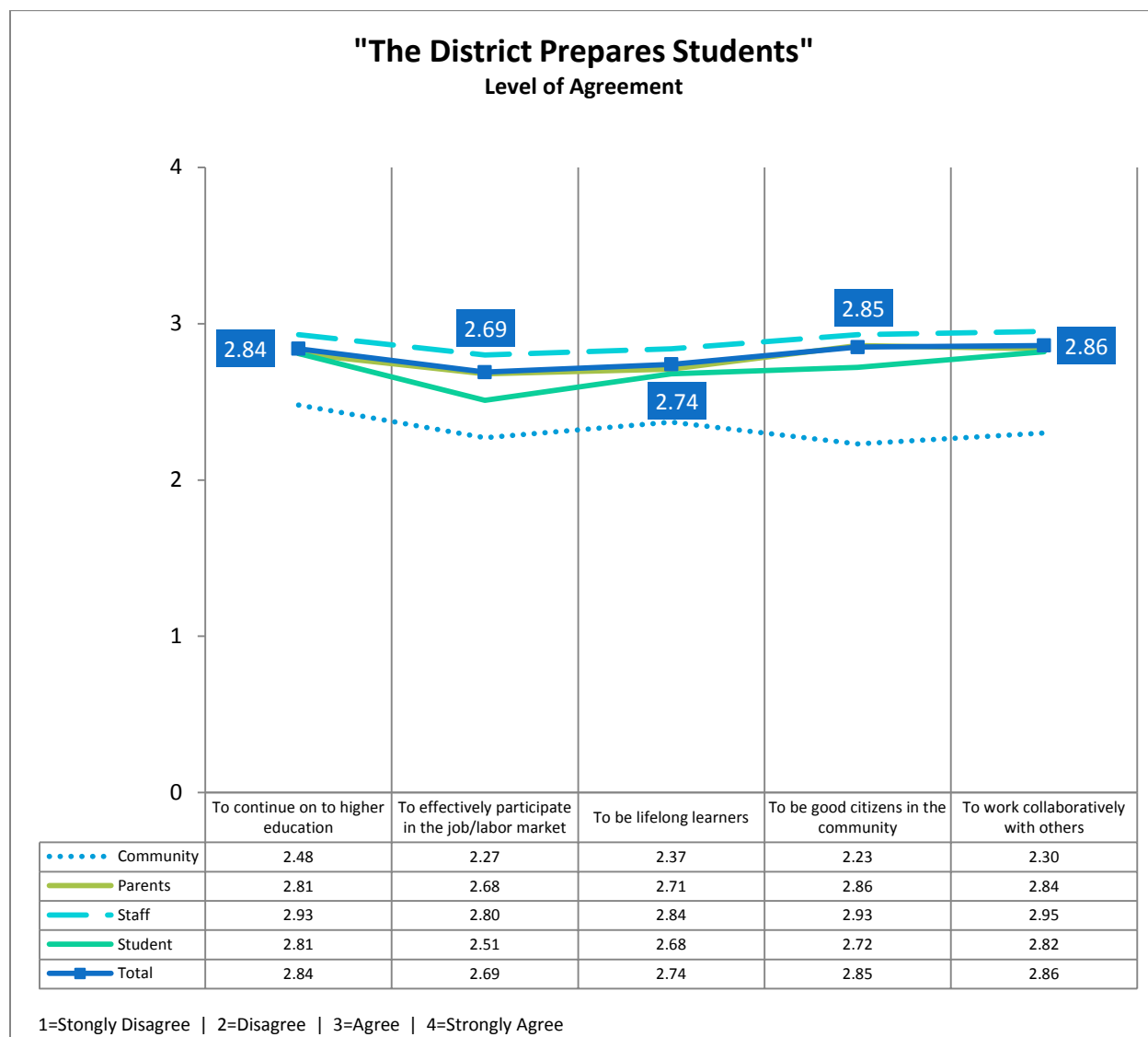
Lower Scores Indicate Higher Ranking of Importance



Because this question asked the populations to rank order school types in order of preference, a lower score indicates a higher priority level. Staff and Parent responses appear to generally trend together; both groups ranked “Traditional Schools” and “Blended Schools” as the first and second preferred school types. The least preferred option for staff was “Home School Enrichment” and was “Online Schools” for parents. For Community members, the top two preferred school types were “Blended Learning” and “Career and Technical Education” and the two least preferred options were “Online Schools” and “IB”. Students ranked “Alternative Schools” and “Blended Schools” as the two most preferred school types while “Project Based Schools” and “Online Schools” were ranked lowest.

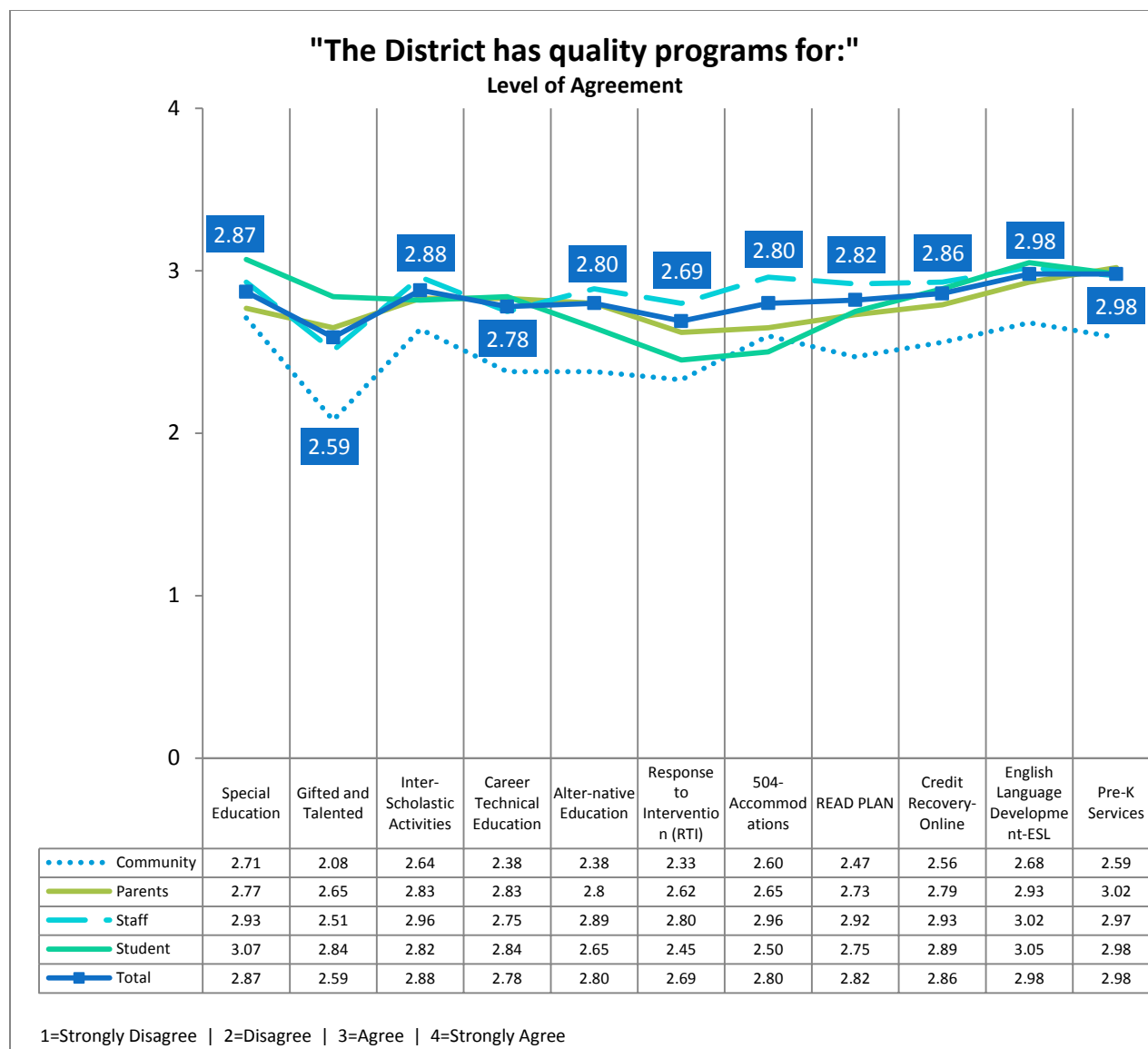
Big Rock 5

District 49 will ensure educational experiences are individualized, capable of launching every student toward success. District 49 will individualize educational experiences within a robust portfolio of schools. By customizing learning for every student, every child will achieve success.



Community members had overall lower average levels of agreement for all listed components of student preparedness. In all cases the average of community member responses fell between a “disagree” and neutral response. For parents, staff, and students, all average responses fell between neutral and “agree”. Both community members and students had the highest level of agreement with the district preparing students “To continue on to higher education” (2.48 and 2.81). The highest average level of agreement for the parent respondents was with the component of preparedness “To be good citizens in the community” (2.86). Staff members’ average level of agreement was highest for “to work

collaboratively with others (2.95). For parents, staff, and students, “to participate effectively in the job market” had the lowest level of agreement.



For each respondent group, “English Language Development” was one of the top two programs with the highest level of agreement. Community members and students rated the highest level of agreement with the statement that the district has a high quality “Special Education” program. Parents had the highest level of agreement with the statement that the district has a high quality “Pre K Services” program. Community members’ average level of agreement regarding “Gifted and Talented” was the lowest for all the listed programs at (2.08), approaching disagreement. Parents and students lowest level of agreement was directed at RTI (2.62 and 2.45, respectively). Staff expressed the lowest level of agreement with the quality of the “Gifted and Talented” program.

Representative Comments

Conclusion

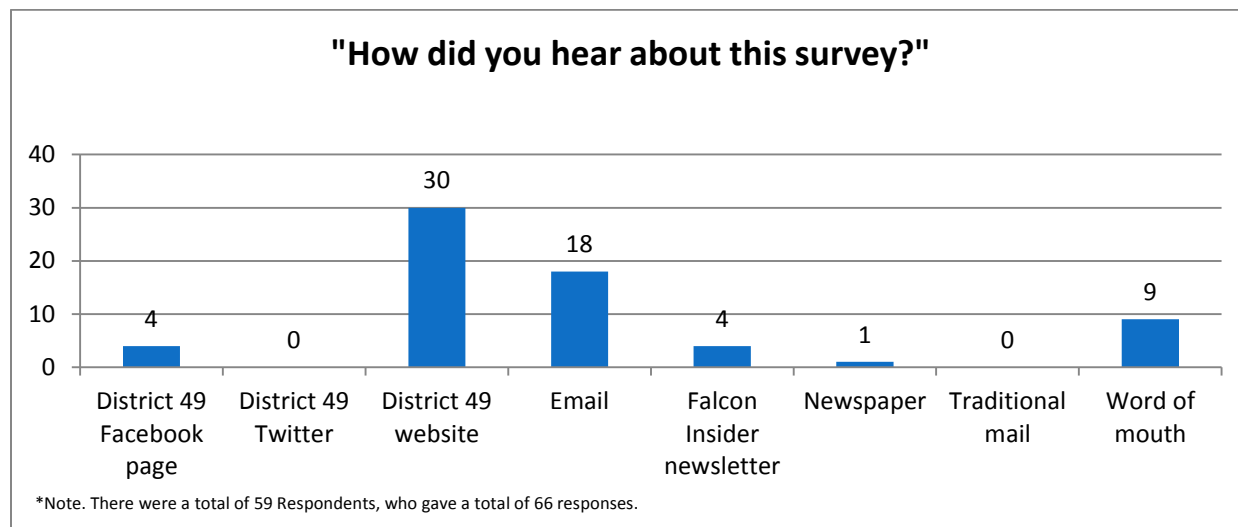
The Big Rocks Survey has provided invaluable information that will be used to guide and refine the district's strategic plan. This year's data should be viewed as a "baseline". In addition to providing initial feedback from various stakeholder groups, feedback regarding the actual survey and survey process was gathered. This input will be incorporated into future survey design, allowing for a better respondent experience, higher quality data, and potentially a larger sample size more proportionally representative of respondent groups.

Several themes/trends from the survey can be identified in addition to question-specific responses. Typically, those stakeholder groups that are closer in proximity to (or have more interaction with) the district have more favorable opinions. Community members, tend to have less positive opinions. In both the qualitative and quantitative data, respondents expressed concerns/confusion related to district finances, leadership roles/position, the district "innovation zone" structure and communication. Some respondents reported positive interactions at the school or zone level, but mentioned confusion/communication breakdowns with the larger district.

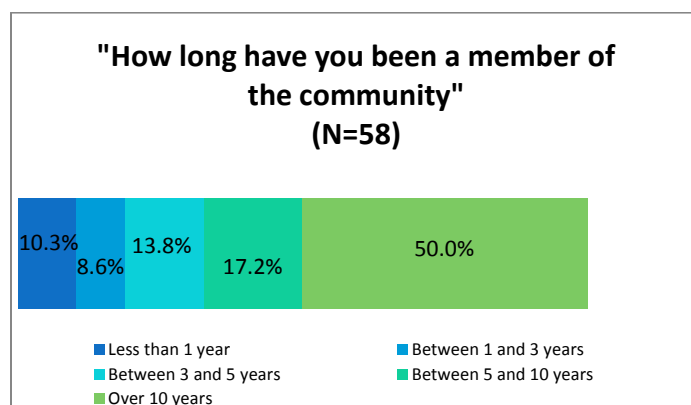
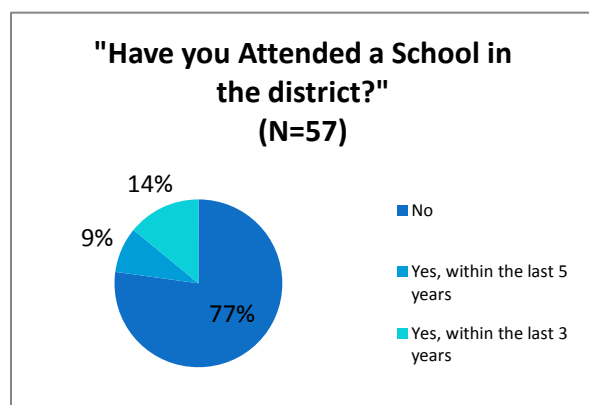
This survey can provide meaningful insight for the Board of Education and district leadership to identify future action steps within the strategic plan. Moving forward, the survey data will be triangulated with other recent stakeholder perception data (district climate survey, political polling data) to identify common trends and themes. The Chief Education Officer, Chief Business Officer and Chief Operation Officer will work with the Board of Education to review results and examine current practices and opportunities for innovation. The data will be further disaggregated by respondent type, school, and zone. This will allow various levels of leadership the opportunity to have stakeholder feedback. After ample review, possible growth opportunities and conclusions can be synthesized into action steps in the district's overarching Big Rocks strategic plan.

Community

Demographics

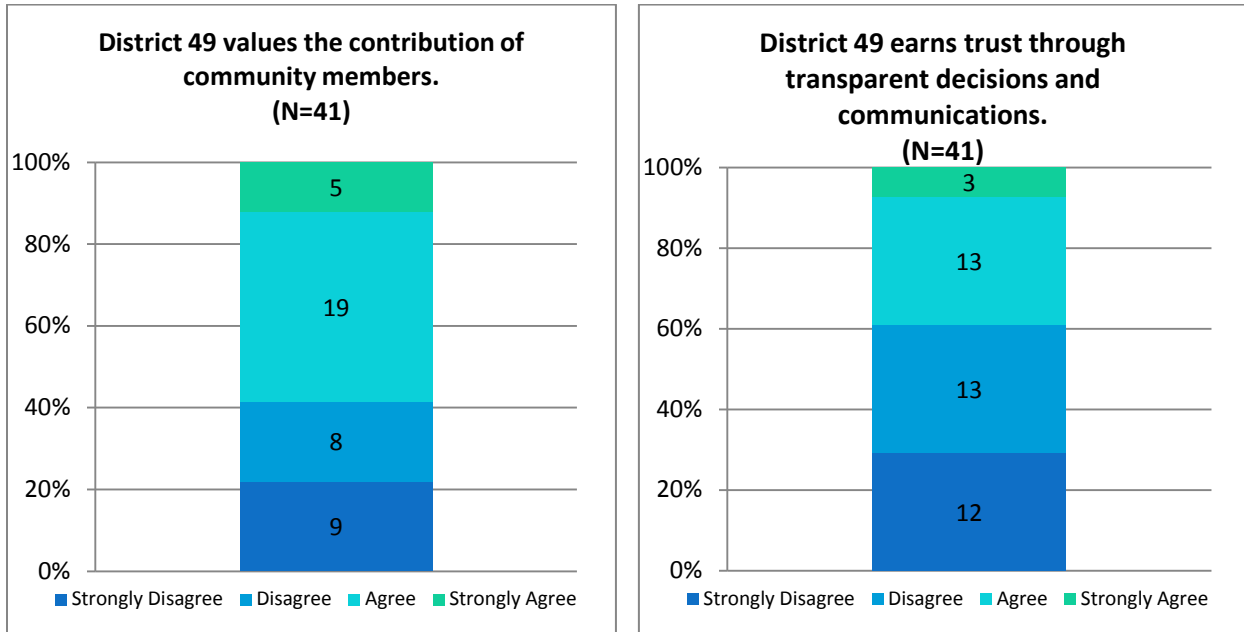


Respondents were asked to indicate all ways in which they had heard about the survey. It is interesting that members of the community most frequently heard about the survey via the website. This fact (along with those who heard via the district Facebook) suggest that these community members were actively seeking out information related to the district. It seems interesting that the traditional mailings and newspapers, which theoretically could have reached more community members, were ineffective in recruiting survey participants.



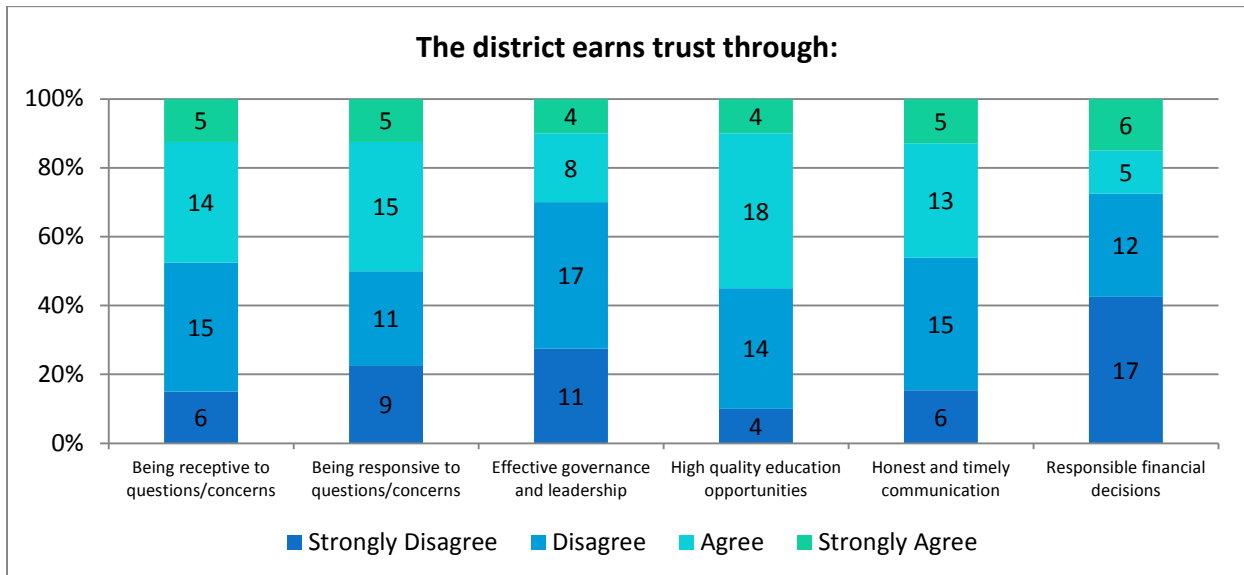
The majority of community respondents (77%) have not attended a school in the district, though 23% of community respondents have attended a school in District 49. It is interesting to note that half of the community respondents have been a member of this community for over 10 years. Combined, 81% of the community members have been in the community over three years, which makes it more likely that they will be aware of the history of the district, particularly the challenges and conflicts the district has at times faced.

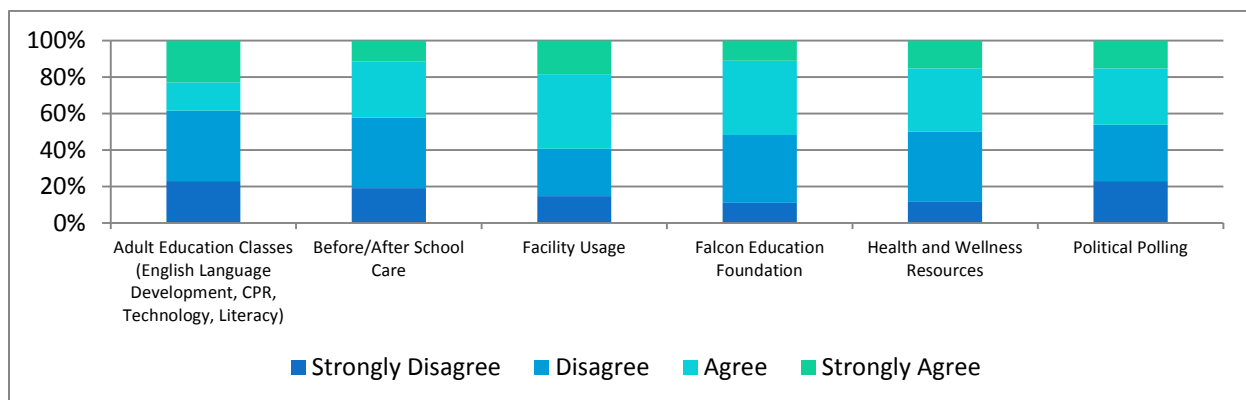
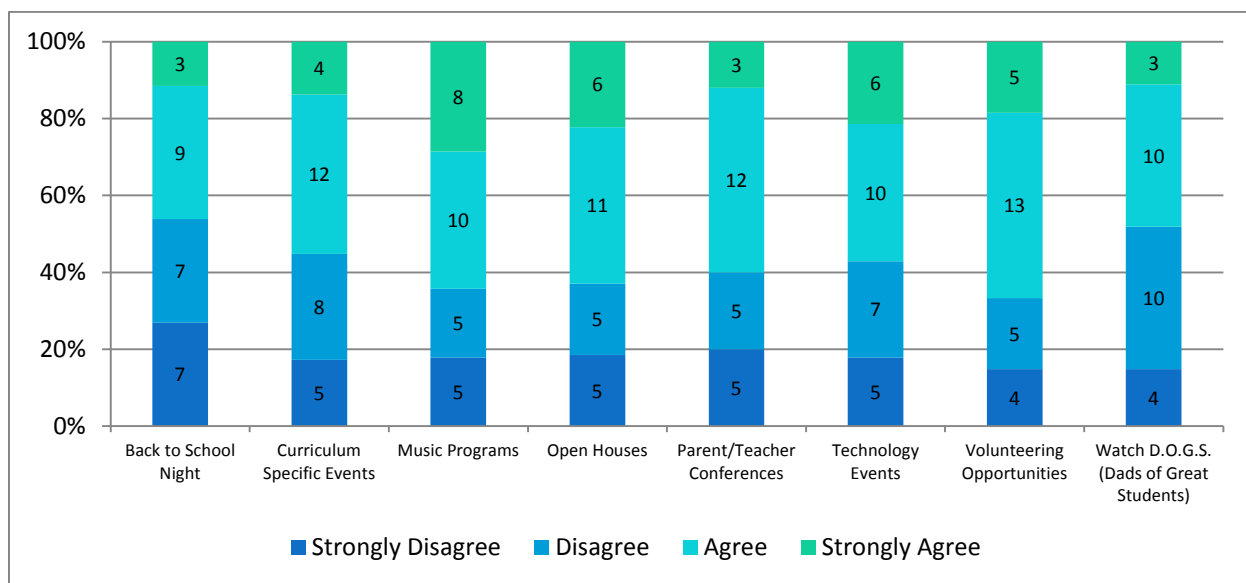
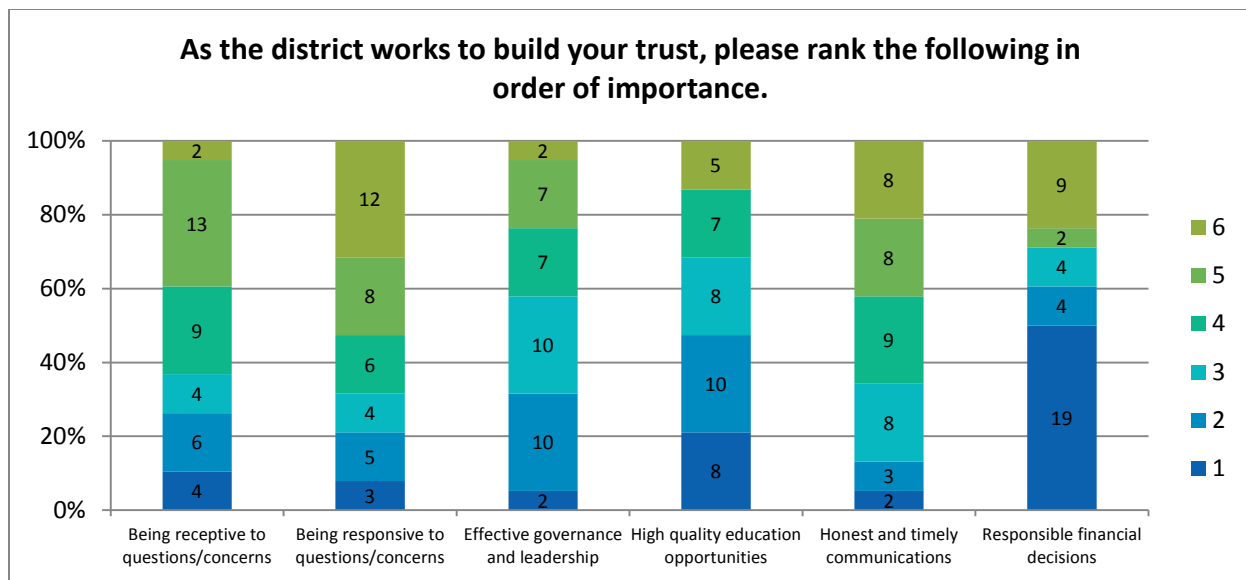
Response Data

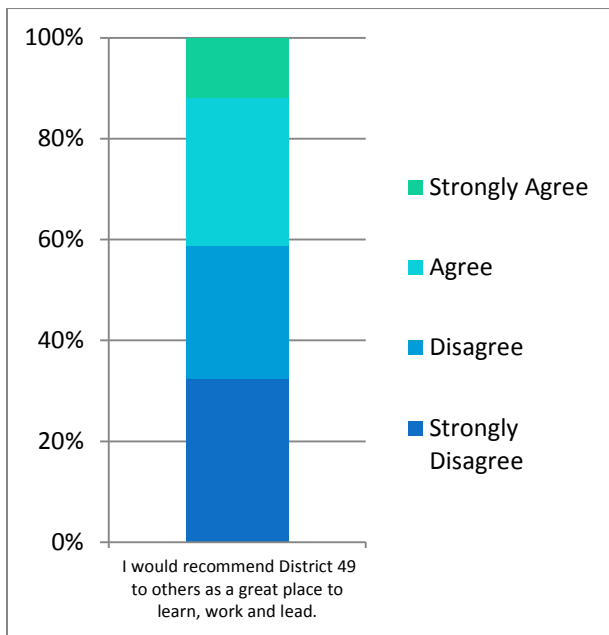
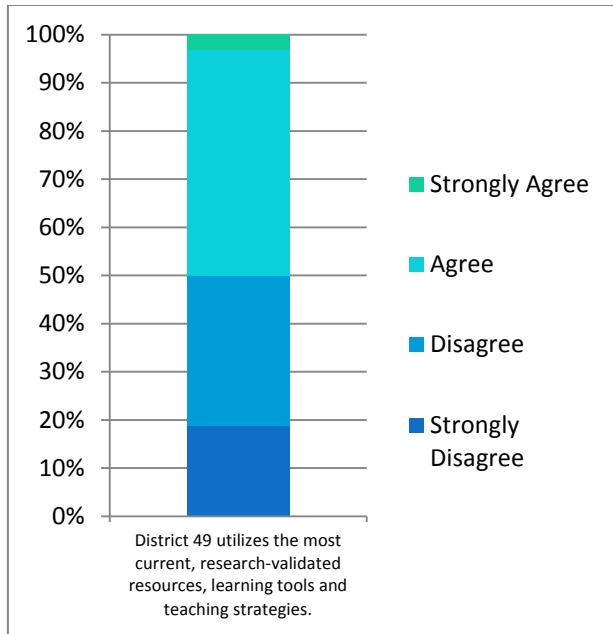
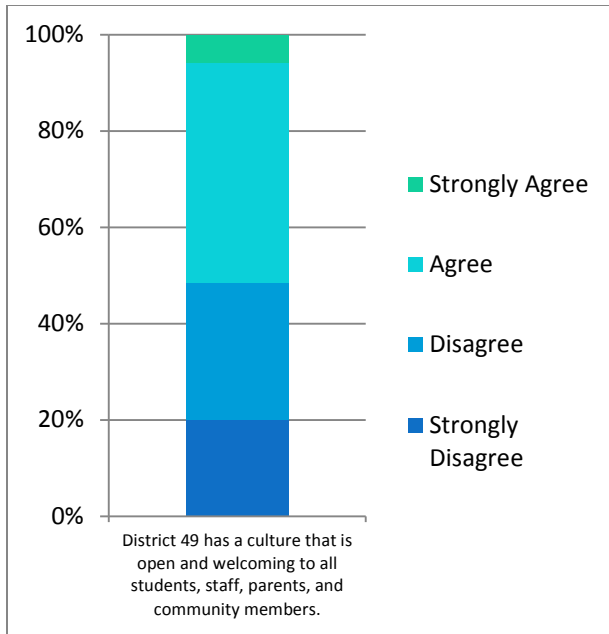


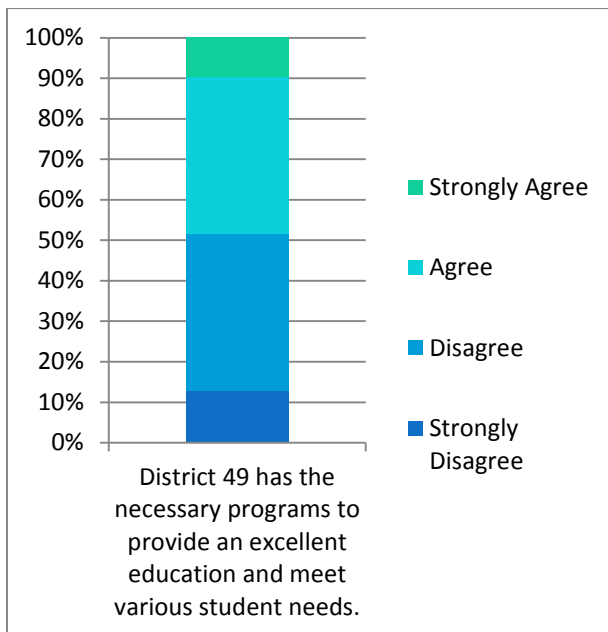
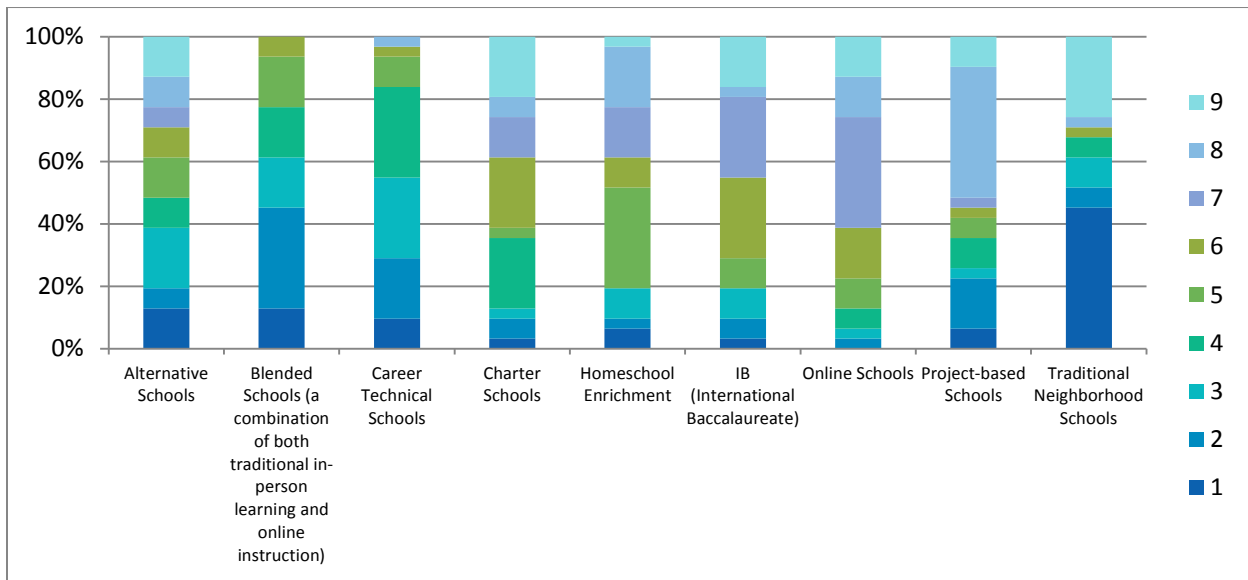
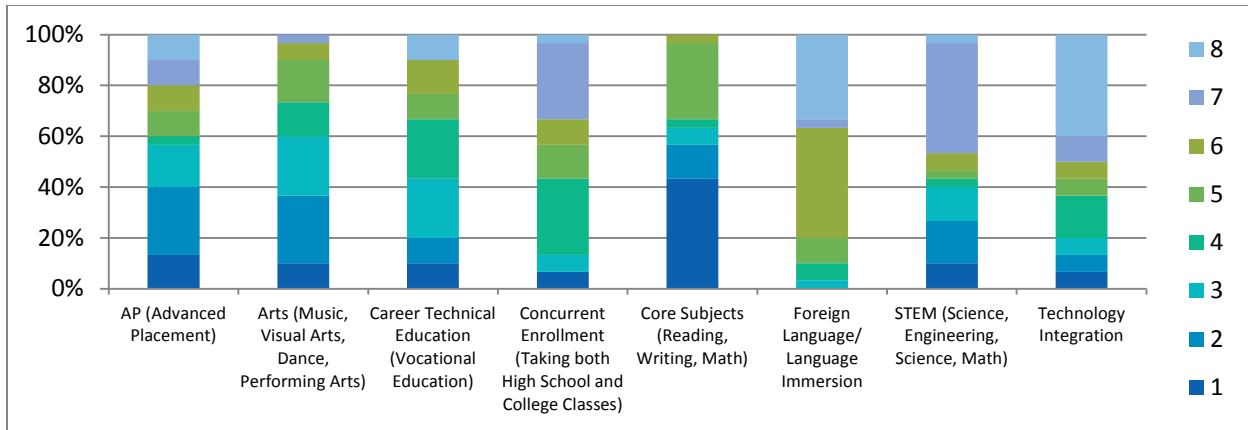
Community members most commonly agreed that the district values the contribution of community members. When the responses are weighted and averaged, the mean score is 2.49, falling midway between “agree” and “disagree”. This can be interpreted as an overall neutral response.

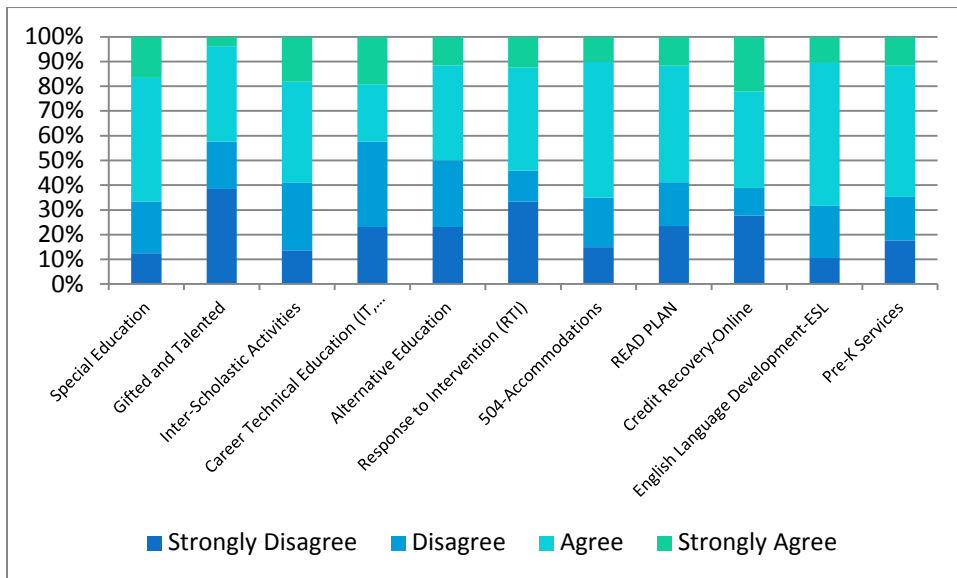
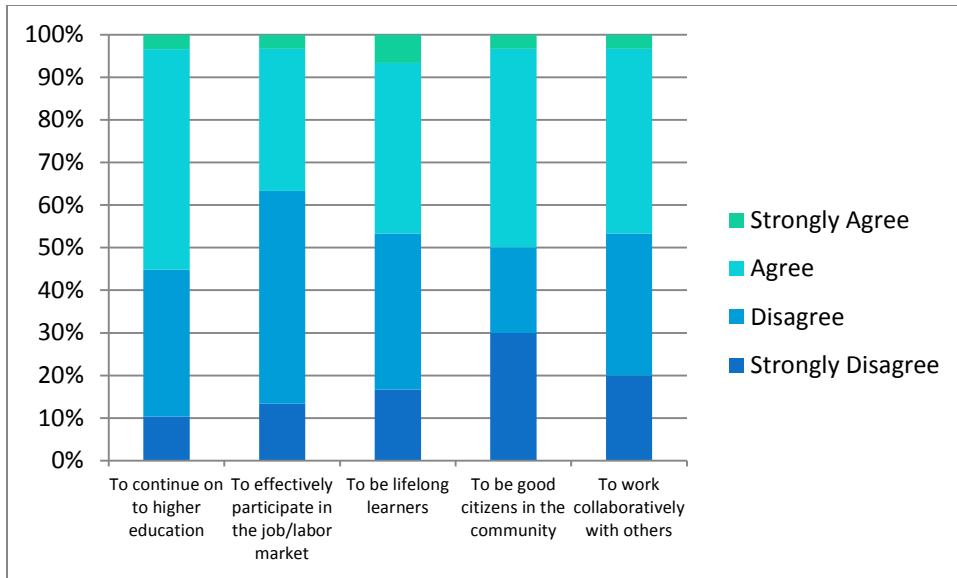
When asked to rate agreement with the statement “District 49 earns trust through transparent decisions and communications” there were an equal number of respondents who endorsed “agree” and “disagree”, the two most common responses. The average response to this item is 2.17, a score that falls between “disagree” and neutral.













BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	April 10, 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 27, 2014



BOARD OF EDUCATION AGENDA ITEM 9.04

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Jim Bonavita
TITLE OF AGENDA ITEM:	Summer School
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The D49 Summer School Credit Recovery Program is open to high school students in grades 9-12 (during the 2013-2014 school year) who are credit deficient and not on track to graduate. These students must have taken and failed a course at their high school of attendance and the course must be available to be re-taken through FuelEd Online Credit Recovery (formerly Aventa Online Learning).

RATIONALE: This gives students another avenue in which to make up credit and get back on track for graduation.

RELEVANT DATA AND EXPECTED OUTCOMES: 2012 – 96 students took 132 courses – 70% Passed;
2013 – 140 students took 164 courses – 89% Passed

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Monies collected will go toward payment of student support coaches' time and effort
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The district website and all high school websites in D49 have been updated to include all relevant information
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	This gives students another avenue in which to make up credit and get back on track for graduation
Rock #5 — Customize our educational systems to launch each student toward success	Student support coaches will be in constant contact with students and will be able to request curriculum modifications on an as needed basis

FUNDING REQUIRED: No ✓
of student support coaches' time and effort

AMOUNT BUDGETED: Monies collected will go toward payment

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Kim McClelland, Zone Leader, Peter Hilts, Chief Education Officer **DATE:** April 1, 2014

Falcon District 49
2014 Summer School

- The D49 Summer School Credit Recovery program is for high school students in grades 9-12 during the 2013-2014 school year who are credit deficient and not on track to graduate
 - Students have taken and failed a course at their high school of attendance and the course is available to be re-taken through FuelEd Online (formerly Aventa Online Learning) Credit Recovery
- **Cost**
 - \$100 per semester course
 - Payment may be made only in the form of cash, money order or a cashier's check on the First day of Summer School (Monday, June 2)
 - If a cashier's check or money order is used for payment, please make it out to "D49 Online Summer School"
 - Personal Checks will NOT be accepted
 - Students will be enrolled in one course at a time
 - If time permits, students may be enrolled in subsequent courses if it is determined there is enough time remaining in summer school to complete the course
 - An additional charge of \$100 will be required prior to beginning each additional credit recovery course
- **Registration**
 - All fields on the Registration form must be filled out and the "Submit" button on the bottom of the page must be clicked in order to process your enrollment
 - Deadline for enrollment is Sunday, June 1, 2014
 - [D49 Summer School Online Registration Form – June, 2014](#)
- **Dates**
 - June 2 - June 27
 - Monday through Friday, 8:00 am - 1:30 pm
 - Important Dates:
 - **June 2-6 (Orientation Week)**
 - Payment will be collected on June 2 and Orientation Week will begin
 - Student Sign-in/Sign-out required in the Library
 - One hour per day by grade level:
 - If you were a 9th grade student in 2013-2014, you need to show up from 8:00am – 9:00am
 - If you were a 10th grade student in 2013-2014, you need to show up from 9:30am – 10:30am
 - If you were an 11th grade student in 2013-2014, you need to show up from 11:00am – 12:00pm
 - If you were a 12th grade student in 2013-2014, you need to show up from 12:30pm – 1:30pm
 - **June 9-13 (Monday through Friday)**
 - Students may come, regardless of grade level, between 8:30am and 1:30pm to work on their course work
 - **June 16-20 (Monday through Friday)**
 - Students may come, regardless of grade level, between 8:30am and 1:30pm to work on their course work
 - **June 23 – 27 (Monday through Friday)**
 - Students may come, regardless of grade level, between 8:30am and 1:30pm to work on their course work

- **Site**
 - Vista Ridge High School Library
 - 6888 Black Forest Drive, Colorado Springs, CO 80923
- **Successful Completion**
 - 100% completion of all required course work by June 27
 - 100% completion = all assignments in the student grade book have been submitted for grading
 - Final Cumulative Grade of at least 60% by June 27
 - Final Grades will be sent to the Registrar of each student's school of attendance as well as to the student and parent via email
- **Credit Recovery Courses Available**
 - Prior to enrolling, please contact your child's counselor for the correct course(s) in which to enroll
 - There will be highly qualified teachers in the VRHS Library each day to act as student support coach and mentor for each of the 4 core areas

(A = 1st Semester, B = 2nd Semester)

- **Language Arts:**
 - English 1A; English 1B *A Novel will be required reading for these courses
 - English 2A; English 2B *A Novel will be required reading for these courses
 - English 3A; English 3B *A Novel will be required reading for these courses
 - English 4A; English 4B
- **Math:**
 - Algebra 1A; Algebra 1B
 - Algebra 2A; Algebra 2B
 - Geometry A; Geometry B
- **Science:**
 - Biology A; Biology B
 - Earth Science A; Earth Science B
 - Physical Science A; Physical Science B
- **Social Studies:**
 - American Government (One semester course only)
 - American History A; American History B
 - Economics (One semester course only)
 - Geography A; Geography B
 - World History A; World History B
- **Electives:**
 - Health
 - Physical Education (one semester only)
 - Spanish 1A; Spanish 1B
- For further information, please contact:
 - Jim Bonavita – iConnect Solutions Manager (719-491-4033)
 - jbonavita@d49.org



BOARD OF EDUCATION AGENDA ITEM 9.05

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	N. Lester
TITLE OF AGENDA ITEM:	CTE Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Update on CTE program

RATIONALE: Annual update of CTE district wide programs

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	Increase awareness of the Career and Technical Education programs in Falcon D49
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Address the opening of new programs at various locations
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Approved to offer and teach CTE credentialing classes for Falcon D49 EDU 250 & EDU 251
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Explain CTE CTSO's update board on outcomes of various competitions that have take place
Rock #5 — Customize our educational systems to launch each student toward success	Identify what programs allow students to gain college credit during high school.

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Peter Hilts, CEO

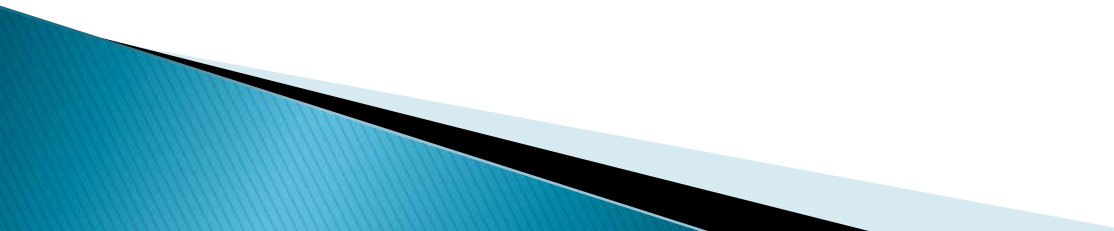
DATE: 3/20/2014

Career & Technical Education

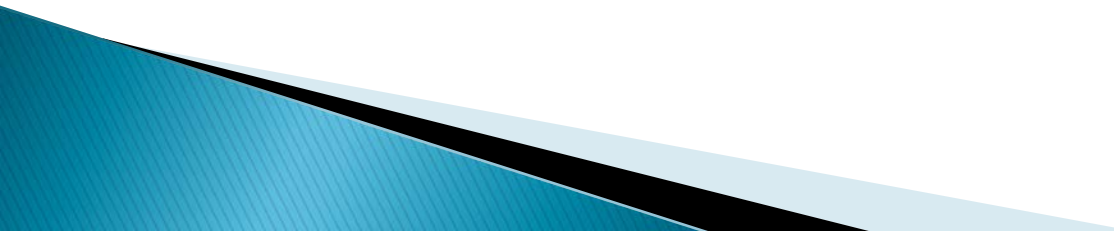
An Overview



Our Mission

- ▶ Career and Technology Education will engage every student in rigorous 21st century relevant educational pathways utilizing problem-solving and program based curriculum; preparing and empowering students in a technological and global society
 - ▶ Prepare students with workforce ready skills
- 

OVERALL GOAL/Outcome of CTE:

- ▶ To provide quality educational programs emphasizing core academic content, Postsecondary & Workforce Readiness (PWR) competencies, technical skills, and seamless transition to further education or employment and better prepare students, including special populations to meet challenges of the workforce, economic development, and emerging occupations.
- 

Colorado CTE Statistics:

- ▶ **Middle School:**
 - ▶ 12,644 total CTE enrollments (12,225 individual CTE students) in 2012–2013.
 - ▶ 58 middle school CTE programs approved within 49 public schools reported enrollment for 12–13.
 - ▶ Middle school program areas include: Agriculture Education, Audio/Video Technology & Communications, Information Technology, STEM, Family & Consumer Sciences, Skilled Trades and Technical Sciences, Business & Marketing, and Combined Exploratory.
- 

- ▶ **Secondary:**
- ▶ 114,470 total CTE enrollments (92,541 individual CTE students) in 2012–2013.
- ▶ 1,257 secondary CTE programs in 150 public school districts, 8 technical centers, 5 special schools, 4 community colleges, 3 area technical colleges, 1 four-year local college, 1 charter district, and correctional facilities.
- ▶ 32% of CTE students identified as economically disadvantaged; 9% as disabled; 38% as minority.
- ▶ 38% of 9th–12th grade students in Colorado enrolled in at least one CTE course.
- ▶ 52,021 total CTE program completions (46,693 total individual CTE students).
- ▶ 94% percent of CTE concentrators and completers who graduated with a high school diploma met the partially proficient, proficient or advanced levels on the statewide 10th grade high school Reading/Language Arts CSAP assessment. Of this same population of CTE concentrators and completers, 74% met the partially proficient, proficient or advanced levels on the statewide 10th grade high school Mathematics CSAP assessment.
- ▶ 84% of previous year CTE completers who responded to school surveys and who were seeking employment had obtained jobs within a year following program completion.



CTE Impact 2012–2013

- ▶ Students enrolled in one or more CTE classes
 - FHS – 82%
 - SCHS – 71%
 - VRHS – 52.6%
 - PLC – 85%
 - FVA – 8%
 - FMS – 87%
 - HMS – 89%
 - SMS – 54%
- ▶ Overall 68% of all 6th – 12th students are accessing CTE programs
- ▶ Falcon D49 is meeting Meets 82.8% – Post secondary workforce readiness




CTE Impacts

- ▶ Currently CTE has over 50 credentialed staff members
- ▶ Offer 30 programs across 8 locations
- ▶ Over 90 CTE approved course offerings at the middle and high school level
- ▶ 12 – 13 school year 4618* students receive credit for participation in CTE courses

Our Responsibilities

Career and Technical Act (CTA)

- ▶ **1.00 General Requirements**
 - ▶ **1.01 CTA Requirements**
 - ▶ The basic requirements for a school district or eligible facility to receive financial support for incremental CTE program costs are to:
 - ▶ Develop and maintain state approved career and technical education programs that require highly qualified and CTE credentialed teachers.
 - ▶ Ensure that the school district's request for reimbursement is only for approved CTE programs taught by CTE credentialed staff.
- 



Our Responsibilities cont.

- ▶ • Provide an annual statement of estimated expenditures for the eligible costs of approved CTE programs in the school district and the number of student full-time equivalents (FTEs) to be served.
- ▶ • Operate CTE programs in accord with the state approved Program Approval Forms – Parts I and II, and in accordance with the published Standards for Quality Career and Technical Education.
- ▶ • Provide enrollment, student profile, placement and follow-up and other reports as requested by CCCS.
- ▶ • Provide final year-end expenditure reports for all approved CTE programs and the related FTEs for the programs.
- ▶ • Participate in the required evaluation of approved CTE programs in cooperation with the System staff.



CTA reimbursed funding

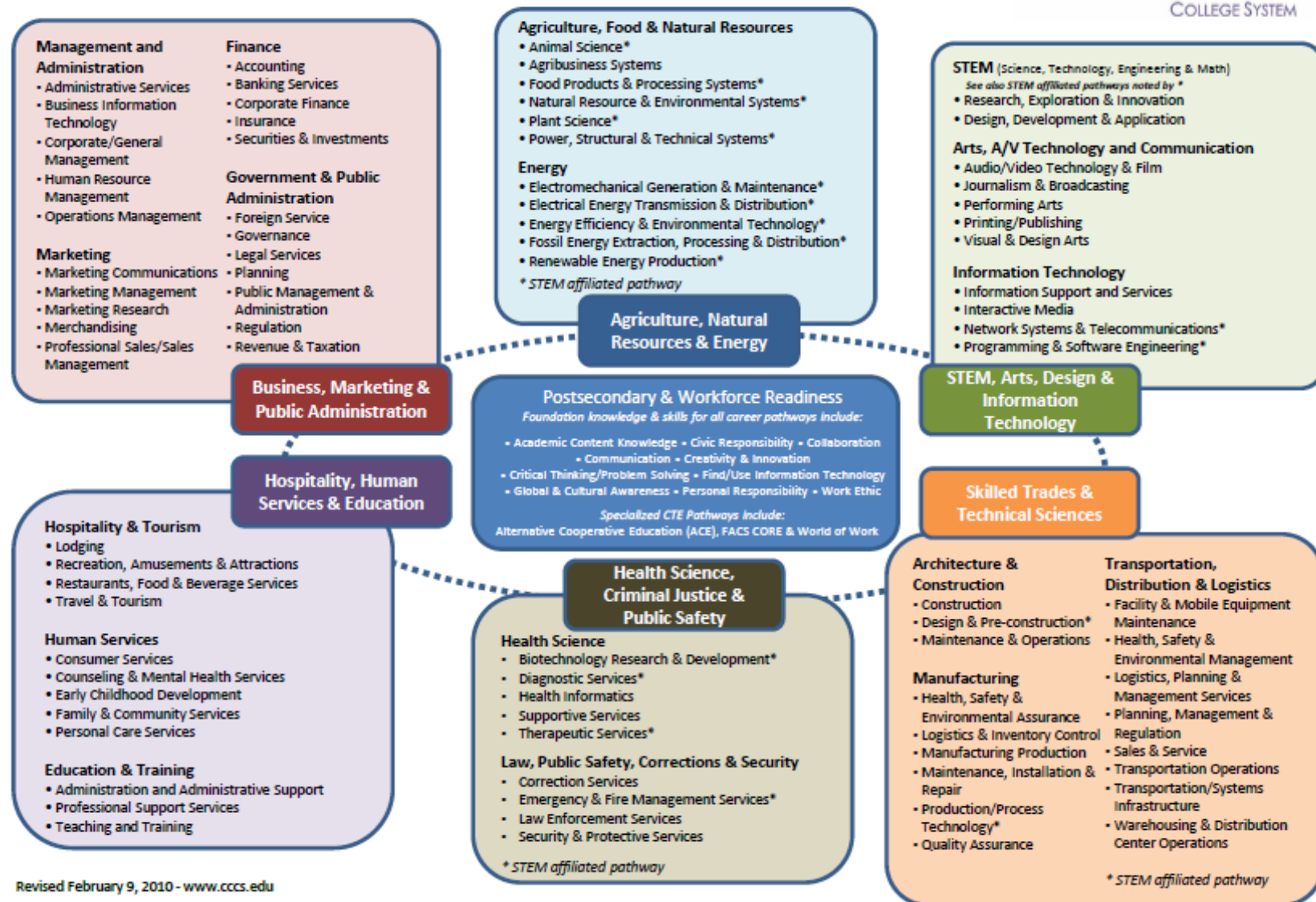
▶ 04–05	\$125,364
▶ 05–06	\$145,741
▶ 06–07	\$180,461
▶ 07–08	\$54,316
▶ 08–09	\$221,117
▶ 09–10	\$248,687
▶ 10–11	\$275,932
▶ 11–12	\$567,338
▶ 12–13	\$787,331



Colorado Career Cluster Model




COLORADO COMMUNITY
COLLEGE SYSTEM



CTE Program Types:

Colorado CTE programs are divided into six Industry Sectors:

- ▶ Agriculture, Natural Resources Energy;
 - ▶ STEM, Arts, Design & Information Technology;
 - ▶ Skilled Trades & Technical Sciences;
 - ▶ Health Science, Criminal Justice & Public Safety;
 - ▶ Hospitality, Human Services & Education;
 - ▶ Business, Marketing & Public Administration.
- More than 5,000 community and business leaders serve on advisory committees and councils supporting CTE programs.
- 

Current CTE Programs in District 49

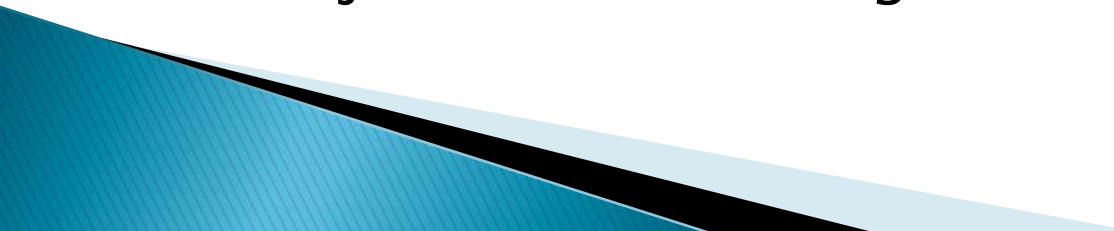
- ▶ Vista Ridge High School
 - Engineering
 - Business (just approved)
 - Information Technology
 - A+ Core Hardware Service Technician
 - Biomedical (successful PLTW approval)
 - Early Childhood
 - Interior Design
 - Digital Photography (possible)
 - ACE Special Needs (possible)
- ▶ Falcon High School
 - Academy of Health Sciences
 - Academy of Information Technology
 - Academy of Finance/Business
 - Academy of Biotechnology
 - Academy of Visual Arts & Design
 - ACE At Risk
 - ACE Special Needs
 - Marketing
- ▶ Skyview Middle School
 - STEM/GTT
 - Family and Consumer science (currently working on)
- ▶ Falcon Middle School
 - IT/Engineering/GTT
 - Visual Arts & Design

Current & possible upcoming CTE Programs in District 49

- ▶ Sand Creek High School
 - Engineering
 - Audio Video Technology
 - ACE Special Needs

 - Construction
 - Manufacturing (possibly next year)
- ▶ Patriot Learning Center
 - Business
 - Biotechnology (just approved)
 - Construction
 - ACE At Risk
 - Culinary
 - Family & Consumer Science (currently developing)
 - ACE Middle School (currently developing)
- ▶ Horizon Middle School
 - STEM/GTT
- ▶ Falcon Virtual Academy
 - Visual & Design Arts
 - Journalism (working on integration)
 - ACE (working on integration)
- ▶ Area Vocational Program (PPCC), Area Vocational Beauty School

Real World Skills/ 21st Century Skills

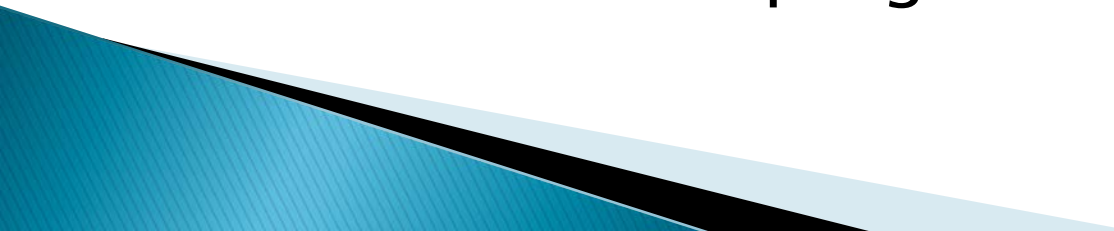
- ▶ Academy of Health Care
 - CNA, EMT, EMS – certifications
 - Concurrent enrollment (college credits with PPCC)
 - ▶ All other CTE programs
 - Internship possibilities
 - Articulation agreements with PPCC & CU Succeed with UCCS
 - CSES – Colorado Springs Engineering Summit
 - Provide clubs/competitive opportunities for students to participate in
 - Project based learning
- 

CTE classes help to move students past high school into college and working environments

- ▶ Articulation with PPCC – over 600 students district wide qualified for credit during the in 2012–2013 school year in the following areas:
 - ▶ Engineering
 - ▶ IT
 - ▶ Business/Marketing/Finance
 - ▶ Medical Terminology
- ▶ Concurrent enrollment
 - CNA, EMT & EMS – approximately 80 students

College credit!

Looking forward

- ▶ Continue to evaluate and update current programs
 - ▶ Develop new programs
 - ▶ Increase CTE participation at the secondary level
 - ▶ Increase college and internship/work based opportunities for students
 - ▶ Increase opportunities for students to obtain college credits through CE, PPCC Articulation, and UCCS PLTW programs.
- 



BOARD OF EDUCATION AGENDA ITEM 9.06

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Kim McClelland
TITLE OF AGENDA ITEM:	Online Commission Legislative Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: On January 30, 2014, Sen. Andy Kerr (D-Lakewood), Sen. Ellen Roberts (R-Durango), Rep. Dave Young (D-Greeley), and Rep. Jim Wilson (R-Salida) announced that they had tasked a group of experts with providing recommendations to improve the quality of online K-12 education in Colorado. The charge for the commission was to “improve the quality of education for all students in Colorado who use online learning as part or all of their access to learning.” In order for potential changes to be considered for the 2014 General Assembly session, the legislators requested that the commission submit recommendations by March 21, 2014.

K-12 Online Education Commission members consisted of:

Elizabeth Davis, Principal, Colorado Calvert Academy

Ben DeGrow, Senior Education Policy Analyst, Independence Institute

Dale McCall, Executive Director, Colorado BOCES Association

Kim McClelland, iConnect Zone Leader/Zone Superintendent, Falcon 49 School District & Executive Director, Colorado Digital BOCES

Dan Morris, Executive Director and Director of Professional Development, eNetColorado

Judith Stokes, Assistant Superintendent, Branson District RE-82

Rick Tanski, Principal, Academy Online High School, Academy District 20

RATIONALE: Kim will give an update to the board on what recommendations came from the report that was made public on March 21st 2014. Kim will also give an update on what the outcome has been since the report was made public.

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 #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	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>Major impact</u>
Rock #5 — Customize our educational systems to launch each student toward success	<u>Major impact</u>

FUNDING REQUIRED: No √

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Peter Hilts, CEO

DATE: March 31, 2014





K-12 ONLINE EDUCATION COMMISSION RECOMMENDATIONS

March 21, 2014

On January 30, 2014, Sen. Andy Kerr (D-Lakewood), Sen. Ellen Roberts (R-Durango), Rep. Dave Young (D-Greeley), and Rep. Jim Wilson (R-Salida) announced that they had tasked a group of experts with providing recommendations to improve the quality of online K-12 education in Colorado. The charge for the commission –was to “improve the quality of education for all students in Colorado who use online learning as part or all of their access to learning.” In order for potential changes to be considered for the 2014 General Assembly session, the legislators requested that the– commission submit recommendations by March 21, 2014.

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- Judith Stokes, Assistant Superintendent, Branson District RE-82
- Rick Tanski, Principal, Academy Online High School, Academy District 20

The seven-week time frame required that the commission meet in-person frequently while also utilizing a variety of platforms to work on issues between meetings.

Recognizing that K-12 online education stakeholders had a tremendous amount of input for their work, the commission — solicited contributions from students, parents, teachers, online program administrators, and policymakers in two public forums. Public input and feedback was also encouraged by maintaining a website that included an online feedback form.

At the first public meeting, which primarily included feedback and input from parents, students, teachers, and administrators of online schools, the commission asked for input pertaining to what online education issues should be explored. A wide universe of potential issues were presented and collected. For the purposes of the second public meeting, which consisted primarily of education policy advocates, the commission specifically asked for suggestions and solutions to a series of problem statements that had been developed on specific issues. The problem statement document is in Appendix A.

The commission also considered recent reports about K-12 online education. A number of Colorado-specific reports pertaining to K-12 online education in Colorado were reviewed as were several national reports. A list of reports that were considered can be found in Appendix B.

The commission used the following four questions to help provide a framework in order to determine a priority of issues to address:



- Is it a short-term or long-term issue?
- Is it germane to K-12 online students or all students?
- Does it affect the quality of education for K-12 online students?
- Is it a statutory change or CDE rule/policy focus?

The two issues that the commission did not address directly with recommendations were student accountability for all K-12 students and learning centers.

Drop-In Centers: There is a communication problem between school districts, online school authorizers, and online schools relating to the establishment of drop-in centers. The potential benefits and concerns of drop-in centers as well as the ramification of a drop-in center place in small districts needs to be explored.

Accountability: The current accountability system is an unrealistic and incomplete indicator of student and school performance. Accountability, especially as indicated on the School Performance Framework, is not valued equally by all those who have a part of the framework. Buy-in and impacts linked to accountability measures are limited for students yet have high stakes for virtual and traditional schools and teachers. The commission sees an opportunity to establish an accountability and support system that promotes access to learning experiences that support the learning styles and needs of all students in public schools.

These issues are not recommended for legislative action in the 2014 General Assembly session because they can be addressed through the creation of pilot programs with diverse stakeholder input.

The prevalence of difficult issues requiring more time and voices led to the commission's recommendation of creating pilot programs, which are discussed in greater detail below in Recommendation #5. Online issues do not exist in a silo outside the scope of Colorado's K-12 education system, nor do issues exist in their own silos. The practices and policies included in the pilot program should explore course-level, proportional, and competency-based funding; expanding student accountability measures; improving student count measures; and raising student success and performance through tiered interventions as well as ensuring the fit of students with online education. A pilot program will allow the education system to test and evaluate several policies that have great potential to improve the quality of education for all students.



The following recommendations are intended for potential action during the 2014 legislative session.

RECOMMENDATIONS

Recommendation #1 – Amend the definition of “on-line program” and “on-line school.”

The current interpretation of “primarily through the use of internet” in the statutory definitions – CRS 22-30.7-102 (9) & (9.5) – does not allow for continual changes in the modality of student learning; where a student’s learning takes place; time and methods of instruction that demonstrate attendance; or diverse educational pathways. All schools want to implement delivery models that better cater to specific needs of students and increase student achievement. As both in-building and online schools adapt to meet student needs through different delivery models such as face-to-face, full-time online, part-time online, blended, and other models, the current online program and online school definitions unnecessarily limit the ability of authorizers and schools to implement these delivery models and to receive funding for those models.

The commission recommends the following amended definitions of “on-line program” and “on-line school”:

CRS § 22-30.7-102(9) “On-line program” means a full-time, ~~on-line~~ education program authorized pursuant to this article that delivers a sequential program of synchronous or asynchronous instruction ~~from a teacher to a student primarily through the use of the internet~~ THAT LEVERAGES DIGITAL LEARNING STRATEGIES WHERE STUDENTS ARE OFFERED CHOICE AND CONTROL OVER TIME, PLACE, PACE, PATH, AND/OR MODALITY. “On-line program” does not include a supplemental program. Accountability for each student in an on-line program is attributed back to a designated school that houses the on-line program. Notwithstanding any other provision of this subsection (9) to the contrary, any on-line program with one hundred or more students shall be considered an on-line school and not an on-line program.

CRS § 22-30.7-102(9.5) “On-line school” means a full-time, ~~on-line~~ education school authorized pursuant to this article that delivers a sequential program of synchronous or asynchronous instruction ~~from a teacher to a student primarily through the use of the internet~~ THAT LEVERAGES DIGITAL LEARNING STRATEGIES WHERE STUDENTS ARE OFFERED CHOICE AND CONTROL OVER TIME, PLACE, PACE, PATH, AND/OR MODALITY. An on-line school has an assigned school code and operates with its own administrator, a separate budget, and a complete instructional program. An on-line school is responsible for fulfilling all reporting requirements and will be held to state and federally mandated accountability processes.

The definitions of an on-line program and on-line school would also need to be changed in the “Rules for the Administration, Certification, and Oversight of Colorado Online Programs” at 1 CCR 301-71-2.09 and 1 CCR 301-71-2.10.



Recommendation #2 – The statute and rule pertaining to online attendance and participation needs to be amended to encompass the variety of educational activities approved by the authorizer and utilized by students participating in an online delivery method.

Multi-district online schools are held to a different standard than brick-and-mortar schools when counting their students for the October count day. Rulemaking that interpreted the statute for online attendance resulted in a narrow band of valid documentation that fails to account for the dynamically changing delivery of online education. The current rule of the Colorado Department of Education (1 CCR 301-71-8.01) requires that the only documentation valid for student count in an online school must occur through the student management system. The evolution of technology has caused the best management practices for delivery of an online education to change dramatically since the rules were adopted. As a result, the rules no longer reflect the multi-faceted ways that education leverages digital learning strategies.

The commission recognizes that Colorado is considering a switch to an Average Daily Membership (ADM) model. If the ADM model becomes law, authorizers and schools need to take an active role in the subsequent rulemaking and implementation to ensure equity and consistency. However, even if an ADM model is enacted, the proposals do not call for full implementation for several years. During the interim, a more accurate and streamlined method for counting students in an online school is needed through statutory change and subsequent rulemaking.

The commission recommends amending compulsory attendance requirements through participation in the on-line program or on-line school:

CRS § 22-30.7-105(2)(a) A student who is participating in an on-line program or on-line school shall be subject to compulsory school attendance as provided in article 33 of this title and shall be deemed to comply with the compulsory attendance requirements through participation in the on-line program or on-line school. ATTENDANCE AND PARTICIPATION TRACKING PROCEDURES ARE DOCUMENTED THROUGH EDUCATIONAL ACTIVITIES DEEMED APPROPRIATE BY THE AUTHORIZER, WHICH MAY INCLUDE, BUT ARE NOT LIMITED TO, ASSESSMENT, ORIENTATION, AND INDUCTION ACTIVITIES, FACE-TO-FACE-EDUCATIONAL INSTRUCTION, AND/OR ANY SYNCHRONOUS/ASYNCHRONOUS INTERNET-BASED EDUCATIONAL ACTIVITY.

Subsequent rulemaking will be required the “Rules for the Administration, Certification, and Oversight of Colorado Online Programs” at 1 CCR 301-71-8 in order to reflect the new standardized process for documenting students enrolled in an online program/school.



Recommendation #3 – The timeframe to transfer student records including but not limited to performance, attendance, and assessment data needs to be decreased from 30 days to 10 working days.

The commission acknowledges that the transfer of student data is an issue pertinent to the entire Colorado K-12 education system. Student academic records for all of Colorado’s K-12 students, specifically transcripts and assessment scores, are not accessible in a timely fashion for the receiving instructional team to establish an appropriate instructional plan prior to the start of school. Improving the quality of education delivered to a student requires pertinent student performance, attendance, learning plans, and assessment data. Waiting a month or longer for the data represents a missed opportunity to deliver a timely and relevant education to the student.

However, the commission recognizes that protecting student data is of paramount importance. It also recognizes that proprietary database systems used in Colorado’s various educational systems may result in significant hurdles in the transference of data.

But the current statute requiring that the data be transferred within 30 days is representative of an era that required printing copies, stuffing them in a manila envelope, and mailing it. Using technology readily available today, the student performance, attendance, and assessment data can be transferred instantaneously after approval of the proper safeguards. There needs to be an enforcement mechanism for schools that fail to transfer student data in the statutorily-required time that is neither onerous to CDE nor requires additional employees.

The commission recommends amending the time frame for transferring student performance, attendance, and assessment data from 30 days to 10 working days:

CRS § 22-30.7-105(4)(b)(I) If a student enrolled in a school within a school district transfers to an on-line program or on-line school, the school district shall transmit, VIA ELECTRONIC RECORDS TRANSFER IF AVAILABLE, to the on-line program or on-line school COMPLETE STUDENT RECORDS, INCLUDING all performance, attendance, LEARNING PLANS, and assessment data concerning the student within ~~thirty~~ TEN WORKING days after the school district receives notice from the on-line program or on-line school that the student has enrolled in the on-line program or on-line school.

CRS § 22-30.7-105(4)(b)(II) If a student enrolled in an on-line program or on-line school transfers to a school within a school district, the on-line program or on-line school shall transmit, VIA ELECTRONIC RECORDS TRANSFER IF AVAILABLE, to the school COMPLETE STUDENT RECORDS, INCLUDING all performance, attendance, LEARNING PLANS, and assessment data concerning the student within ~~thirty~~ TEN WORKING days after the on-line program or on-line school receives notice from the school district that the student has enrolled in the school.



Recommendation #4 – The State Board of Education (SBE), based on recommendations from the Colorado Department of Education (CDE), should certify multi-district online authorizers instead of multi-district online schools. In order to certify multi-district online authorizers, CDE needs to convene a stakeholder group to develop and submit to SBE for approval quality practices and standards for multi-district online authorizers.

CDE focuses on certifying multi-district online schools, instead of addressing quality at the authorizer level. The certification role for CDE is more appropriate at the authorizer level, not the school level. By statute a school district, a group of two or more school districts, a board of cooperative services (BOCES) and the state charter school institute (CSI) are authorized to create or oversee multi-district online schools. Since these entities are authorizing multi-district online schools, the current certification process for multi-district online schools is an unnecessary redundancy. However, there is a distinctive need for creating standards for multi-district online authorizers.

CDE lacks well-defined, promulgated, and published standards for quality online authorizers. Similar to how the State Board of Education promulgated standards for charter school authorizers, a similar process needs to occur for multi-district online authorizers.

The commission recommends repealing all statutes and rules pertaining to certification of multi-district online schools, reenacting statute that requires SBE/CDE to certify multi-district online authorizers, and convening a stakeholder group to develop and submit to the State Board of Education quality practices and standards for multi-district online authorizers:

Because of the repeal and reenactment aspect of this recommendation, the commission recognizes that the Office of Legislative Legal Services is the appropriate entity to accomplish this task. Therefore, the commission is providing a list of components that need to be included in statute to provide the framework for SBE/CDE to certify multi-district online authorizers and to create quality standards for multi-district authorizers.

Certification of multi-district online authorizers requires, at a minimum:

- SBE shall certify multi-district authorizers – a school district, a group of two or more school districts, a BOCES, and CSI – according to established practices and standards for quality authorizers.
- CDE shall convene a stakeholder group that includes practitioners to develop, and submit to SBE for approval, quality standards for multi-district online authorizers.
 - SBE shall promulgate rules for certification and recertification of authorizers.
 - The state board shall not approve the certification of an authorizer of multi-district on-line school until the state board has promulgated rules for such certification pursuant to this section.
 - Current authorizers of multi-district online schools must apply for certification within five years.



- Five years after the initial certification as an authorizer of multi-district on-line schools, the authorizer must apply for recertification as an authorizer.
- The SBE shall promulgate rules for an expedited determination of “good standing” recertification of an existing authorizer.
 - The SBE shall create an expedited procedure for the recertification of an authorizer of multi-district on-line schools that is in good standing.
 - Current online authorizers may apply for the expedited “good standing” process.
- The SBE shall promulgate rules determining the status of a current online school whose authorizer does not receive certification.
- Upon promulgation of certification of multi-district authorizers, repeal of SBE’s authority to certify multi-district on-line schools.

Recommendation #5 – The task force recommends that the Colorado General Assembly require the Colorado Department of Education to convene a stakeholder group including practitioners to assist in the establishment and implementation of pilot programs. CDE working with the stakeholder group will identify and select topics, establish request for proposals for educational providers to determine the selected pilot programs, years of study, parameters, and evaluation methods. Interim progress reports on the pilot programs will be provided to the Joint Education Committees and the State Board of Education.

Colorado’s K-12 education community, with its experience with online delivery methods, is uniquely positioned to pilot several education policies that have been proposed but not implemented in Colorado. The goals of the pilot programs are to foster partnerships among the state’s educational providers and to provide solutions and data points for innovative education policies and practices that could be replicated and scaled. The task force realizes that a stakeholder group convened by CDE must consist of a diverse stakeholder group with expertise in a wide range of education practices and policies.

The task force recommends that the Colorado General Assembly directs CDE to convene stakeholder group to establish pilot programs that enact education practices and policies not yet implemented in Colorado.

Create a CDE-convened stakeholder group

- The task force recommends that the Colorado General Assembly directs the Colorado Department of Education to convene a stakeholder group including practitioners to establish pilot programs that enact education practices and policies not yet implemented in Colorado.



Objective

- By the assigned date, the stakeholder group will have completed its work addressing requirements for pilot programs that may include, but are not limited to:
 - Course-level, proportional, & competency-based funding
 - Expand student accountability measures
 - Improved student count measures
 - Improve student success and performance through tiered interventions
 - Determine the student requirements and responsibilities associated with success in online education

The objectives of the pilot programs are to explore some opportunities that have the potential to address problems in the current system. As such, they require more elaboration than a simple bulleted list, which is done in Appendix C.

Timeframe of the work

- Stakeholder group appointed by July 1, 2014
- CDE and the stakeholder group will have completed its work to establish pilot programs, including the RFP, on or before October 15, 2014.
- Pilot programs operational no later than the 2015-2016 school year.

Membership

Membership on the stakeholder group, appointed by the commissioner of education, will consist of no more than 13 members with successful experience in one or more of the following areas/positions:

- Charter school online authorizer
- District or BOCES online authorizer
- Two school administrators with a range of experience, including online
- Two from a school district or charter that focus on finance, accountability, and student count
- A representative experienced in education policy analysis
- Two CDE members that specialize in school finance/audit, accountability, and online/blended schools
- One member from the current task force
- Two parents of a student with 3 or more successive years of experience in a digital learning environment
- Two representatives from rural schools with experience in the support of a digital learning environment.

APPENDIX A – PROBLEM STATEMENTS

Potential Issues & Problem Statements February 27, 2014

The charge for the Task Force is to “improve the quality of education for all students in Colorado who use online learning as part or all of their access to learning.” The Task Force sees an opportunity to establish an accountability and support system that promotes access to learning experiences that support the learning styles and needs of all students in public schools.

The following problems can be addressed immediately during the 2014 General Assembly session to serve that purpose.

Problem Statements

- **Definition**
 - The current interpretation of “primarily through the use of internet” in the statutory definition – CRS 22-30.7-102 (9) & (9.5) – does not allow for continual changes in the modality of student learning; where a student’s learning takes place; time and methods of instruction that demonstrate attendance; or diverse educational pathways.
 - As both in-building and online schools adapt to meet student needs through different delivery models such as face-to-face, full-time online, part-time online, blended, and others, the current definition unnecessarily limits the ability of authorizers (schools) to implement these delivery models and to receive funding for those models.
- **Authorizer Quality and Capacity**
 - CDE focuses on certifying multi-district online schools, instead of addressing quality at the authorizer level.
 - CRS 22-30.7-103(2)(a) & (3)(b)
 - Colorado Department of Education lacks well-defined, promulgated, and published standards for quality online authorizers.
 - A lack of oversight of multi-district authorizers enables some schools to switch to authorizers who may not have the capacity to support online schools.
- **Student Data**
 - Student academic records for all of Colorado’s K-12 students, specifically transcripts and assessment scores, are not accessible in a timely fashion for the receiving instructional team to establish an appropriate instructional plan prior to start of school.
 - Currently 30 days. CRS 22-30.7-105(4)(b)(i) & (ii)
 - Concern is that even the 30 days required by statute is not being followed



- **Student Count and Funding**

- Multi-district online schools are held to a different standard than brick-and-mortar schools when counting their students for the October count day. 1 CCR 301-71-8
 - Recognizing that Colorado is considering a switch to an Average Daily Membership regime, online authorizers and schools need to take an active role in rulemaking and/or implementation to ensure equity and consistency.
- Students lack equitable access to a comprehensive range of quality courses because the per pupil revenue (PPR) can only be split in half among different local education agencies, which discourages cross-district partnerships and limits student flexibility that could help advance student learning.
 - The current funding and accountability measures do not foster these types of partnerships.

When issuing their charge, the legislators also stated that “there are a number of policy issues that could be addressed by the commission. We believe that the commission members, with their accumulated expertise in K-12 online education, need to set the agenda.” The following problems also need to be addressed as part of an ongoing effort to enhance flexibility and expand student access to quality online learning opportunities.

As such, the following issues are not recommended for legislative action in the 2014 General Assembly session because they require more study and conversation among stakeholders.

- **Drop-In Centers**

- There is a communication problem between school districts, online school authorizers, and online schools relating to the establishment of drop-in centers.
 - The potential benefits and concerns of drop-in centers as well as the ramification of a drop-in center place in small districts needs to be explored.

- **Accountability**

- The current accountability system is an unrealistic and incomplete indicator of student and school performance.
 - Accountability, especially as indicated on the School Performance Framework, is not valued equally by all those who have a part of the framework. Buy-in and impacts linked to accountability measures are limited for students yet have high stakes for virtual and traditional schools and teachers.



APPENDIX B – REPORTS USED BY THE K-12 ONLINE EDUCATION COMMISSION

- Bruce D. Baker and Justin Bathon. 2013. *Financing Online Education and Virtual Schooling*.
- Justin Bathon and Bruce D. Baker. 2013. *School Finance 2.0: Financing for a Virtual World*.
- Pam Benigno and Ben DeGrow. 2012. *The Future of Colorado Digital Learning: Crafting a Policy Roadmap for Reform*.
- Buechner Institute of Government. 2012. *A Study of Online Learning: Perspectives of Online Learners and Educators*.
- Dick Carpenter, Krista Kafer, Kelley Reeser, Sheryl Shafer. 2011. *Summary Report of the Operations and Activities of Online Programs in Colorado*.
- Colorado Department of Education. 2010. *Understanding Mobility Rates in Colorado Multi-District Online Schools*.
- Ben DeGrow. 2012. *Online Course-Level Funding: Toward Colorado Self-Blended Secondary Learning Options*.
- Education Commission of the States. 2014. *What State Policymakers Need to Know about Funding Virtual Charter Schools*.
- Amanda Heiney, Dianne Lefly, and Amy Anderson. 2012. *Characteristics of Colorado's Online Students*.
- Alex Molnar. 2014. *Virtual School in the U.S. 2014: Politics, Performance, Policy, and Research Evidence*.
- Amy Murin and John Watson. 2012. *Blended Learning in Rural Colorado: Status and Strategies for Expansion*.
- Greg Richmond. 2014. *Illinois State Charter School Commission: Virtual Schooling Report and Recommendations*.
- John Watson and Amy Murin. 2013. *Digital Learning in Colorado: Opportunities and Recommendations*.
- John Watson, Amy Murin, Lauren Vashaw, Butch Gemin, Chris Rapp. 2013. *Keeping Pace with K-12 Online & Blended Learning*.

APPENDIX C - PILOT PROGRAMS OBJECTIVES

Course-level, proportional & competency-based funding

The stakeholder group should explore how to implement course-level, proportional, and competency-based funding for online schools. There are several educational systems currently exploring these concepts that can be utilized as relevant examples. In these models, students are able to earn recognized course credit for taking a number of digital courses from a choice of providers outside the school or district where they are enrolled. This model creates a system where schools can explore course-level, proportional, and competency-based models and move away from a seat time requirements.

Expand student accountability measures

The current accountability system in Colorado is heavily based on singular assessments, and it has a misalignment of incentives and consequences for schools, teachers, students,



and parents. Multiple data points beyond state assessments can and should be used to determine accountability. The use of objective, verifiable, and multiple measures of student achievement as indicators of school quality is absolutely necessary, but a comprehensive accountability measure requires multiple data points. Some educational providers in Colorado have begun to use school-specific composite accountability measures that could be used for further study in the pilot program(s) that may provide schools with in-depth analysis and explanation of academic, financial, and organizational performance outcomes for the purpose of demonstrating repeatable results in multiple settings.

Improved student count measures

For all schools, but particularly for online and blended learning, any student count model needs to de-emphasize seat time. A step toward a competency-based system could be achieved by implementing a count process based on participation in the form of work completion rather than seat time. A pilot program would provide an opportunity to study the details of a participation-based count no matter what student count model is used in Colorado.

Raising student success and performance through tiered interventions

Explore how students can be supported through the use of tiered interventions. In order to serve students, online schools in partnership with parents need to initiate interventions and practices to support the individual students based on a well-integrated system that is matched to students' academic, social-emotional, and behavioral needs.

Determine the student requirements and responsibilities associated with success in online education

Online education is an excellent choice for many, but not all, of Colorado's students. The transition to an online education may be difficult, misunderstood, or not the appropriate educational path for the student. In order to serve these students and ensure their success, student, parents, and online schools all need to understand and accept the requirements and responsibilities.



BOARD OF EDUCATION AGENDA ITEM 9.07

BOARD MEETING OF:	April 10, 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 #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 #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
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>

FUNDING REQUIRED: Yes ✓

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



FALCON SCHOOL DISTRICT 49
BOARD OF EDUCATION REGULAR MEETING – APRIL 10, 2014
AGENDA DISCUSSION ITEM 9.07 – PAGE 2

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

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: April 2, 2014



BOARD OF EDUCATION AGENDA ITEM 9.08

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Jack W. Bay
TITLE OF AGENDA ITEM:	Operations Department Update for 2014
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The operations departments consisting of Transportation, Nutrition Services, Facilities and Grounds periodically provides the Board of Education a performance update of the current fiscal year activities. In addition, the Transportation and Nutrition Services departments periodically provide key information updates on their respective fee for service programs for the current and next year school year.

Each of the reports will provide key performance indicators for the past nine months of the 2014 fiscal year as well as provide suggested or requested changes that will enhance the department's operational performance and propel the District towards our goal of becoming the best District to learn, work and lead.

RATIONALE:

These periodic department updates keep the Board of Education and the general public abreast of the activities associated with the Transportation, Nutrition Services, Facilities and Grounds. By providing key performance indicators (KPI's), dash board report updates and other key performance informational updates periodically we assist in re-establishing the District as a trustworthy recipient of taxpayer investment.

RELEVANT DATA AND EXPECTED OUTCOMES:

The Director of Transportation and Nutrition Services along with the Chief Operations Officer will provide an overview of the activities over the past nine months of the current 2013-2014 school year of their respective departments. Each presenter will provide key performance indicators, dash board reports and other operations information that will reflect their overall efficiency and effectiveness. The Transportation and Nutrition Services department will also provide an overview of their fee for services programs for the current year as well as clarity on the suggested changes for their respective programs for the 2014-2015 school 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	The various reports will provide transparency insight for the Transportation, Nutrition Services, facilities and grounds departments.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The various reports will provide community stakeholders key performance information for the Transportation, Nutrition Services, facilities and grounds departments for the 2014 fiscal year and insight for the 2015 year.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	By providing key performance metrics, benchmarking performance and continually reviewing operational performance the Operations staffs will become recognized as the best district's to work and lead
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>n/a</u>
Rock #5 — Customize our educational systems to launch each student toward success	<u>n/a</u>

FUNDING REQUIRED: No ✓

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move the requested fee for services recommendations provided by the transportation and nutrition services department directors to an action item for the May 8, 2014 board meeting.

APPROVED BY: Jack W. Bay, Chief Operations Officer

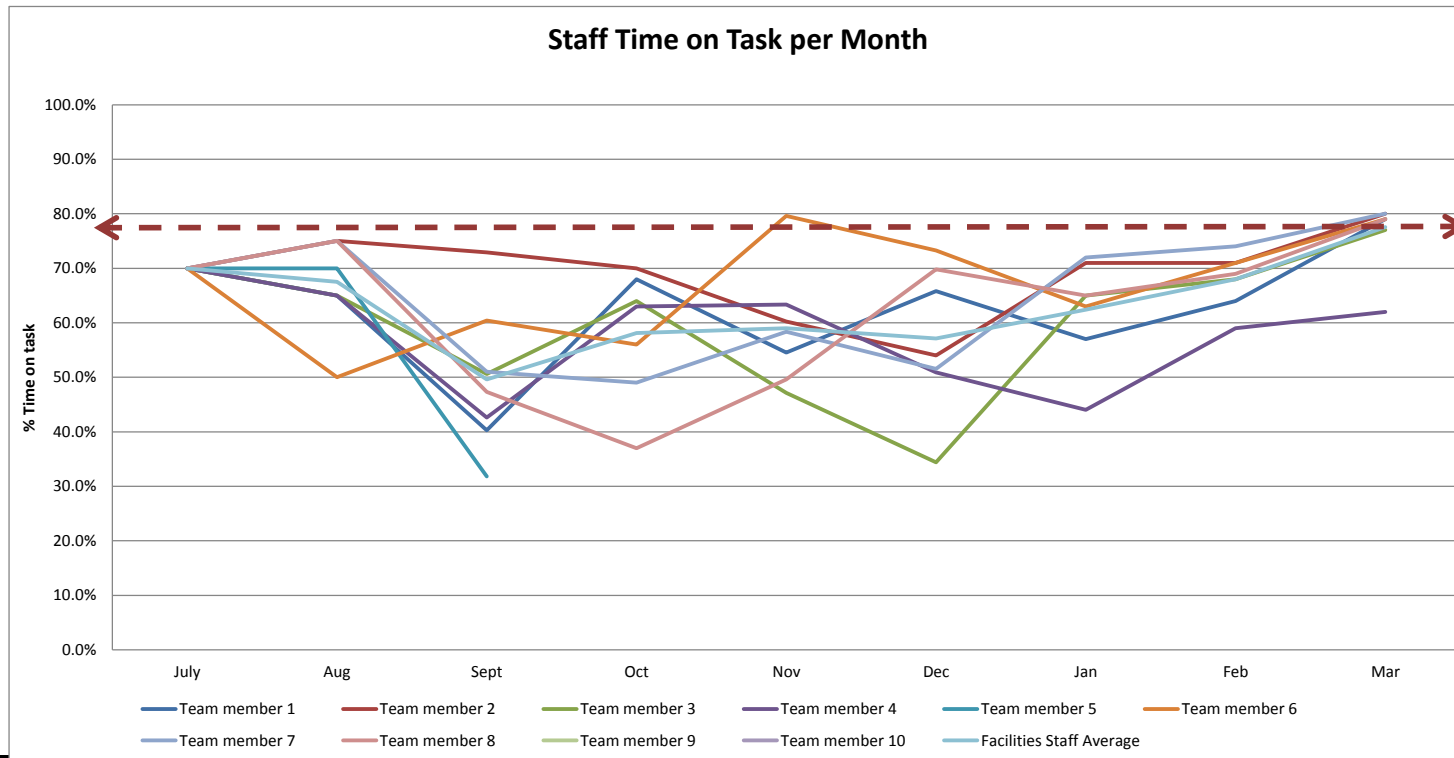
DATE: March 28, 2014

Facilities

Time on task Overview

for the year 2013-2014

	Est	Est	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act	Act
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Annual
1 Team member 1	70.0%	65.0%	40.3%	68.0%	54.5%	65.8%	57.0%	64.0%	79.0%	0.0%	0.0%	0.0%	47.0%
2 Team member 2	70.0%	75.0%	72.9%	70.0%	60.3%	54.0%	71.0%	71.0%	80.0%				69.4%
3 Team member 3	70.0%	65.0%	50.6%	64.0%	47.2%	34.4%	65.0%	68.0%	77.0%				60.1%
4 Team member 4	70.0%	65.0%	42.6%	63.0%	63.4%	50.9%	44.0%	59.0%	62.0%				57.8%
5 Team member 5	70.0%	70.0%	31.8%										57.3%
6 Team member 6	70.0%	50.0%	60.4%	56.0%	79.6%	73.3%	63.0%	71.0%	79.0%				66.9%
7 Team member 7	70.0%	75.0%	51.0%	49.0%	58.3%	51.6%	72.0%	74.0%	80.0%				64.5%
8 Team member 8	70.0%	75.0%	47.3%	37.0%	49.6%	69.8%	65.0%	69.0%	79.0%				62.4%
9 Team member 9									80.0%				80.0%
10 Team member 10									82.0%				82.0%
Facilities Staff Average	70.0%	67.5%	49.6%	58.1%	59.0%	57.1%	62.4%	68.0%	77.6%	0.0%	0.0%	0.0%	60.7%
Benchmark	72.0%	72.0%	72.0%	72.0%	72.0%	72.0%	72.0%	72.0%	72.0%	72.0%	72.0%	72.0%	72.0%
Variance vs Staff Avg	-2.0%	-4.5%	-22.4%	-13.9%	-13.0%	-14.9%	-9.6%	-4.0%	5.6%	0.0%	0.0%	0.0%	-11.3%

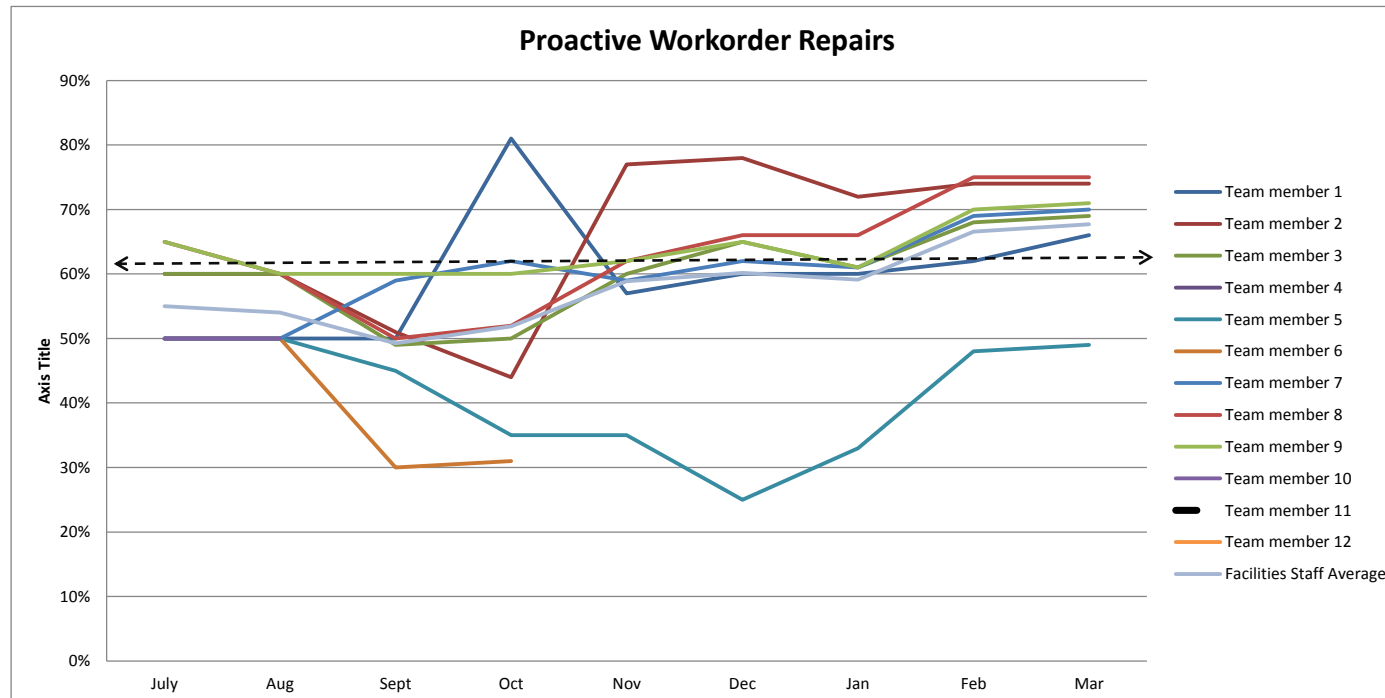


Facilities

Proactive or Reactive

for the year 2013-2014

	Est July	Est Aug	Act Sept	Act Oct	Act Nov	Act Dec	Act Jan	Feb	Mar	Apr	May	June	Annual
1 Team member 1	50%	50%	50%	81%	57%	60%	60%	62%	66%				60%
2 Team member 2	60%	60%	51%	44%	77%	78%	72%	74%	74%				66%
3 Team member 3	60%	60%	49%	50%	60%	65%	61%	68%	69%				60%
4 Team member 4	50%	50%											50%
5 Team member 5	50%	50%	45%	35%	35%	25%	33%	48%	49%				41%
6 Team member 6	50%	50%	30%	31%									40%
7 Team member 7	50%	50%	59%	62%	59%	62%	61%	69%	70%				60%
8 Team member 8	65%	60%	50%	52%	62%	66%	66%	75%	75%				63%
9 Team member 9	65%	60%	60%	60%	62%	65%	61%	70%	71%				64%
10 Team member 10	50%	50%											50%
11 Team member 11													
12 Team member 12													
Facilities Staff Average	55%	54%	49%	52%	59%	60%	59%	67%	68%	#DIV/0!	#DIV/0!	#DIV/0!	55%
Benchmark	63%	63%	63%	63%	63%	63%	63%	68%	68%	68%	68%	68%	68%
Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
Variance vs Benchmark	-8%	-9%	-14%	-11%	-4%	-3%	-4%	-1%	0%	#DIV/0!	#DIV/0!	#DIV/0!	-13%
Variance vs Goal	-15%	-16%	-21%	-18%	-11%	-10%	-11%	-3%	-2%	#DIV/0!	#DIV/0!	#DIV/0!	-15%



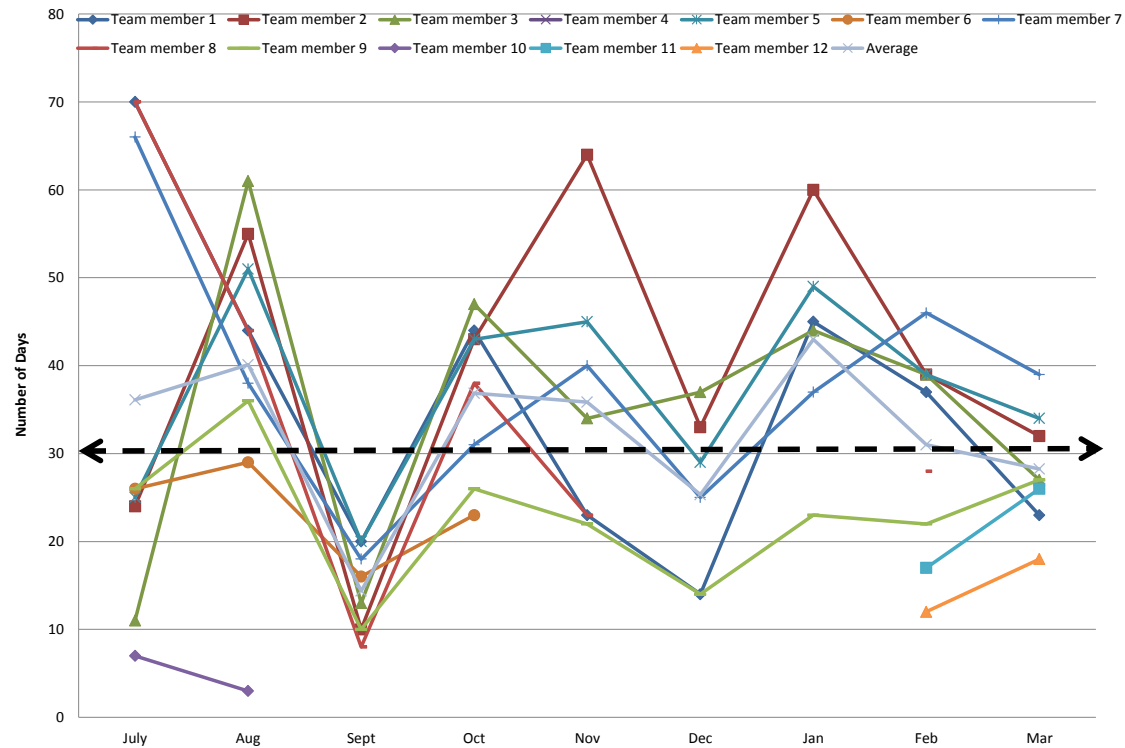
Facilities

for the year 2013-2014

Completed Work Orders

Type	Act	Act	Act	Act	Act	Act	Act							
Staff Member	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Annual	
1 Team member 1	70	44	20	44	23	14	45	37	23				320	
2 Team member 2	24	55	10	43	64	33	60	39	32				360	
3 Team member 3	11	61	13	47	34	37	44	39	27				313	
4 Team member 4														
5 Team member 5	25	51	20	43	45	29	49	39	34				335	
6 Team member 6	26	29	16	23									94	
7 Team member 7	66	38	18	31	40	25	37	46	39				340	
8 Team member 8	70	44	8	38	23			28					211	
9 Team member 9	26	36	10	26	22	14	23	22	27				206	
10 Team member 10	7	3											10	
11 Team member 11								17	26				43	
12 Team member 12								12	18				30	
Average	36.11	40.11	14.38	36.88	35.86	25.33	43.00	31.00	28.25				32	
Total	325	361	115	295	251	152	258	279	226	0	0	0	2189	

Completed Work Orders per staff



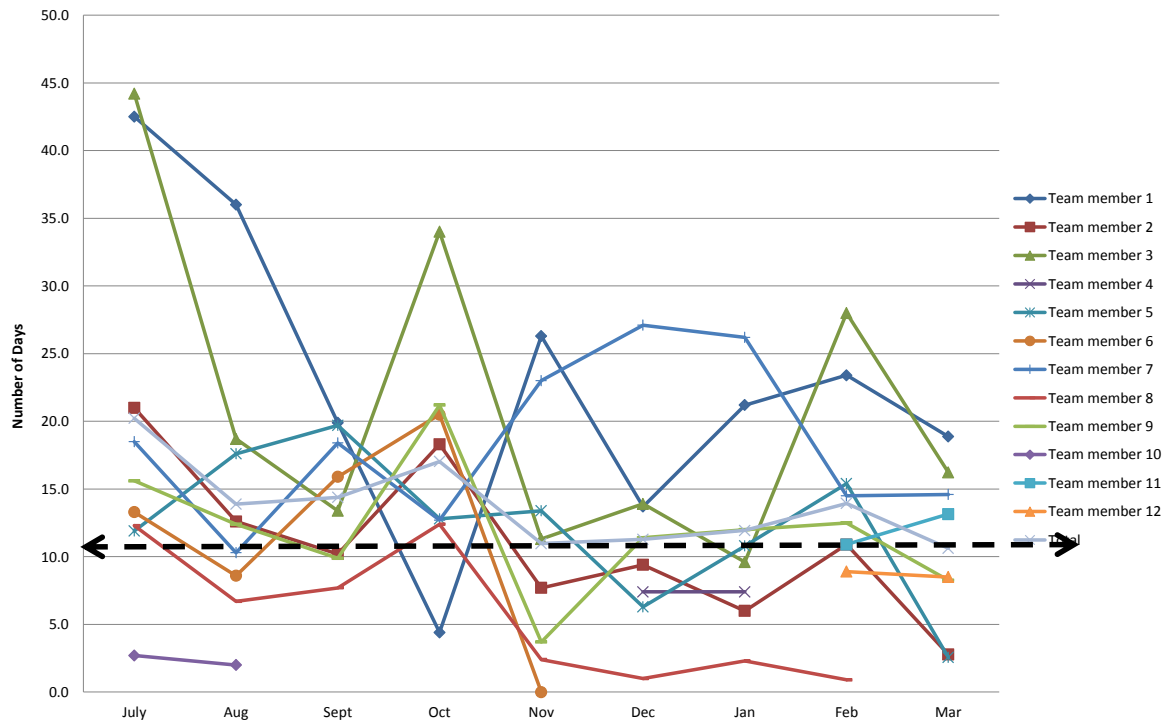
Facilities

for the year 2013-2014

Completed Work Orders - Average Days Out

Type	Act	Act	Act	Act	Act	Act	Act						
Staff Member	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Annual
1 Team member 1	42.5	36.0	19.9	4.4	26.3	13.7	21.2	23.4	18.9				22.9
2 Team member 2	21.0	12.6	10.2	18.3	7.7	9.4	6.0	10.9	2.8				11.0
3 Team member 3	44.2	18.7	13.4	34.0	11.3	13.9	9.6	28.0	16.2				21.0
4 Team member 4						7.4	7.4						7.4
5 Team member 5	11.9	17.6	19.7	12.8	13.4	6.3	10.8	15.4	2.6				12.3
6 Team member 6	13.3	8.6	15.9	20.5	0.0								11.7
7 Team member 7	18.5	10.3	18.4	12.7	23.0	27.1	26.2	14.5	14.6				18.4
8 Team member 8	12.3	6.7	7.7	12.4	2.4	1.0	2.3	0.9					5.7
9 Team member 9	15.6	12.4	9.9	21.2	3.7	11.4	12.0	12.5	8.3				11.9
10 Team member 10	2.7	2.0											2.4
11 Team member 11								10.9	13.2				
12 Team member 12								8.9	8.5				
Total	20.2	13.9	14.4	17.0	11.0	11.3	11.9	13.9	10.6	#DIV/0!	#DIV/0!	#DIV/0!	12.5
Benchmark	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
Variance	-10.2	-3.9	-4.4	-7.0	-1.0	-1.3	-1.9	-3.9	-0.6	#DIV/0!	#DIV/0!	#DIV/0!	-2.5

Average Days Outstanding per Workorder



Falcon School District 49

Operational Overview

Fiscal Year	2010-2011	2011-2012	2012-2013	2013-2014	Variance to baseline %	
	2011	2012	2013	2014		
<u>Enrollment</u>	14,714	15,060	15,478	15,634	1,862	13.7%
% change	2.2%	2.4%	2.8%	1.0%		78.7%
<u>Total Facility Square Footage maintained</u>	1,510,020	1,510,020	1,533,053	1,533,053	29,863	1.99%
per facilities staff member	94,376	94,376	109,504	127,754	37,923	52.98%
per maintenance staff member	26,965	27,455	25,132	25,132	6,342	33.75%
<u>Total acreage maintained</u>	392	392	452	452	192	73.93%
per grounds staff member	39	39	45	45	19	73.93%
<u>Staffing</u>						
Facilities	16	16	14	12	-7	-33.33%
Grounds	10	10	10	10	0	0.00%
Building Maintenance	56	55	61	61	-19	-23.75%
Total	82	81	85	83	-26	-23.42%
Tranportation	107	89	100	94	-58	-36.71%
Grand Total	189	170	185	177		
<u>Salaries</u>						
Facilities, and Grounds	1,626,258	1,333,067	1,198,572	1,350,154	-289,680	-19.46%
Building Maintenance	3,067,116	2,231,401	2,255,601	2,554,639	-911,956	-28.79%
Facilities Total	4,693,373	3,564,469	3,454,173	3,904,793	-1,201,635	-25.81%
<u>Expenditures</u>						
Facilities, and Grounds	2,416,203	3,036,680	2,707,091	3,368,266	-551,085	-16.91%
Building Maintenance	226,714	173,304	223,961	264,076	62,590	38.79%
Facilities Total	2,642,917	3,209,984	2,931,053	3,632,342	-488,494	-14.29%
Total	7,336,290	6,774,453	6,385,226	7,537,135	-1,690,130	-20.93%
Baseline Variance					-1,690,130	-20.93%

Facilities

Financial Overview Staff

for the year 2013-2014

Dept	FY 2009	FY2012	FY2014	FY15 Bud	FY15 Act	Variance	FY2016	Notes
1 Admin	5	5	5	6				
2 Bld Maint	1	1	1	1				
3 Facilities	13	13	9	12				
4 Grounds	10	10	10	11				
5 Safety	1	1	0	1				
6 Shops	1	1	1	1				
	31	31	26	32			0	

Building Custodial Staff

Elementary School

Middle School

High School

Total Building Maint.

Facilities Maintenance Staff

Square Footage Maintained

Average Per Staff Member

Benchmarks

Variance vs Benchmark

13	13	9	12	0	0	0
1,503,190	1,510,020	1,533,053	1,533,053			
115,630	116,155	170,339	127,754			
100,000	100,000	100,000	100,000			
15,630	16,155	70,339	27,754	0	0	0

Building Maintenance Staff

Square Footage Maintained

Average Per Staff Member

Benchmarks per 8 hr Shift

Variance vs Benchmark

80	81	61	61	0	0	0
1,503,190	1,503,190	1,533,053	1,533,053			
18,790	18,558	25,132	25,132			
24,000	24,000	24,000	24,000			
-5,210	-5,442	1,132	1,132	0	0	0

Grounds Staff

Acreage Maintained

Average Per Staff Member

Benchmarks per 8 hr Shift

Variance vs Benchmark

10	10	10	11	0	0	0
392	392	452	452			
39.2	39.2	45.2	41.1			
27	27	27	27			
12.2	12.2	18.2	14.1	0.0	0.0	0.0

Staff Benchmarks per GSF

	D49	per GSF	Rec	Act	Var
HVAC	1,533,053	400,000	3.8	2	-1.8
LOW Voltage	1,533,053	600,000	2.6	1	-1.6
Generalists	1,533,053	175,000	8.8	5	-3.8
Locksmith	1,533,053	1,060,000	1.4	1	-0.4
Group Supervisors	1,533,053	500,000	3.1	3	-0.1
Managers	1,533,053	485,000	3.2	1	-2.2
Admin Support	1,533,053	600,000	2.6	2	-0.6
Total Staff	1,533,053	42,000	36.5	32	-4.5

New Positions	0	0	0	4	0	0	0	Notes
Energy - Resource Manager				1				Budget Abatement
Electrical - Fire Engineer				1				75% budget Abatement
Low Voltage Tech				1				New Budget Costs
Irrigation Control Grounds				1				New Budget Costs

Transportation Department

FFS Plan FY 2014-2015

Presented by
Gene Hammond, Director for Transportation
To
Board of Education
April 10. 2014

Purpose of Presentation

- Internal comparison of 3 years of fee for service
- External comparison with other district FFS programs
- Budget Impact
- Proposed changes to current fee for service structure

School Transportation Requirements

Per CDE regulation BOE determines school transportation requirements

Exceptions to fee requirement

Federally mandated requirements for

SPED

Free and reduced lunch recipients and

Homeless transportation

FFS Change Summary

SY 11-12 – First year of fee for service

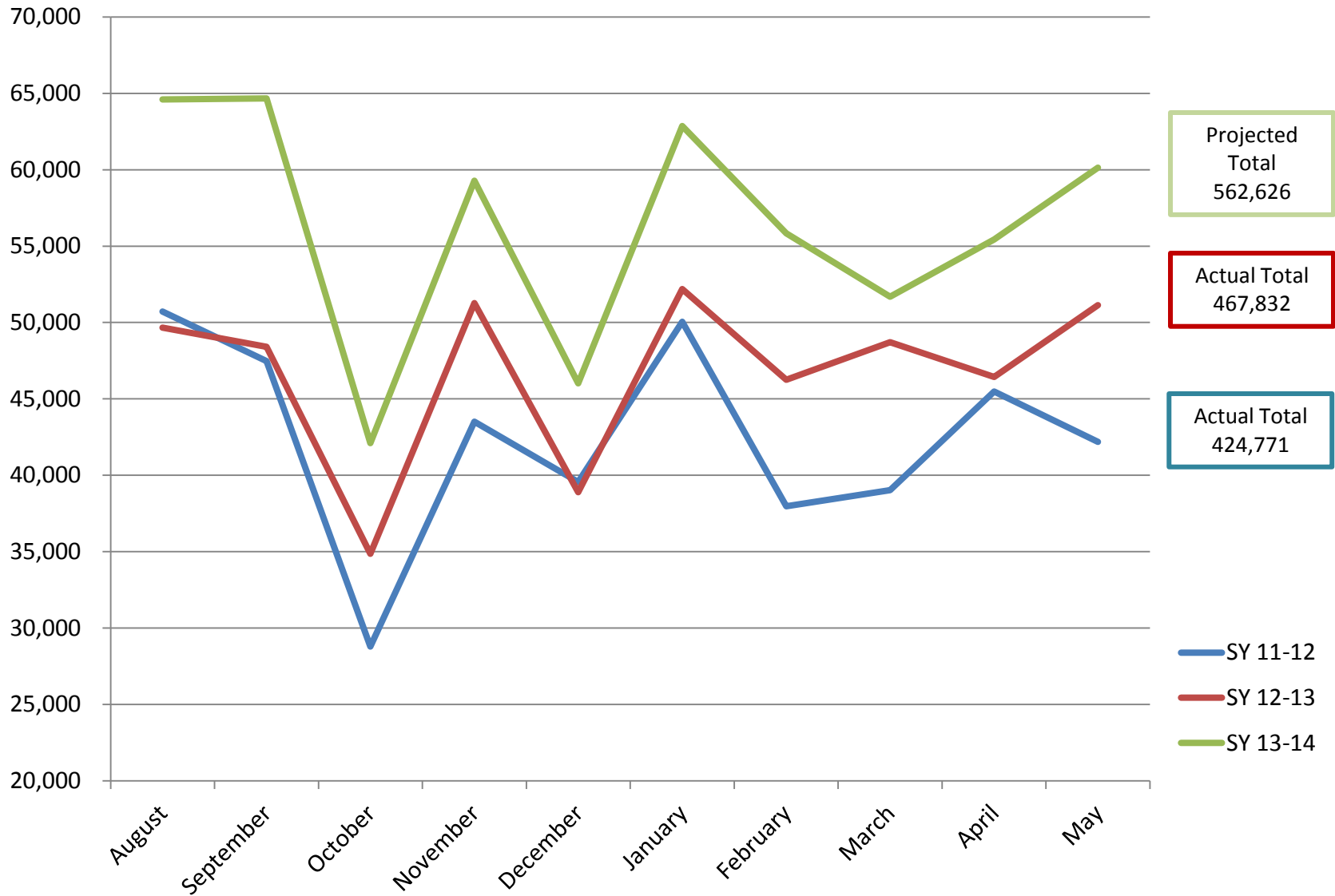
SY 12-13

- Lowered fees overall
- Changed fee structure
- Added several dozen additional REGED stops
- Added two additional REGED buses to routes

SY 13-14

- Implemented a 2 student/household cap
 - SY 12-13 68 families using FFS with more than 2 students
 - SY 13-14 109 families with more than 2 students using FFS

Ride Comparisons SY 11-12 to Current



FFS Internal Comparison

	FY 10-11	FY 11-12	FY 12-13	Fee/No Fee Breakout	FY 13-14	Fee/No Fee Breakout
Eligible riders	4841	2890	3436		3959	
Equivalent Full Rides/Day		1018	1398		1644	
FFS	N/A	53%	52%		56%	
Pre-Pay Full Year				669		561
Monthly				503		830
Pay Per Ride				<u>600</u>		<u>834</u>
Total Eligible FFS riders				1772		2225
Free/Reduced (No fees) riders	N/A	35%	42%	1439	38%	1515
SPED (No fees) riders	N/A	12%	7%	<u>225</u>	6%	<u>219</u>
Total Eligible riders				<u>3436</u>		<u>3959</u>
<u>Buses Support Requirements</u>						
RegEd Buses	35	24	27		26	
SPED buses	<u>23</u>	<u>23</u>	<u>24</u>		<u>22</u>	
Total Route Buses	58	47	51		48	

FFS External Fee Comparisons

	Basic FFS Prices	Equivalent to D49	Bus Pass	Maximum per Household Fee
D49 - 1st Year	\$1/Ride	\$340/Yr	Initial - Free Replacement - \$20	None
D49 - Current	Prepay - \$200/Yr Monthly-\$30 (Billed in 8 increments) Per Ride - \$ 2 (Max \$30/month)	\$240/Yr	Initial - Free Replacement - \$20	Per month max - \$60/mo or \$480/year
District 1	\$150/\$200 Yr	\$150/Yr	Initial - Free Replacement - \$3	None
District 2	Annual Pass - \$155/Yr \$0.50/ Ride \$1.00/Day	\$170/Yr	Initial - \$25 Replacement - \$25	None
District 3	Pre-pay - \$155/Yr \$.50/\$.60/\$.70/Day	\$170/Yr	Initial - \$10 Replacement - \$10	Per month max - \$50
District 4	\$15/Month	\$150/Yr	Initial - Free Replacement - \$5	\$300/Yr
District 5	\$0.50/ Ride \$1.00/Day	\$170/Yr	Initial - Free 1st reissue - \$5 2nd reissue - \$10, etc	\$450/Yr

FFS Budget Impact Comparison

Fund 25: Fee for Service Program				SY 13-14	SY 12-13	SY 11-12
				Budgeted	Actual	Actual
<u>Revenue</u>						
Free & Reduced Subsidy				\$ 301,086	\$ 327,160	\$ 147,815
Other General Fund Subsidy				135,014	92,817	274,985
State Subsidy				462,000	404,640	467,738
FFS Transport Revenue				254,500	294,612	225,014
Misc Revenue				-	97	
Total Revenue				\$ 1,152,600	\$ 1,119,326	\$ 1,115,552
<u>Expenses</u>						
General Transportation				\$ 1,137,600	\$ 1,116,475	1102955
Workman's Comp				15,000	20,040	12,597
All Other Expenses				-	16,084	-
Total Expense				\$ 1,152,600	\$ 1,152,599	\$ 1,115,552
Fund 25 Net Revenue / (Expense)				\$ -	\$ (33,273)	\$ -

Choice School rider status

<u>Charter School Riders</u>					
		AM	PM		
		<u>Bus/Riders</u>	<u>Bus/Riders</u>		
Charter 1		1/10	1/13		
Charter 2		1/15	2/20		
Charter 3		1/1	1/7		
Charter 4		1/7	3/25		
HS/MS Inter-Zone					
<u>Transportation Riders</u>					
To Sand Creek			22		1 Bus
To Falcon			11		1 Bus
Sand Creek to Power			36		1 Bus

Charter/Inter-Zone Route Characteristics

- District-wide
- More Central Stops
- Bus transfer requirement for Inter-Zone Riders
- Low Overall Ridership
- Less capability to support charter schools
- 10 buses conduct 19 runs

Recommendations

Assumption – FFS will continue for next school year

Recommendations –

- Continue current fee structure for next SY
- Lower bus pass replacement cost from \$20 to \$5



Questions?

Comments?

Concerns?



FACILITIES, GROUNDS AND MAINTENANCE

Progress update for the 2013-14 Business Plan

By Jack Bay



COO *goals and objectives* for 2013-2014:

1. Develop a team oriented Facilities, Operations & Maintenance team that works efficiently and effectively.
 1. Complete a review of all job functions and descriptions
 1. 50% complete
 2. Need to revamp job description and performance evaluation tool
 2. Develop a realignment plan for the BOE.
 1. 90% complete
 1. Current matrix method for building facilities maintenance is effective
 1. Need to improve communication model with Building Principals and Innovation leaders
 2. Piloting building facilities team performance review tool this spring
 1. Provide additional insight to Building Principals
 2. Need to review and analyze office support
 3. Complete an annual survey of how the department views itself
 1. Completed two surveys
 1. Oct 2013 and Feb 2013
 1. Proud to work at Falcon 49
 1. 82% Oct 2013 vs 73% Feb 2013
 2. Would Recommend Falcon 49 as a place to work and lead
 1. 70% Oct 2013 vs 59% in Feb 2013
 3. Feel appreciated by the district admin
 1. 64% in Oct 2013 vs 66% in Feb 2013
 2. Plan to Complete year survey May 2014

COO *goals and objectives* for 2013-2014:

2. Implement a Dash Board report for each operating department in order to promote communicate, transparency and focused effort

1. Develop a management by objective business reporting system.

1. Completed in Mar 2013

2. Currently being used in the day to day operations to fine tune effectiveness

1. Facilities

1. Time on Task

2. Proactive vs Reactive

3. Work order analysis

1. Average days outstanding

2. Work orders

1. Total completed per staff member by month

2. Total Outstanding per staff member by month

3. Reduce operating costs for the high school campuses by installing artificial turf on their athletic fields.

1. Review and obtain a community grants to allow this to become a reality for the Falcon High Football field

1. Initiated a Grant with the Daniels Fund in Mar 2014

2. Alternate funding method is in place in the event the grant is not awarded for the football field

3. RFP in process to review costs

4. Falcon Stadium Field to be completed by Aug 31, 2014

1. Anticipated savings \$25,000 annually (football field only)

2. Other fields are incorporated in the 2014 Bond Capital Campaign

3. Expanded Reduction of operating costs to utilities and other key areas

COO *goals and objectives* for 2013-2014:

4. Develop a communication model that allows for transparency between the BOE and the COO

1. Develop a monthly newsletter for each department for the BOE to review
 1. Chiefs are providing a monthly written report on department activities for each board meeting
 1. A verbal or written update is provided for each work session
2. Improve the Website to ensure transparency to all stakeholders
 1. Updated the Facilities Website pages
 1. Plan add dash board reporting and trend analysis for 2014-2015 with 2013-2014 as a benchmark
 2. Plan to add videos for additional clarity and transparency to stakeholders

5. Work in conjunction with administration and leadership to demonstrate a best practices business model is deployed in the facilities, operations and maintenance departments.

1. Outsourcing certain tasks when appropriate and cost effective
 1. Continue to monitor operations to develop and maintain the most effective model
2. Reviewing and analyzing best practices utilized by our peer districts and other closely aligned educational systems.
 1. Reviewing trends with the International Facilities Management organization to develop benchmarking
3. Develop an annual needs assessment model for facility capital improvements
 1. Develop a campus and site review model to ascertain needed capital and operational improvements
 2. Completed site reviews with all building principals in Mar 2014

Our mission is to provide a safe, comfortable and esthetically pleasing facilities for our internal and external customers through effective use of limited resources.

Department Core Values:

Team Driven

Human Diversity

Be Respectful

Focused

Provide a Productive Effort

Shared Responsibility – we are all in the boat

Ethical Behavior

Continuous Improvement

Facilities, Operations and Maintenance How We impact Our Strategic Plan Focus

Big Rocks:

1. **Trust – Re-establish District 49 as a trustworthy recipient of taxpayer investment**
 - a. The Facilities and Grounds department plays a big role in this big rock by
 1. Efficiently maintaining the physical plant assets for the District
 2. Providing transparent operational dash board reports
2. **Community – The District will engage with its community**
 - a. The Facilities and Grounds department plays a big role in this big rock by
 1. We are focusing some of efforts to provide access to District facilities for our stakeholders
 2. Reaching out to School accountability committees and other key interest groups to provide clarity on how we maintain the physical plant assets
3. **Best District - Establish District 49 as the best district in Colorado to learn, work and lead**
 - a. The Facilities and Grounds department plays a big role in this big rock by
 1. Develop a lean, well trained internal and/or external work force that maintains our physical plant assets in an efficient manner
 2. Provide transparency dash board reporting for operational performance on a periodic basis

1. Overview of Spring & Summer Activities

1. Falcon Middle School
 1. Reroof
 2. Restructure the Modular ramp system
2. Falcon HS
 1. Practice field new sod
 2. Stadium Football field artificial turf installation
3. 2nd Phase of 2013-2014 Capital Projects
4. 1st Phase of 2014-2015 Capital Projects

1. Departmental focus areas

1. Leadership
 1. Develop a leadership development program
2. Building on the team environment
 1. Planning our Facilities and Ground family reunion event for July 2014
 1. Provide team building and interaction activities
3. Continue to implement training program for all staff in the areas of
 1. Safety
 2. Best practices
 3. Cross training
4. Develop a certified tradesperson program

2014-2015 Focus

1. Continually Strive to maintain our mission of providing a safe, comfortable and esthetically pleasing educational facilities for our students, staff and stakeholder while efficiently using of our precious resources of manpower and operating funds.
1. Continue to reduce annual operating costs where appropriate
 1. Utility consumption
2. Plan for the projected growth
3. Be adaptable to the changes that may be necessary to allow our instructional leadership to modify the learning environment to maximize student performance.
4. Constantly review and monitor our educational peers and other industries to determine best practices that can lead to potential savings of precious resources.
 1. Colorado Association of Property Managers
 2. International Facilities Management
 3. CASBO

2013-2014 Dash Boards

Time on Task

Benchmark 72% March 2014 77.6% **YTD 2014 60.7%**

Proactive vs Reactive

Benchmark 68% March 2014 68% **YTD 2014 55%**

Avg Days Outstanding

Benchmark 10 March 2014 10.6 **YTD 2014 12.5**

Work Orders Completed per staff

Benchmark 32 March 2014 28.25 **YTD 2014 32**

Overall Performance has Improved significantly over the past year since we implemented the Dash Board

2013-2014 Financial Performance

Fiscal Year	2011	2012	2013	2014		
<u>Enrollment</u>	14,714	15,060	15,478	15,634	1,862	13.7%
% change	2.2%	2.4%	2.8%	1.0%		78.7%
<u>Total Facility Square Footage maintained</u>	1,510,020	1,510,020	1,533,053	1,533,053	29,863	1.99%
per facilities staff member	94,376	94,376	109,504	127,754	37,923	52.98%
per maintenance staff member	26,965	27,455	25,132	25,132	6,342	33.75%
<u>Total acreage maintained</u>	392	392	452	452	192	73.93%
per grounds staff member	39	39	45	45	19	73.93%
<u>Staffing</u>						
Facilities	16	16	14	12	-7	-33.33%
Grounds	10	10	10	10	0	0.00%
Building Maintenance	56	55	61	61	-19	-23.75%
Total	82	81	85	83	-26	-23.42%
Tranportation	107	89	100	94	-58	-36.71%
Grand Total	189	170	185	177		
<u>Salaries</u>						
Facilities, and Grounds	1,626,258	1,333,067	1,198,572	1,350,154	-289,680	-19.46%
Building Maintenance	3,067,116	2,231,401	2,255,601	2,554,639	-911,956	-28.79%
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Facilities, and Grounds	2,416,203	3,036,680	2,707,091	3,368,266	-551,085	-16.91%
Building Maintenance	226,714	173,304	223,961	264,076	62,590	38.79%
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Total	7,336,290	6,774,453	6,385,226	7,537,135	-1,690,130	-20.93%
Baseline Variance					-1,690,130	-20.93%

Questions?

NUTRITION SERVICES

2013-14 Operation Overview



HISTORY OF THE NATIONAL SCHOOL LUNCH

- National School Lunch Program (NSLP) was enacted in 1946 under the Richard B. Russell Act to ensure the Nation's youth had access to a healthy meal.
 - The need for a National program came to light during World War II when the military discovered a large percentage of the young men being drafted for war were malnourished as a direct result of the Great Depression.
 - The Government viewed the need to provide a meal as a matter of National Security.
- The NSLP operates under the United States Department Of Agriculture
 - USDA by direction of Federal Law sets all nutritional standards for the program
 - All Nutrition Departments under the School Food Authorities (SFA) are directed to operate as a Not-For-Profit Enterprise Fund within a school district and maintain a Self-Funded status.
 - Nutrition Departments are overseen by state's agencies.
 - Nutrition Department should maintain a fund balance of not more than 3 months operating costs.
 - Nutrition funds may only be used for the operation and enhancement of the program.
 - Commodity funding is distributed through the State Department of Human Services. Annual funding is based on previous school year's reimbursable lunch count.

HISTORY OF FALCON'S NUTRITION DEPARTMENT

- Has operated as a Self-Funded Enterprise for over the past 27 years
- Has contributed funds to the General Fund via indirect costs for the majority of the past 20 years
- Over the past 7 years the Department has funded Capital Improvements in the following areas:
 - Designed and funded the remodel of old Falcon Middle Schools Kitchen and re-opened it as Patriot Learning Center (\$ 62, 881)
 - Designed and funded the remodel of Falcon Elementary kitchen (\$33,495)
 - Purchased second box truck for the distribution of Nutrition products that is also used to transport district items in support of the education mission (tables, books, risers, TCAP exams, etc) (\$ 50,513).
 - Purchased 24'x24' freezer to allow the Department to take advantage of lower pricing by purchasing in volume and removed the need and cost for outside cold storage (\$76,215).
- Introduced “Food Should Be Simple” program in 2009 (choosing products that are closest to their natural state).
- Supported the creation of a 42 school district purchasing co-op to optimize volume pricing.
- Expanded services into all of the District's charter schools.
- Supported grant opportunities that has resulted in funding for the District for Coordinated School Health
- Hired a Registered Dietitian to create menus and support our families and staff with nutritional advice in areas like allergies, diabetes and eating disorders.

SCOPE OF DEPARTMENT

- MEALS SERVED TO 21 SITES
 - 9 DISTRICT ELEMENTARYS
 - 3 DISTRICT MIDDLE SCHOOLS
 - 3 DISTRICT HIGH SCHOOLS
 - 1 DISTRICT ALTERNATIVE SCHOOL
 - 5 CHARTER SCHOOL LOCATIONS

- BREAKFAST IS SERVED AT 12 SITES
 - 7 ELEMENTARY (FE, OE, RE, SE, WHE, RVE AND EE)
 - 3 MIDDLE SCHOOLS (HMS, SMS AND FMS)
 - 1 ALTERNATIVE (PLC)
 - 1 HIGH SCHOOL (VRHS)

EMPLOYEES
NUTRITION: 82
WAREHOUSE: 3

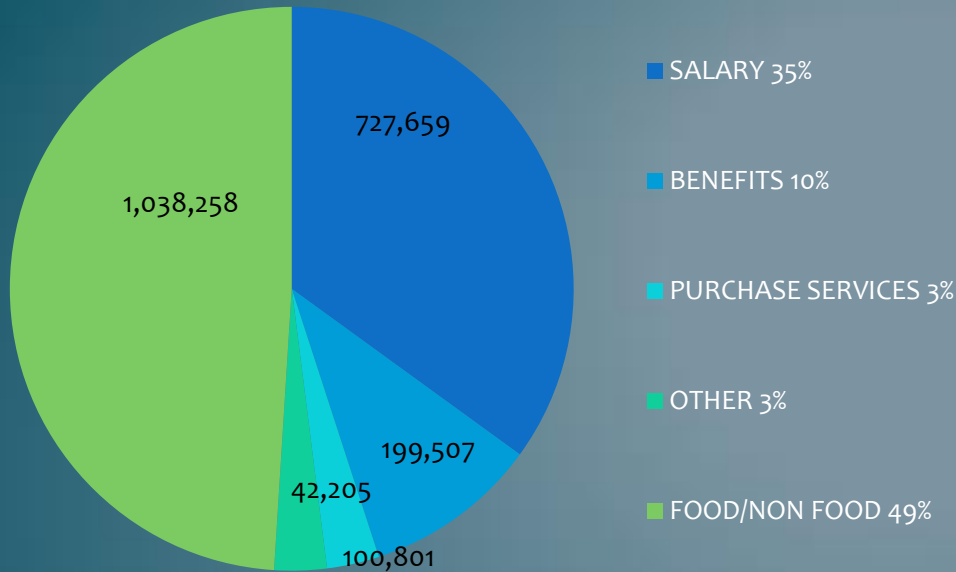
MEALS SERVED IN THE 2012-13 SCHOOL YEAR
LUNCH: 946,283
BREAKFAST: 110,586

District Wide Services Provided by Nutrition Services

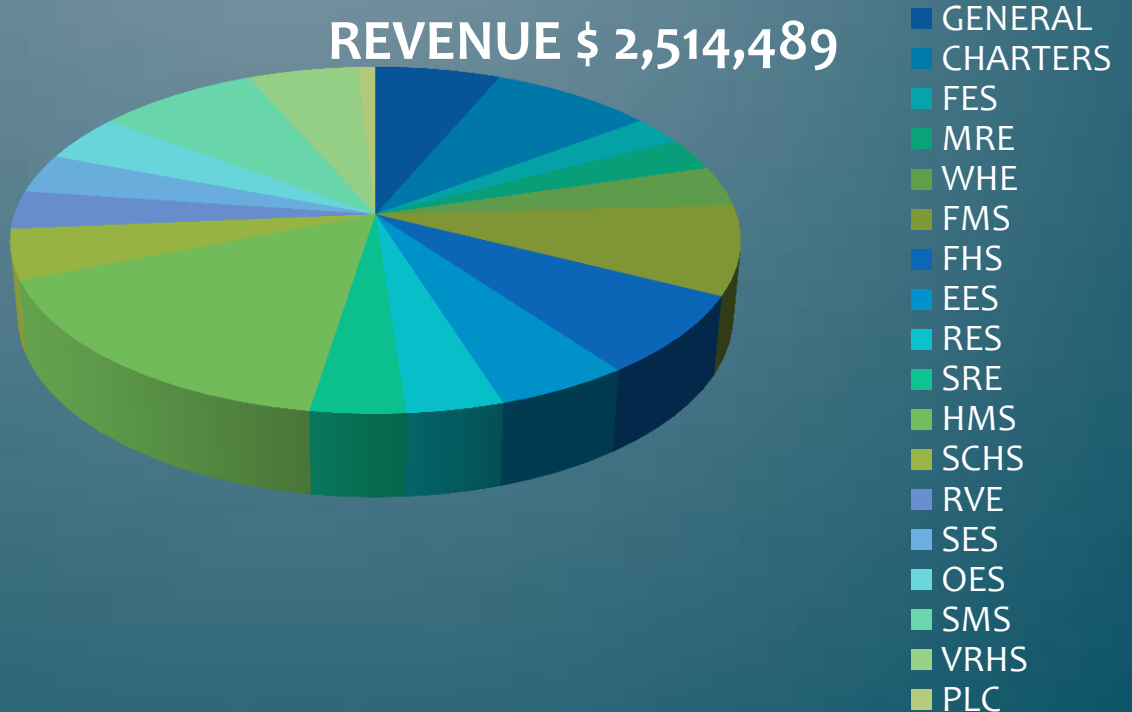
- Support teachers and schools with their grant applications by providing free and reduced data.
- Support all schools with their Coordinate School Health committees and projects.
- Supplied all schools with Nutrition posters for their cafeterias to meet the District's Wellness Guidelines
- Provide Intern opportunities for students in SWAP and other transition programs who are interested in a career in the food industry.
- Host Penrose Saint Francis Dietetic Internship program for their child nutrition rotation.
- Support the E-Rate application process by providing required free and reduced numbers and written statements.
- Work with the Wellness committee to keep the District in compliance with Federal requirements and the District's wellness guidelines.
- Work with the Wellness coordinator in the district to support our Coordinate School Health schools teams.
- Provide a representative on the District Emergency Response Team
- Provide nutrition guidance to families with food concerns through Registered Dietitian

EXPENSES \$2,407,949

YTD



REVENUE \$ 2,514,489



PAID LUNCH EQUITY

UNDER THE HEALTHY HUNGER FREE KIDS ACT ALL SCHOOL FOOD AUTHORITIES MUST PROVE TO USDA THROUGH THE STATE AGENCY THAT THEY ARE WORKING TO CHARGE THE SAME AMOUNT FOR A MEAL TO THEIR PAID STUDENTS AND THE REMIBURSEMENT RATE IS FOR A FREE STUDENT.

THERE ARE NO PROVISIONS IN THE LAW FOR SCHOOL FOOD AUTHORITIES TO OPT OUT IF THEY ARE RUNNING FINANCIAL SOUND.

CDE HAS DIRECTED THAT WE WILL NEED TO RAISE OUR MEAL PRICES FOR THE 2014-15 YEAR BY A MININUIM OF \$0.10. I WOULD LIKE TO RECOMMEND THAT WE RAISE OUR PRICES BY \$0.25 SO WE DO NOT HAVE TO GO BACK TO OUR FAMILIES AGAIN THE 2015-2016 YEAR WITH ANOTHER MEAL PRICE INCREASE.

CDE OFFICE OF SCHOOL NUTRITION'S PLE DATA

Agreement #	Customer Name	Site Name	Paid Meals Served Oct '13	NSLP: Paid Price	Monthly Revenue - Paid Meals	SY 13-14 Weighted Average Price	SY 14-15 Weighted Average Price Requirement	Optional price requirement ROUNDED DOWN to nearest 5 cent	Total Price Increase for SY 14-15	Required Average Weighted Price for SY 14-15 with \$.10 cap	Carry over for SY 15-16	SY 12 Unrounded Price Required	SY 12 Elem Price \$	SY 12 MS Price or 2ndry \$	SY 12 HS Price \$	SY 13 weight'd price	Required price increase SY 13	Required price increase rounded down SY 13
1110	FALCON 49	BANNING LEWIS RANCH ACADEMY	5199	\$ 1.85	\$ 9,618.15													
1110	FALCON 49	EVANS ELEMENTARY SCHOOL	1345	\$ 1.85	\$ 2,488.25													
1110	FALCON 49	FALCON ELEMENTARY SCHOOL	875	\$ 1.85	\$ 1,618.75													
1110	FALCON 49	THE IMAGINE CLASSICAL ACADEMY AT IN	2263	\$ 1.85	\$ 4,186.55													
1110	FALCON 49	MERIDIAN RANCH ELEMENTARY SCHOOL	2819	\$ 1.85	\$ 5,215.15													
1110	FALCON 49	ODYSSEY ELEMENTARY SCHOOL	1988	\$ 1.85	\$ 3,677.80													
1110	FALCON 49	PIKES PEAK SCHOOL EXPEDITIONARY LEA	861	\$ 1.85	\$ 1,592.85													
1110	FALCON 49	REMINGTON ELEMENTARY SCHOOL	2046	\$ 1.85	\$ 3,785.10													
1110	FALCON 49	RIDGEVIEW ELEMENTARY SCHOOL	2260	\$ 1.85	\$ 4,181.00													
1110	FALCON 49	ROCKY MOUNTAIN CLASSICAL ACADEMY	1626	\$ 1.85	\$ 3,008.10													
1110	FALCON 49	SPRINGS RANCH ELEMENTARY SCHOOL	2601	\$ 1.85	\$ 4,811.85													
1110	FALCON 49	STETSON ELEMENTARY SCHOOL	2034	\$ 1.85	\$ 3,762.90													
1110	FALCON 49	WOODMEN HILLS ELEMENTARY SCHOOL	2842	\$ 1.85	\$ 5,257.70													
1110	FALCON 49	FALCON MIDDLE SCHOOL	3214	\$ 2.15	\$ 6,910.10													
1110	FALCON 49	FALCON HIGH SCHOOL	3036	\$ 2.15	\$ 6,527.40													
1110	FALCON 49	HORIZON MIDDLE SCHOOL	1894	\$ 2.15	\$ 4,072.10													
1110	FALCON 49	PATRIOT LEARNING CENTER	275	\$ 2.15	\$ 591.25													
1110	FALCON 49	SAND CREEK HIGH SCHOOL	1197	\$ 2.15	\$ 2,573.55													
1110	FALCON 49	SKYVIEW MIDDLE SCHOOL	3630	\$ 2.15	\$ 7,804.50													
1110	FALCON 49	VISTA RIDGE HIGH SCHOOL	1836	\$ 2.15	\$ 3,947.40													
1110	FALCON 49		43841		\$ 85,630.45	\$ 1.95	\$ 2.05	\$ 2.05	\$0.10	\$2.05	\$0.00	\$1.88	\$1.85	\$2.15	\$2.15	\$1.97	\$1.97	\$1.95

NUTRITION SERVICES

2013-14 RATE STRUCTURE

Discrete Component Identification:

- *Reimbursable Lunch Meals –*
 - *Free reimbursement rate: \$2.93*
 - *Reduced reimbursement rate: \$2.53*
 - *Paid reimbursement rate: \$0.28*
- *Reimbursable Breakfast Meals –*
 - *Free reimbursement rate: \$1.58*
 - *Reduced reimbursement rate: \$1.28*
 - *Paid reimbursement rate: \$0.28*
- *Ala-Carte –*
 - *Assorted Items that could be included with a reimbursable meal at a lesser cost than the ala-carte rate to encourage student to purchase a complete meal to optimize the nutritional value for their growing bodies.*
- *Catering –*
 - *In house catering department.*

RECOMMEND AN INCREASE OF \$0.25
OF MEAL PRICES

Current Lunch Rates:

- Free : \$0.00
- Reduced: \$0.40
- Paid: \$1.85 elementary
 - \$2.15 secondary

Current Breakfast Rates:

- Free: \$0.00
- Reduced: \$0.30
- Paid: \$1.05 elementary
 - \$1.25 secondary

NEW MEAL PRICES

LUNCH: ELEMENTARY \$2.10 SECONDARY \$2.40

BREAKFAST : ELEMENTARY \$1.30 SECONDARY \$1.50

HIGHLIGHTS OF INTERIM FINAL RULING FROM USDA ON COMPETITIVE FOODS “SMART SNACK” EFFECTIVE JULY 1, 2014

- INTERIM RULE COVERS ALL FOOD AND BEVERAGES FOR SALE ON A SCHOOL CAMPUS DURING THE SCHOOL DAY TO INCLUDE VENDING AND FUND RAISERS
- SCHOOL DAY IS DEFINED AS MIDNIGHT TIL 30 MINUTES AFTER THE FINAL BELL
- SETS MAXIMUM AND MINIMUM REQUIREMENTS IN THE FOLLOWING:
 - CALORIES (<200)
 - SODIUM (<230MG [<200MG IN 2016])
 - TRANSFAT (0)
 - SUGAR (<35% OF CALORIES PER PORTION)
 - TOTAL FAT, SATURATED FAT (<35% OF TOTAL CALORIES PER PORTION, <10% SAT FAT)
 - ACCOMPANIMENTS (KETCHUP, RANCH, ETC) MUST BE INCLUDED IN NUTRIENT ANALYSIS
 - FIBER
 - VITAMIN A
 - VITAMIN D
 - FUNDRAISER SOLD ON SCHOOL GROUNDS

PROFESSIONAL STANDARDS UNDER THE HEALTHY HUNGER FREE KIDS ACT

- ALL EMPLOYEES PAID OUT OF FUND 51 MUST RECEIVE MANDATORY TRAINING WITH THE MINIMUM BEING 10 HOURS FOR A LESS THAN 30 HOUR A WEEK EMPLOYEE
- ALL EMPLOYEES PAID OUT OF FUND 51 MUST RECEIVE CIVIL RIGHTS TRAINING ANNUALLY
- ALL MANAGERS MUST BE CERTIFIED BY THE SCHOOL NUTRITION ASSOCIATION
- HIGHER EDUCATION REQUIREMENTS IN SPECIFIED AREAS FOR DIRECTORS THAT ARE DIRECTLY RELATED TO THE SIZE OF THE DISTRICT

HIGHLIGHTS FOR 2013-14 YEAR

- IMPLEMENT NEW BREAKFAST GUIDELINES AND VERIFY STAFF IS TRAINED TO IDENTIFY A REMIBURSIBLE BREAKFAST UNDER THE 2014-2015 REGULATIONS
- LOCATE PRODUCTS THAT WILL COMPLY WITH THE NEW “SMART SNACK” REGULATIONS FOR THE 2014-2015 SCHOOL YEAR
- CONTINUE TO PROVIDE TRAINING OPPORTUNITY FOR STAFF IN FOOD SAFETY AND PROGRAM OPERATIONS
- PREPARE TO IMPLEMENT PROFESSION STANDARDS FOR STAFF



BOARD OF EDUCATION AGENDA ITEM 9.09

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Tammy Harold, Board of Education President
TITLE OF AGENDA ITEM:	Core Values
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.

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 Core Values that will be included as the preamble to board policies 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 Core Values 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	<u>Major impact</u>
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	
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: No ✓

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Add Core Values to Preamble for Board Policies as an action item for approval at May 8th meeting.

APPROVED BY: Tammy Harold, BOE President

DATE: April 2, 2014



Falcon District 49 believes in order to become the best district to learn, work and lead we must share the same values that put students' educational needs first. These are the tenets we agree will achieve this goal:

1. Ensure all decisions align with the 'Five Rocks' (strategic plan)
2. Provide a safe and caring environment for students and staff
3. Embrace creativity at all levels
4. Respect others for their abilities, qualities and achievements
5. Work collaboratively as a team
6. Encourage risk-taking by supporting exploration of new ideas and strategies
7. Model continuous learning to encourage life-long learners
8. Build positive relationships through honesty and transparency with all stakeholders
9. Hold ourselves accountable for our actions
10. Above all else, have fun

By following the core values of Falcon District 49 we will increase student achievement, graduate students prepared for success and foster a happy environment to learn, work and lead the future generations of children entrusted to us.



BOARD OF EDUCATION AGENDA ITEM 9.10

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Tammy Harold, Board of Education President
TITLE OF AGENDA ITEM:	Review Policy BCA-E-2, Code of Ethics for School Board Members
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Through the process of discussing a cultural contract for the Board of Education, it was discovered that CASB has two policies regarding code of ethics for school board members. The District has one 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:

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 #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	
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: No ✓

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move policy BCA-E-2 for adoption at May meeting.

APPROVED BY: Tammy Harold, BOE President

DATE: March 28, 2014



Title	Code of Ethics for School Board Members
Designation	BCA-E-2
Office/Custodian	Board of Education/Executive Assistant to the Board of Education

Code of Ethics for School Board Members

As a member of my local board of education, I will strive to improve public education and to that end I will:

- Attend all regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings.
- Recognize that I should endeavor to make policy decisions only after full discussion at publicly held board meetings.
- Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals or special interest groups.
- Encourage the free expression of opinion by all board members and seek systematic communications between the board and students, staff and all elements of the community.
- Work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the chief officers.
- Communicate to other board members and the chief officers expressions of public reaction to board policies and school programs.
- Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards associations.
- Support the employment of those persons best qualified to serve as school staff and insist on a regular and impartial evaluation of all staff.
- Avoid being placed in a position of conflict of interest and refrain from using my board position for personal or partisan gain.
- Take no private action that will compromise the board or administration and respect the confidentiality of information that is privileged under applicable laws.
- Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.



If an individual board member continually or willfully violates these tenets, the board is obligated to hold the individual member accountable via the process described below.

1. Notification of the violation given to the President of the Board, or in the case of violation by the President, notification is submitted to the Vice President, thus leading to a private conversation between the offending member and the board president or other individual.
2. If behavior continues, then a discussion shall be held in public session between offending member and the full board.
3. Public censure of the offending member by the full board.

- Adopted: **May 8, 2014**



BOARD OF EDUCATION AGENDA ITEM 10.01

BOARD MEETING OF:	April 10, 2014
PREPARED BY:	Peter Hiltz, CEO
TITLE OF AGENDA ITEM:	Executive Session: Pursuant to 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 #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	
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: 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)(e), determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and instruction negotiators.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: April 4, 2014