



10850 East Woodmen Road • Peyton, CO 80831
Tel: 719.495.1100 • Fax: 719.494.8900

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
September 11, 2014
6:30 p.m.
Education Services Center – Board Room

Fantastic 49 - 6:00 p.m.

- Fuel Up to Play 60 Advisor-Ridgeview Elementary
- 10th Grade AP Physics-Vista Ridge High
- A Falcon Middle School Leader

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 Licensed Personnel
- 4.02 Approval of Matters Relating to Educational Support Personnel
- 4.03 Approval of DAAC Membership
- 4.04 Approval of Minutes of Regular Board of Education Meeting on 08/14/2014 and Special Board of Education Meetings on 8/18/2014 and 8/27/2014

5.00 Board Update

- 5.01 Chief Officer Update

6.00 Open Forum

7.00 Action Items

- 7.01 Action on Calendar Change at Remington Elementary and Evans International Elementary Schools 2014-15
- 7.02 Action on Horizon Middle School Park Land
- 7.03 Action on Job Description
- 7.04 Action on Policy Revisions:
 - a. CASB Updates
 - 7.04a.1 IHBD-R, Title I (Parental Involvement)
 - 7.04a.2 IJK-R, Supplemental Material Selection and Adoption
 - 7.04a.3 IJL-R, Library Materials Selection and Adoption
 - 7.04a.4 IJL-E, The Library Bill of Rights
 - 7.04a.5 BEC, Executive Sessions
 - 7.04a.6 BEDG, Minutes

REGULAR BOE MEETING September 11, 2014

Page 2

- 7.04a.7 KDB, Public's Right to Know/Access to Information
- b. District Initiated Updates
 - 7.04b.1 EEAEAA-R, Drug and Alcohol Testing for Commercial Drivers/Licensed Employees
 - 7.04b.2 ACA-E, Nondiscrimination on the basis of Sex
 - 7.04b.3 ACE-E, Nondiscrimination on the Basis of Disability
 - 7.04b.4 ADF, School Wellness
 - 7.04b.5 CBI and CBI-R, Evaluation of Chief Officers
 - 7.04b.6 CHB, Board Review of Regulations
 - 7.04b.7 IJ-R, Instructional Resources and Materials
 - 7.04b.8 IJ-E-1, Worksheet for Selecting Supplementary Materials
 - 7.04b.9 IJ-E-2, Movies Permission Form
 - 7.04b.10 AC, Nondiscrimination/Equal Opportunity
 - 7.04b.11 AC-R, Nondiscrimination/Equal Opportunity
 - 7.04b.12 AC-E-1, Nondiscrimination/Equal Opportunity
 - 7.04b.13 JB-R, Equal Education Opportunities–Student Complaint Procedure–Section 504 Plans
- 7.05 Resolution for Constitution Day
- 7.06 Action on Resolution on Commitment to Lease Land to a Charter High School
- 7.07 Emergency Approval of Policy DIA, Online Schools and Online Programs
- 7.08 Items Removed from Consent Agenda
- 8.00 Information Items (no discussion)**
- 8.01 Student Field Trips
- 9.00 Discussion Items**
- 9.01 Follow-Up of 2014 Academic Data (20 minutes)
- 9.02 6th Grade I Squared Program (15 minutes)
- 9.03 Board/DAAC Advisory Role (10 minutes)
- 9.04 Enrollment Update (15 minutes)
- 9.05 Proposed CASB Resolutions and Direction to Board Delegate (15 minutes)
- 9.06 COO Performance Review-Assessments/Reports (30 minutes)
- 10.00 Other Business**
- 11.00 Adjournment**

DATE OF POSTING: September 9, 2014

Donna Richer
Executive Assistant to the Board of Education



BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	September 11, 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	Major impact
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: August 29, 2014

BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	September 11, 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</u> <u>district</u> in Colorado to learn, work and lead	Major Impact
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:** September 2, 2014

BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Approval of DAAC Membership
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Per DAAC bylaws, the Chief Education Officer may nominate up to five administrators to serve on the DAAC.

The Administrative Liaison (Chief Education Officer or designee) shall serve as a resource to DAAC. The Chief Education Officer or the Administrative Liaison may also appoint one teacher and one elementary, middle, high and charter school administrator to serve on DAAC.

RATIONALE: After consulting with district, zone, and school leaders, I am recommending the following individuals be affirmed as administrative appointees to the DAAC.

<i>Cheryl Goodyear-DeGeorge</i>	High School Representative (FHS)
<i>Lisa Fillo</i>	Middle School Representative (SMS)
<i>Dave Knoche</i>	Elementary School Representative (FVA)
<i>Lisa Reid</i>	Parent Representative (FMS and FHS)
<i>Christianna Fogler</i>	Charter School Representative (RMCA)
<i>Lou Fletcher</i>	Administrative Liaison (ESC)

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	Along with the SEAC and the Falcon Educational Foundation, the DAAC is a critical connection to our larger community. Strong Board-DAAC relationships have a major impact on community 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	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the appointments as recommended.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 3, 2014

BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Donna Richer, Executive Assistant
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board Meeting on 8/14/2014 and Special Board of Education Meetings on 8/18/14 and 8/27/14
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 <u>investment</u>	<u>Major impact</u>
Rock #2 —Research, design and implement programs for intentional <u>community participation</u>	<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 <u>success</u>	<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: Marie LaVere-Wright, Board Secretary

DATE: August 29, 2014

BOARD OF EDUCATION AGENDA ITEM 5.01

BOARD MEETING OF:	September 11, 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: September 4, 2014

Department: | Chief Education Officer

During the Month of August, we got the school year up and running, adopted final ballot language for a school finance measure, and completed our annual analysis of statewide accountability testing. The major activities of the Education Office are launching the school planning cycle, forming our school and district accountability committees, and building our cultural capacity across programs and schools.

Current and Ongoing Activity

As part of our commitment to launching every student to success, our major initiative at secondary this year is to begin implementing 49 Pathways—our plan to graduate students based on demonstrated readiness for college and careers. 49 Pathways is leading the way toward meeting Colorado's expectation that every student graduates with mastery of math, English, science, and social studies, as well as 21st Century imperatives such as communicating, teamwork, project management, and other workplace skills. To ensure that students are prepared for career success, we are developing a catalog of professional certifications covering dozens of potential vocations. To expand our offerings for college-bound students, Mary Perez and I met with leaders at two local colleges, and members of the central district administration met with three more schools that enroll and graduate our students. Our strategic targets are to continue improving our graduation rates, college preparation, numbers of college credits completed, and retention of high-performing students.

In elementary, our major initiative is primary literacy. One important measure of our primary literacy success is the number of students who read proficiently by the end of third grade. Our simple, unqualified commitment is that, "In District 49, students read by the end of third grade." To help us deliver on that commitment, I am meeting with every elementary principal to sharpen our focus and increase the resources we invest in primary literacy. As one specific expression of our commitment, we are developing student-specific plans for every 3rd grade student who is not on track to read proficiently this year. Those plans will include classroom interventions, building-wide strategies, explicit collaboration with parents or guardians, and a heavy emphasis on strengthening every child's ability to access "five libraries" (county, school, classroom, home, and personal) for interesting and developmentally appropriate reading material. My explicit expectation for principals is that they will personally invest in knowing the students who need extra support; and that they will communicate directly with that child's home to make sure we have a team approach to building proficiency in third grade. We are also following up explicitly on fourth-grade students who were not proficient last year to give them the specific interventions that will bring them up to grade level. To fulfill our commitment, we are already adjusting school schedules, reassigning expert staff, investing professional development and PLC time, and ensuring that improvement plans prioritize measurable literacy goals.

Upcoming Activity

Along with our ongoing cultural partnership with the Flippen Group, *Capturing Kids Hearts*, we will be consulting with their leadership group in late September to apply specific strategies to our leadership development in zones and district programs. Leaders in the Education and Business Offices will also be learning about applying the Malcolm Baldrige quality criteria to schools, and we will be conducting a major external review of several secondary school programs to gain additional expertise as we build our robust portfolio of schools. At the September Board work session, we will present more detailed reports about concurrent enrollment and plans for primary literacy. In October, we will present new proposals to increase success in our secondary schools.

Department: | Falcon Zone

The growth that we are experiencing in Falcon Zone is exciting. Currently we are capped in all grade levels except 5th grade at FES. We are currently capped in 2nd and 4th at MRES. With only 3 slots left in 3rd, 6 slots in 1st, 11 slots in Kindergarten and 14 slots left in 5th grade, we are quickly running out of room at MRES. We have also experienced growth at both Falcon Middle School and Falcon High School, which reinforces the positive feel that the community has about our schools.

Current and Ongoing Activity

FHS

- The FHS stadium field is completed and ready to go
- Three S2S students and Mr. Morris attended National Conference in Washington DC where Secretary Arnie Duncan once again recognized FHS for the good work that they are doing for our military families
- FHS had another outstanding showing at Nationals this year with three HOSA teams ranked in the top 10
- There is a new bus drop off and building entry procedures (only entrances - South and West entries) and students must present their IDs upon entering the building.

FMS

- Staff took the first few days to build positive relationships with students and ensure that meaningful relationships are developed that can be sustained through the year. A majority of teachers also worked to develop Social Contracts with their classes to utilize the strategies from Capturing Kids Hearts.
- Staff have begun the “data digging” process to look at our student achievement data for our students. Each team has a data binder with their individual data and global student achievement data for the building are stored for quick reference. Teachers are collaborating with their teams to use this data to develop their intervention and enrichment groups to begin the process of closing our achievement gaps and also extending learning for our students.
- All areas are working to review and revise their UBD unit plans. They are looking at their achievement data, Colorado Academic Standards, and working as a whole to increase the rigor in our instruction. Staff are excited to implement new instructional strategies that enhance the engagement between students so that they can work to synthesize and apply knowledge.
- Several teachers have begun to incorporate Schoology into their classrooms. So far it is being utilized in several Social Studies classes and also in our GTT class. They are also sharing what they know with other teachers, additional teachers will be incorporating schoology soon.
- Back to School Night took place on Thursday, August 14th. There was a community BBQ at 5:00pm. Beginning at 6:00pm, parents followed a bell schedule so that they could meet each of their child’s teachers and learn about what their classes involve over the course of the year.

Upcoming Activity

- Teachers are going to be supported with PD training in Engage NY by using the Teach Eureka Video Series.
- Norming of evaluation practices throughout the Zone is a focus for administrators during the month of September
- Administrative teams are working on ideas to increase SAC participation at Falcon Zone Schools

Department: | POWER Zone

Values: Climb with Care and Confidence * Create a Loyalty Effect * The Most Important Person in the World * Family First * Serving our Community

Mission: Purposeful Risk * Ownership of Learning * Whole Child/Student Concept * Engaging Inquiry * Respectful Relationships

Current and Ongoing Activity

Evaluation and Instruction

In an effort to have the most effective evaluation tool in the state, on Thursday, October 2nd the POWER Zone Evaluation Committee will look at current effectiveness ratings, aggregated up to the zone and district levels, of several area school systems and compare these to our own. They will also look at some possible reforms to the effectiveness scoring rubric and how each element is ultimately scored at the end of the evaluation cycle as well.

iObservation Fidelity, a training and element norming resource for our administrators, is well underway in all five schools. This training is intended to increase scoring validity and reliability amongst our administrators across schools and the zone. It has been discovered that there is more value in performing this type of training in building specific teams, rather than as a zone. This may be due to the level specific (Ele, Middle, High), and even building specific, places that each school is at in regards to their curriculum and evaluation implementation.

Curriculum

Curriculumpedia has been vastly updated over the past month. There are more learning scales and units posted than ever before. Sherry Kyle has begun actively pushing into every elementary school's team time to facilitate the curriculum prioritization work that needs to be complete by December 19th of this year. Once the step of prioritizing evidence outcomes and denoting the level of rigor each one should be taught to is complete, we will begin the process of resource alignment, creation, and adoption.

Assessment

I am pleased to announce that 4 teaching teams have volunteered to be a part of the instructional tool design programming opportunity being offered through the zone. Two 3rd grade teams will focus on reading outcomes and two 5th grade teams will focus on math. These teams service about 400 of our students total, about 10% of our zone, and will help us determine best practices in assessment delivery and analyses. Training will be a three tiered process consisting of first training in the usage of Scantron benchmarking data to include suggested learning objectives, secondly training in delivering the Instructional Tools per grade level expectation to their students, and the third will focus on how to interpret the data and what best next instructional steps need to take place.

Upcoming/Other Activity

POWER Zone's SAC and Zone Innovation Assembly members met on Wednesday, August 20th to discuss possible accountability measures for the POWER Zone. Parents and staff came up with some great ideas such as teacher retention data, emotional student growth, classroom surveys, discipline data, focusing on assessments that deliver immediate feedback, and more. These will be discussed in more detail at various SAC and ZIA meetings to be held throughout this year.

Department: | iConnect Zone

With the beginning of the school year, schools have been hard at work onboarding new students and communicating expectations for the upcoming school year. We had a very successful first Round Table Leader meeting that updated and set this year's plan for leadership improvement.

Current and Ongoing Activity

iConnect Zone Leader and iConnect Solutions Coordinator have been reviewing, revising and modifying the NACSA Authorizer Best Practices document to improve our practices and ensure that charter authorizing is the best it can be.

iConnect Solutions to include Jim Bonavita and Rochelle Kolhouse have been hard at work in developing Schoology training for online teaching and best practices. There are currently over 1000 online courses being implemented across the district to include original courses and credit recovery courses.

FHP has included Science and History classes into their academic offering for students in 8th – 12th grade. These classes operate with the same blended format that Math and English have utilized since 2012. The students attend classes for 1½ days per week for each class and then complete synchronous and asynchronous lessons while at home via Schoology and FuelEd.

FHP has added Monday, as an enrichment day to address the enrollment needs of the community. While there are currently some spaces available for new students, many of the classes have reached capacity. They will continue to accept new students until Friday, September 26th.

Contributing to Big Rock #3, **PPSEL** is continuing to delve deeper into its school model. 20% of the staff will be attending a 3-Day conference titled, "Assessment Planning to Achieve High-Quality Work". They will be refining our processes of curricular plans, assessment practices, and standards-based authentic products. They will then use the "train the trainer" model to bring this work back to the school.

RMCA is now on Schoology! All staff is required to have an account and our group access code is-S29NT-KJFVP feel free to join!

IIR There are many positive features including Middle School Band and Choir within the school day and have expanded Latin taught to all students 3rd to 8th grade.

FVA brought in the Buck Institute to train all their staff on high level inquiry based project based learning strategies consistent with their Blended Learning philosophy.

Upcoming Activity

RMCA Open House/Curriculum Night at RMCA Elementary Sept 11th 5-7pm

PPSEL will be hosting an event for School of Choice Week in January. This supports Big Rocks #2 and #4. The school's PTO will support the administration in an event that brings attention to school choice.

Dave Knocke from **FVA** was selected to be on the National Advisory Board for FuelEd.

IIR is participating in fabulous Watch Dog program-engaging dads in the school day, which kicks off August 26, 2014. We had over 60 RSVP and were able to fill most of the days for the fall semester with a Watch Dog on duty. Thanks to parent David Rex for facilitating this initiative.

Department: Sand Creek Zone

Current and Ongoing Activity

Instructional Rounds

The Sand Creek Zone continues to conduct instructional rounds at each building as a means of identifying promising instructional practices to replicate across buildings.

Intensive Learning Teams

The Sand Creek Zone will assemble K-12 Intensive Learning Teams to continue create aligned curriculum maps and quality unit plans.

Upcoming Activity

Model Classrooms

Carolyn Merritt and Sean Dorsey will meet with model classroom candidates from across the zone and begin taping best practices from across the zone to serve as a professional learning resource on Schoology.

Primary Literacy

EIES leadership will meet with Sean Dorsey and Mary Anne Aragon to discuss the development and implementation of a long-range literacy plan for the building. Best practices included in the plan will be replicated across the zone.

Department: | Sand Creek High School

Current and Ongoing Activity

SCHS Tutoring Center and SCORP Success period

The SCHS tutoring center is up and running in the library. Open from 7:30 to 4:00 Monday through Thursday, and during the school day on Friday, the center is staffed by a math and ELA specialist as well as a cadre of trained peer tutors. Our SCORP success intervention period began pulling students with identified needs to work with selected teachers, 3 days a week for a total of 90 minutes of extended learning time in core curricular areas.

Department: | Horizon Middle School

Current and Ongoing Activity

Horizon Middle School had a very successful open house night on August 14th. Approximately 600 people showed up to learn more about Horizon and meet the staff. Parents were invited to watch a brief presentation about our new renaissance program and were encouraged to follow their students schedule around seeing each classroom and meeting their teachers. During the lunch time parents were able to enjoy refreshments in the cafeteria, learn more about our IB program and purchase HMS spirit gear!

Before and after school study lab is in full swing. We offer one hour of supported study lab open to all students. Every Monday and Wednesday study lab is open from 7:00-8:00AM on Tuesdays and Thursdays we hold study lab after school from 3:20-4:20PM. Any students who are struggling with homework or who would just like some extra help from a staff member are welcome to join us on these days.

Department: | Learning Services

The Learning Services team has been out and about in schools during the first month of schools. Our team has been supporting schools with training, data dialogues, classroom walkthroughs and school improvement planning.

Current and Ongoing Activity

Assessment and Reporting: Assessment staff have been out in schools providing training on TCAP Growth, Scantron and Alpine Achievement. Kristy Rigdon, Coordinator of Curriculum, Instruction and Assessment has begun participating in CDE training related to new state assessments. The first School Assessment Coordinator meeting is scheduled for Sept. 4. We will begin training school leaders on administering the CogAT assessment, which will be administered to all 3rd and 6th graders. On August 29, Patriot Learning Center staff participated in training provided by Scantron. Staff learned the purpose of Scantron testing, how to administer the assessment and interpret results. With this information PLC will be better able to identify the strengths and weaknesses in what students know and are able to do, then adjust instruction to meet students' needs. Malou Koster, Data Clerk, is working with CDE to get state identification numbers (SASIDs) for new students. This process has changed recently, so the team will need to develop training for school secretaries to apprise them of the new procedures.

READ Act: CIA Zone Administrators and Education Office leaders collaborated to complete revisions to the READ Act Handbook. This document guides D49 teachers and leaders in determining Significant Reading Deficiencies, SRD's, in students K-3rd grade. Improvements in the handbook include clarity for writing READ Plans for English Language learners and students with IEP's, and additional tools to use data in determining an SRD.

Health and Wellness: The NFL Foundation, in partnership with The Cooper Institute, has provided FITNESSGRAM (FG) to 35 schools in each of the 32 NFL markets. Two D49 schools have been awarded the NFL PLAY 60 FITNESSGRAM grant (\$599 value/school) and will receive the FG 10 Software as well as project support from The Cooper Institute. The Denver Broncos approved PLC and SCHS to join four of our other district schools in utilizing this program. FG is the national health-related fitness assessment adopted by the Presidential Youth Fitness Program and is the most widely used children's fitness assessment in the world. Revisions to School Wellness Policy ADF were presented to the board during the Aug. 27 work session. The District-wide Wellness Advisory Council also began revisions to the supporting guidelines.

Title Programs: Title I principals met on August 21, to discuss upcoming policy changes at the federal level, data results and initial school improvement efforts. Schools are still working to fill interventionist positions funded by Title I and are beginning to identify needed plan revisions, which are due by December.

Schoology: Schoology is now available to every student and staff member in District 49 Coordinated Schools. Extensive behind the scenes work has been done to ensure our internal systems sync. Schoology has essentially created a "virtual classroom space" as an option for instructional delivery throughout District 49.

Capturing Kids Hearts: Improvement Plan, Learning Services coordinated Capturing Kids Hearts August 26-28. Fifty-three teachers from across District 49 participated.

Primary Literacy: As we strive to reach 100% reading proficiency by grade 3, our research partner, Hanover Research, is currently compiling current literature on effective practices in primary literacy. This research will be shared with elementary teachers and leaders in an effort to change practices to improve instruction in grades K-3. Additionally, we are contacting schools in our region with 90% + students scoring proficient or advanced at the 3rd grade level. Only six schools regionally have achieved this goal. We are beginning to support principals with strategies for their Unified Improvement Plans, which increase achievement in primary literacy. Elementary schools have nearly completed beginning of the year reading assessments using DIBELS Next. Once complete, data will show areas in which to target reading instruction. The capability to compare data to the previous year will also be possible. On August 28, elementary teachers and leaders continued professional learning provided through the ELAT (Early Literacy Assessment Tool) grant. They learned to administer and interpret the DIBELS Deep Diagnostic Assessment. This tool is used to confirm reading deficits in students and target reading instruction to close gaps.

Educator Effectiveness: The Learning Services team offered the initial CDE approved training for new evaluators on August 14. This training satisfies all state requirements to legally certify evaluators in Colorado schools. There are currently 35 educators participating in this course from within and outside of District 49. On August 22, The Center for Transforming Learning and Teaching provided training for Zone Evaluation Councils on further developing our Measures of Student Learning.

Upcoming Activity

Educator Effectiveness: The Learning Services team began to offer CDE approved training for new evaluators on August 14. This training satisfies all state requirements to legally certify evaluators in Colorado schools. There are currently 35 educators participating in this course from within and outside of District 49. On August 22, The Center for Transforming Learning and Teaching will provide training for Zone Evaluation Councils on further developing our Measures of Student Learning.

Schoology: A District 49 Schoology Response Team is being formed to aid in the use and additional roll out of Schoology. One educator per school will receive periodic training and become a contact person in their respective schools for questions, answers, problem solving and more. The first annual District 49 Schoology User Conference will be held during fall break. Users will share their experience and best practices in a mini-conference format with other colleagues.

Health and Wellness: Rachel Duerr will be attending the Healthy Schools Successful Students and Colorado Coalition of Healthy Schools meetings in Denver Sept. 4-5. A Whole School, Whole Community, Whole Child co-leader training will be held Sept. 11 to focus on School Health Improvement Plans (SHIPs) for the 2014-2015 school year.

Leadership Blueprint: September 23-24 new leaders in District 49 will participate in Leadership Blueprint. District administrators and the Board of Education have participated in this training for the past two years in an effort to build sustained leadership structures and our strategic plan.

Accountability:

We have received our initial District and School Performance Frameworks. District 49 continues to be accredited by the Colorado Department of Education at a “Performance” level. This is a significant achievement considering that we embraced GOAL Academy this past year, which serves approximately 3,000 at risk students. Boards of education accredited their schools based on the results on these frameworks. The District Performance Framework and each school’s frameworks will be shared with the Board during the September work session.

Department: | Individualized Education

Current and Ongoing Activity

English Language Development:

- Alignment of WIDA/CELP Standards – creation of roadmap/guidance
- Finalization of D49's ELD Re-Designation Procedures
- ELD Parent Advisory Committee – meeting – Aug. 21, 2014 – approx. 50 parents/students/ staff were in attendance. Topic of discussion: TCAP –EL data, READ ACT and EL's, Infinite Campus/Parent Portal account assistance



Special Education:

- The month of August included a variety of visits to buildings that included observations of classroom instruction, student engagement and collaboration between service providers. To date we have completed 23 classroom observations looking at instructional delivery and targeted program support.
- The Special Education department has increased its collaboration with outside agency partners, working to increase attention to students, discuss progress monitoring and effective goals setting which underscores the essential relationship with these partners.

EXCEL, Expulsions and Athletics

- There were no expulsions for the month of August.
- There are currently 8 students in the EXCEL program which has now been in session for 2 ½ weeks. 6 of the students are taking the class at the central office location and 2 students are doing the program from home on-line, because of transportation issues. When the EXCEL program moves to the Pony Tracks location in October that student will be able to attend. 1 student who will hopefully graduate will continue to take classes at home
- The students have already finished a total of 7 on-line classes' total, during the first 2 weeks of class. This is exceeding expectations.
- The students and parents have responding positively, overwhelmingly, with the new uniform/dress code concept. Surprisingly the students like it and it is clear why this is "best practice" for alternative students and campuses.
- Jay, Amber and Zach met with a representative from homebound on-line classes to look at possibilities of utilizing that program.
- Jay, along with other district personnel attended the Truancy In-Service provided by the courts on August 22 at TESLA.

District Athletics:

- There were a number of eligibility issues that were resolved in a positive manner regarding home school and transfer students.
- Head and Assistant coaching positions continue to be filled. Jay will be a part of the interviewing process for the head girls' basketball coaches which are being held on Wednesday, September 3.
- Fall sports are off to a good start - there continues to be questions concerning financing issues for athletics from all schools.
- Jay reminded all schools, that to be consistent, a district employee and guest can get into a district sporting event free with a district ID. All schools agreed.

Counseling:

- The district counselor has been working with Nikki Lester and others on both the CTA report and the Perkins Grant.
- The district counselor continued working with Mary Perez on ICAPs and introducing Concurrent Enrollment to the district.

Gifted and Talented

- David Sinha, GT TOSA, will host two meetings the first week in September to provide an overview of GT services and identification processes for interested staff
- David Sinha, GT TOSA, will co present at our first SAC meeting on Sept. 4 to provide assessment guidelines for our 3rd and 6th grade CoGat screeners. Charter Schools will be provided a different assessment window and coordination is happening with Mrs. Kim McClelland at her Sept. 9 Charter School admin meeting

Upcoming Activity

English Language Development:

REPORT OF THE CHIEF EDUCATION OFFICER

- ELD PLC – continue the curriculum work that we started 13-14 SY
- Completion of English Language Plans, Language Benchmark Assessments, etc.

Special Education:

- Planning continues for our Sept. 26 PLC for all special education ESP. This includes paras, bus drivers, bus monitors, and health techs. Topics include: supporting special education students in the general education environment, overview of Dravet Syndrome, and supporting students on the bus and fostering positive relationships with parents.
- All special education teachers have been added to program specific Schoology reports. We have broken content down into areas that align to SLD, SoCo, SED, and SSN. This will serve as our primary method to distribute instructional information and serve as our launch pad for PLC discussion. First PLCs to occur in Sept.

EXCEL, Expulsions, and Athletics

- Jay, Ron Lee, Jack Bay and Zach Craddock met one more time at the Pony Tracks location to finalize plans for a program move in October.
- A new district wide “Discipline Matrix” for all grade levels is being distributed on Friday, August 29th. Jay has been working with Lou Fletcher to discuss due process and consistency in the district’s handling of discipline and consequences across all zones. This will begin to be discussed at an All Principals meeting initiated by Lou, which will take place on September 16.
- An athletic director’s meeting will be held on September 16 that will involve all AD’s from D49 secondary schools. The agenda will include : As of now the agenda will include: Finances and reimbursement of free and reduced monies; transportation; Schedule B hires and coaches evaluations. Representatives from finance, transportation and human resources will be in attendance at the meeting.

Counseling:

- The district counselor, in conjunction with Mary Perez, will continue to meet with all secondary counselors on the professional development day to train on ICAP and Concurrent Enrollment.

Gifted and Talented

- GT Stakeholder Quarterly Meetings have been set and communicated to building principals and stakeholders through our Communication Department. An outcome of our first meeting is to identify a key group of stakeholders that will serve as our GT Advisory Council.
- Work continues throughout the district with individualized support on Zone and School GT initiatives that will support our advanced learners.

Department: | Human Resources

With schools open and operating, you will notice a sharp increase in the activities in this report. As you know, we are managing some major personnel and organizational changes this year, so you can expect to see additional full reports into the future.

Current and Ongoing Activity

Staffing Update

Licensed Staff: Kim Steeves, Licensed Staff Liaison, has essentially completed filling licensed positions for this school year. The District hired a total of 113 classroom teachers and 10 itinerant staff for 2014-15 school year. Four positions are currently open for licensed staff. Ms. Steeves is now finalizing horizontal pay advancements. In addition, she is processing a high number of requested leaves of absence.

Support Staff: Lisa Cheney, Support Staff Liaison, has processed 94 new staff to fill vacancies for this school year. Unfortunately, she has also processed 38 resignations since the start of the school year. The vacancy count for support staff stands at 23 as of this writing.

Substitute Staff: Human Resources is paying close attention to the number and quality of substitute staff. HR has recruited and oriented approximately 60 new substitutes, both licensed and support, since July 1st. HR will continue to monitor the needs for augmenting the pool of support substitutes and add as needed to ensure schools are appropriately staffed.

Support Staff Evaluation Tool

Human Resources is continuing its work toward building an improved evaluation system for support staff. Sally McDermott, Human Resources Manager, and Becky Engasser, Human Resources Generalist, are leading the project. Employees and evaluators provided input into the process at storyboarding sessions held in August. Their input will help shape the eventual tools and process, which will be used for 2014-15 evaluations. HR is exploring technology to support a paperless (or less paper-intensive) process.

Upcoming Activity

Staff Training

Paul Andersen, Director of Human Resources, and Sally McDermott, Human Resources Manager, are setting plans to provide performance management training for administrators and supervisors. The training will aim to clarify the importance of strong documentation and equip attendees with tools and hands on practice with preparing and delivering corrective actions.

Department: | Instructional Technology

Wayne John

Current and Ongoing Activity

Wayne continues supporting the new teacher laptops with the setup of software and interactive white boards, district's migration to Gmail, labs inspections for District, CTE and online testing compliance, upgrades to network cabling, and the upgrading or removal of old Windows XP computers. Wayne provided tech support to two CDE training events hosted by our Nutrition Services Department.

Upcoming Activity

The Domain Controllers / Proctor Cache computers and the APC surge protectors for servers have been ordered and installation will begin as they arrive. The CMAS testing window is approaching fast. Wayne will begin the lab inspections to ensure they're ready.

John Litchenberg

Current and Ongoing Activity

John is working with CCS to complete the educational staffs transition to Gmail. He is also working with schools to identify technology needs and plan for them. This includes setting up Android tablets, iPads, Chrome books, MacBook Air labs, and changing wireless infrastructure to make it all work together. John is also working with Special Education to facilitate student technology access. This month had John inventorying the remaining MacBook Pro stock before packing it up for shipment at the end of our technology lease.

Upcoming Activity

John will begin moving staff, Special Education, and ELD iPads to a new management system. The benefit's of the new system include better tracking of devices, the ability to re-assign apps to users, and the ability to permanently assign the management software. John will be working with the admin at SCHS to create a pilot student network

Department: | Communications

Two major initiatives are transitioning out of rollout phase. Two new initiatives are moving into implementation phase. Focus continues on serving different communities and positive district media coverage.

Current and Ongoing Activity

Website

We continue to educate teachers, campus webmasters and district departments about district's digital brand and web platform functionality. Within the last week brought on SiteImprove vendor to monitor website and produce weekly reports on spelling and grammatical errors, broken links and brand integrity. Aiming for two emails or videos a month to staff and families about features or conveniences on website.

Advertising Campaign

Two-month campaign targets positive brand awareness under new District 49 brand utilizing "The Best District to Learn, Work and Lead" tagline. Radio, web/digital, direct mail and movie theatre buys allow for more targeting marketing than some of the wide net buys that were made before my arrival. Campaign targets current district families and families that have choiced out of district.

Cultural Compass

Document explaining the District 49 cultural compass in detail is being written and should be completed by mid-September. Message will be shared via a staff email/video and will be communicated to the community and public through email marketing and website.

Media Relations

Proactive relationship building continues with local media outlets continues and remains focused on assignment desk, executive producers and field reporters. District communications department provided video and script for positive stories that outlets ended up using. Have had success in guiding stories related to bond/mill. Prep sessions for interviews with CEO, CBO and other staff members have gone well and positively impacted stories.

Upcoming Activity

Volunteer 49

Relatrix volunteer access and database system set for hardware install in late September with planned roll out after fall break. Messaging set to begin to families in early October. Student safety, convenience and ability to log hours, catalog where hours are being served, and advertising volunteer opportunities are benefits of the system.

Messaging Matrix

Will work with chief education officer, zone leaders and principals to develop a flow chart/decision tree type document to guide what type of situations at schools require a message to families, how messages should be delivered and when press releases to the media are needed. Several events at the end of 2012-2014 school year and start of current academic calendar have made me aware of the need for such a document.

Department: | Concurrent Enrollment

Best District: Cooperative Agreements for both Concurrent Enrollment and ASCENT (5th year of Concurrent Enrollment) have been submitted to Pikes Peak Community College and UCCS. Communications with Colorado Technical University have begun, as we explore additional and unique postsecondary course offerings for our college and career bound students.

District transcript conventions are being developed to ensure uniform recording of college level coursework on our D49 high school transcripts.

D49 Policy reviews/revisions are underway for:

- IHCDA – Concurrent Enrollment
- IHCDA-R – Concurrent Enrollment
- IHCDA-R2 – ASCENT
- IKCA – Weighted Grading

Portfolio of Schools: In addition to AP, IB, and other dual enrollment options, Concurrent Enrollment and ASCENT will provide a *college tuition cost savings option* for qualified students and families and will provide a competitive edge to our portfolio of traditional schools, virtual and alternative schools, and home school programs.

Every Student: Information sessions and training for Concurrent Enrollment (CE), Individual Career & Academic Plans (ICAP), and College in Colorado (CIC) have been underway for two weeks, providing an overview of initial program implementation and CIC demonstrations to ensure a robust support system for students and parents as we speak to students about their postsecondary goals, grades 6-12. Additional CIC training will be provided as needed, and further Concurrent Enrollment training and College Advising will continue into Fall and Spring semesters for high school counselors and support staff.

Community: D49 high school teachers interested in teaching Concurrent Enrollment courses on our high school campuses are invited to apply to Pikes Peak Community College (PPCC) as adjunct professors. Teachers must have a master's degree and at least 18 master's credits in their content area. Over 15 teachers have expressed interest in applying, and our hope is that, once certified as PPCC adjuncts, our teachers might then be given opportunities to serve our region's adult learning community in the evenings and on weekends, employed PPCC.

CDE News: Concurrent Enrollment Funding Model will align with ASCENT Funding Model, beginning in 2015-16 academic year:

- FT CE Funding = 12+ college credits
- PT CE Funding = 3-11 college credits

The majority of our D49 concurrent enrollment students will likely be attending high school classes PT and college courses PT, resulting in FT funding.

Department: | Career & Technical Education

Current and Ongoing Activity

This year at Skyview Middle School every student will now get the opportunity to learn Autodesk Inventor and PLTW.

Falcon Middle School changed their club name this year from Technology Club to Lego Robotics Club. Last year they had about 3 – 5 members participate in various activities. This year the growth has been incredible and now averaging between 25 – 30 students at a weekly meeting.

Vista Ridge Biomed program has meet all of its provisions and is now an official Approved Program.

Vista Ridge HOSA is off to a great start. Officers were elected and officially inducted on Sept. 2

Falcon High School CyberPatriot club has begun and estimates to have 6 or 7 teams for competition this year. One of those teams includes an all girls team.

Upcoming Activity

Falcon Middle School will have a team from their Technology Club registered to participate in the Southern Colorado Qualifier Lego League Competition at Air Academy High School on Saturday, November 8, 2014.

Sand Creek is developing a partnership with Michael-Ryan Fletchall, CEO of Experience Media Studios to develop real-world design projects for students.

Falcon High School has two students who have been chosen as Memorial Health System Learning Link Interns. Both will intern at sites of their choice in a MHS facility starting in January 2015.

Department: | Cultural Capacity

The Cultural Capacity paradigm is a continuous process that requires buy-in from the Falcon School district 49 Community of Practice. In the early stages definition and exposure set the stage for intervention and the implementation of the multilevel multicultural education program.

Current and Ongoing Activity

Cultural Framework

Work on the “Creating Cultural Capacity” is ongoing in the Schoology Learning Management System. A draft of a Common Discipline (CD) matrix is being coordinated among district stakeholders. In coordination with HR Designated Administrators (DA) have been identified. The DA’s will be trained on Infinite Campus codes, introduced to the CD matrix and Due Process sheet in September. In collaboration with Communications, the Cultural Compass is beginning to crystalize as a district tool.

Department of Justice

Kelly Gardner, Esq. communicated that the Department of Justice agreement was being coordinated through “levels” at the DOJ. The edited DOJ agreement could be returned to District 49 during the first two weeks of September for our review and comment.

Community Outreach

Met with the organizers of the Educating Children of Color Summit and the African American Youth Leadership Conference; they are looking forward to the District’s support and participation in their upcoming events. Presented the inaugural Falcon High School “Excellence” Scholarship; an instant realization of the capacity to help students which resides in our community.

Upcoming Activity

1) Work continues on “Creating Cultural Capacity”. 2) Following up with DOJ to finalize and implement agreement. 3) Training Designated Administrators for their duties.

Department: | Enrollment Management and Infinite Campus (IC)

Central Enrollment is the doorway to the district; therefore, processes are being reviewed daily to add efficiency and customer focus. IC is a cog in the process of creating efficiency in the district.

Current and Ongoing Activity

Enrollment Reform

Inefficient processes are being assessed and non-material solutions (procedural) solutions are being implemented. The age of the Enrollment staff’s computers are a concern (7 years old on average) and a request for tech refresh has been submitted. IC is working with Concurrent Enrollment to set up a course structure that integrates with current transcripts and enrollment protocols.

Upcoming Activity

Process Documentation & Customer Service Training

Customer service will continue to be modeled; staff focus will be customer-focused to support all stakeholders effectively. Pulling enrollment functions back from Patriot Learning Center and integrating them into Central Enrollment. Planning migration of IC to the cloud during October break; the data throughput test was successful and the move will save the District nearly \$9K this school year.

BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Mark Brown, Principal
TITLE OF AGENDA ITEM:	Calendar Change at RES and EIES 2014-2015
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Remington and Evans Elementary would like to adjust the calendar that will support student achievement. Teachers will spend quality time in Professional Learning Community meetings with their grade level and support staff teams. Professional development will occur, with staff members providing in-house training, with other district personnel, and with outside trainers, including community members. Time will allow for book studies and discussion, centering on student achievement, Common Core and state standards, and specific interventions based on analyzing student data, to better serve instructional needs.

RATIONALE: Allows for time for instructional staff to receive training, analyze student data that will focus on student achievement, improving instructional practices, and ability to provide effective interventions for student needs.

RELEVANT DATA AND EXPECTED OUTCOMES: Teachers will utilize new learning and strategies in their instructional delivery and staff will understand their students' needs, thus providing quality and effective intervention and instruction. Additions: Quarterly PLC Prep Days – No Student Contact, October 27th and April 6th and Assessment/Data Prep. Day – No Student Contact, May 8th

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Having the time to do the right things, the right way.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Our teachers will include community topics during the quarterly PLC meetings to include: standards based field trips, Veteran's Day Celebration, and implementing the community garden into classrooms.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Our teachers will implement true PLC best practices by upholding specific times for grade level teams to evaluate, collaborate, plan together, and lead within their school/zone/district.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Our schools would continue and grow as a high quality, exceptional school, with a focus on student achievement, through building strong Professional Learning Communities and well-trained and informed staff members.
Rock #5 — Customize our educational systems to launch each student toward success	Focus on student needs and student achievement. Data Collection + Analysis = Effective Intervention + Instruction.

FUNDING REQUIRED: No

AMOUNT BUDGETED: \$ 0

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the attached calendar changes at Remington Elementary and Evans International Elementary Schools for the 2014-15 school year as recommended by the administration.

APPROVED BY: Sean Dorsey, Zone Leader

DATE: August 12, 2014

Remington Elementary School

2014-2015 School Calendar Specific To Remington Elementary

July 2014						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

All students in school	Veterans Day Observed
Breaks/Vacations	Parent Conferences/ No Students
District Closed	\ End of Quarter
K-12 Professional Development	First Day of School
Quarterly PLC Prep. Day/ No Students	
Assessment/Data Prep./ No Students	

BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Melissa Andrews
TITLE OF AGENDA ITEM:	Horizon Middle School Park Land
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Horizon Middle School sits on two parcels of land, one is the dedicated piece from the adjoining developer and the other is from El Paso County Parks. The school building sits on the dedicated piece, but half of the track and field and half of the elementary campus of Rocky Mountain Classical Academy sit on the piece from El Paso county Parks. The deed to the parcel from El Paso County Parks is in District 49's name, but has a reverter clause in it stating that if it is not used and maintained as a park, it would revert back to the county as a park. School District 49 needs to ensure that the deed states that use as a school is appropriate as well.

RATIONALE: By modifying the reverter clause language, we ensure that the land will remain in School District 49's name and allows us the opportunity to expand athletic programs or building space if future needs arise.

RELEVANT DATA AND EXPECTED OUTCOMES: With District 49's Board approving the resolution, the El Paso County Commissioners should pass the same resolution, resulting in a clean deed that accommodates school use.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	In the event the existing reverter clause takes effect, Horizon Middle School will lose their fields for athletic activities. By addressing the verbiage in the deed, we guarantee that the money invested into the athletic program will not be wasted.
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	Once we ensure that the land will remain in School District 49's name it allows us the opportunity to expand athletic programs or building space to meet the educational needs of out students.
Rock #5 — Customize our educational systems to launch each student toward success	Once we ensure that the land will remain in School District 49's name it allows us the opportunity to expand athletic programs or building space to meet the educational needs of out students.

FUNDING REQUIRED: Fees for the attorney and recording of the deed

AMOUNT BUDGETED: TBD

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the resolution attached to item 7.02 as recommended by the administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: August 29, 2014

RESOLUTION

FALCON SCHOOL DISTRICT 49 BOARD OF EDUCATION

RESOLUTION TO CONVEY TO EL PASO COUNTY BY QUITCLAIM DEED PROPERTY LOCATED AT 1750 PIROS DRIVE, TRACT A, CONSTITUTION HILLS FILING NO. 1 AND TO ACCEPT SIMULTANEOUSLY A QUITCLAIM DEED FROM EL PASO COUNTY FOR THE SAME PROPERTY WITH A REVISED REVERTER CLAUSE

WHEREAS, on or about June 5, 1984, the Constitution Hills Development corporation deeded to El Paso County TRACT A In Constitution Hills Filing No. 1, El Paso County Colorado, with a physical address of 1750 Piros Drive, identified in the records of the El Paso County Clerk and Recorder at Book 3883, Page 257 (See Exhibit 1, attached hereto and incorporated herein by this reference) (hereinafter "Subject Property"); and

WHEREAS, the Board of County Commissioners, in Resolution No. 84-218 Land Transfer – 2, duly recorded in the El Paso County Clerk and Recorder's records at Book T Page 312, agreed to convey the Subject Property to Falcon School District 49 ("School District") to be used as a neighborhood park (See Exhibit 2, attached hereto and incorporated herein by this reference); and

WHEREAS, by Quitclaim Deed dated July 5, 1984, recorded at Book 3904, Page 525 in the El Paso County Clerk and Recorder's records, El Paso County conveyed the Subject Property to the School District with a reverter clause stating that if any part of the Subject Property was no longer used and maintained for park purposes then the Subject Property shall revert ownership back to El Paso County (See Exhibit 3, attached hereto and incorporated herein by this reference); and

WHEREAS, the School District now desires to make use of the Subject Property for school purposes, including potentially building a permanent school building on the land; and

WHEREAS, the School District's Board of Education ("Board of Education") finds that it is in the best interests of the citizens of the School District that the reverter clause be revised to permit the School District to use the land for school purposes or park purposes and believes such purposes to be within the spirit and intent of the original conveyance, and the School Board has determined it would serve the best interests of the residents of the School District to approve and enter into the respective conveyances of real property described in this resolution; and

WHEREAS, it is necessary for the School District to convey to El Paso County its interests in the Subject Property, and for El Paso County to immediately re-convey the Subject Property back to the School District with a revised reverter clause requiring the Subject Property be used for park purposes or school purposes; and

WHEREAS, the Board of Education of the School District agrees to accomplish this transaction by conveying all of its property interests in the Subject Property to El Paso County by

Quitclaim Deed, and that the District will then accept the conveyance by a Quitclaim Deed from the Board of Commissioners of El Paso County all of the County's interests in the Subject Property with a revised reverter clause requiring that the Subject Property be forever used and maintained for either public park or school purposes (See Exhibits 4 and 5, attached hereto and incorporated herein by this reference); and

NOW THEREFORE, BE IT RESOLVED, the Falcon School District 49 Board of Education hereby approves the transfer of title to the Subject Property depicted in Exhibit 4, and hereby approves for the School District to accept by re-conveyance the Subject Property with a revised reverter clause requiring the Subject Property be forever used and maintained for public park or school purposes, pursuant to the terms and conditions set forth in the Quitclaim Deed at Exhibit 5, and that said Quitclaim Deeds be recorded in the appropriate order in the records of the El Paso County Clerk and Recorder's Office to complete the transfers of title to the subject property.

BE IT FURTHER RESOLVED, that Tammy Harold, President of the Board of Education, be and is hereby authorized and appointed on behalf of the Board to execute any and all documents necessary to carry out the intent of the Board as described herein.

APPROVED this _____ day of _____, 2014.

FALCON SCHOOL DISTRICT 49
BOARD OF EDUCATION

By: _____
Tammy Harold, President

04127001

JUN 14 PM 2:55

BOOK 3883 PAGE 257

13.00

Filed for record the _____ day of _____ 1984

No. _____

El Paso County, Colorado

RECORDED

Warranty Deed

Know all Men by these Presents, That Constitution Hills Development, Inc., a Colorado Corporation

of the County of El Paso and State of Colorado, for the consideration of One Dollar and other good and valuable considerations, in hand paid, hereby sell and convey to El Paso County

of the County of El Paso and State of Colorado "in Joint Tenancy", whose mailing address is 27 East Vermijo Street, Colorado Springs, Colorado 80903, the following Real Property situate in the County of El Paso and State of Colorado, (Assessor's Schedule Number _____) to-wit:

TRACT A in Constitution Hills Filing No. 1, El Paso County, Colorado

STATE DOCUMENTARY

JUN 14 1984

FEE \$ none

with all its appurtenances and warrant(s) the title to the same, subject to special assessments for El Paso County Local Improvement Districts # 1983-1 and # 1983-3.

Signed and delivered this 5th day of June, 1984



Donell Jeffries
President

Donell Jeffries
Secretary

STATE OF _____ } ss. | The foregoing instrument was acknowledged before me
County of _____ }
this _____ day of _____, 19____
by _____

Witness my hand and official seal.
My commission expires _____

NOTARY PUBLIC

STATE OF Colorado } ss. | The foregoing instrument was acknowledged before me
County of El Paso }
this 5th day of June, 1984
by Omer F. Shepard as President
and Donell Jeffries as Secretary of
a corporation.



Witness my hand and official seal.
My commission expires 1-16-85

Harvey Eugene Shaving
NOTARY PUBLIC

*If joint tenancy is not desired,
strike the phrase between the asterisks.

FORM 3306 WARRANTY DEED CENTER PRINTING CO. COLORADO SPRINGS

Commissioner Herzberger moved adoption of the following Resolution:

BEFORE THE BOARD OF COUNTY COMMISSIONERS
OF THE COUNTY OF EL PASO, STATE OF COLORADO

Resolution No. 84-218, Land Transfer-2

WHEREAS, the Board of County Commissioners authorized the conveyance of park land property to Falcon School District #49 which had been dedicated to El Paso County by Constitution Hills Development Company as part of the subdivision approval for Constitution Hills Filing No. 1; and

WHEREAS, on June 5, 1984, Constitution Hills Development Company deeded to El Paso County a parcel of real property containing approximately five acres in order to meet the parks dedication requirement of the County Land Use Code for Constitution Hills Filing No. 1, the deed having been filed with the El Paso County Clerk and recorded in Book 3883, Page 258; and

WHEREAS, the El Paso County Parks Department has recommended that this parcel be conveyed to Falcon School District #49 for neighborhood park purposes, and the School District has agreed to accept title to this park land and to maintain it as a neighborhood park; and

WHEREAS, the Board of County Commissioners finds that it is in the best interests of the residents of Constitution Hills Filing No. 1 and of the entire county, to convey this parcel to the Falcon School District #49 so that it may be preserved and maintained as a neighborhood park;

NOW, THEREFORE, BE IT RESOLVED by the Board of County Commissioners of El Paso County that the parcel of real property conveyed to the County by Constitution Hills Development Company and recorded at Book 3883, Page 258, be conveyed to the Falcon School District #49 by quitclaim deed; and

BE IT FURTHER RESOLVED, that the quitclaim deed provide that the property is to be used forever as a public park, and that if it shall not be used and maintained for park purposes the property shall revert to the Board of County Commissioners; and

BE IT FURTHER RESOLVED, that Terry R. Harris, Chairman of the Board of County Commissioners, be and is hereby designated as the Commissioner to Convey for the purposes of executing the quitclaim deed authorized by this Resolution.

DONE THIS 5th day of July, 1984, at Colorado Springs, Colorado.

01148461

1984 AUG 10 AM 10:27

BOOK 3904 PAGE 525

300

ARDIS W. SCHMITT
 El Paso COUNTY CLERK

THE BOARD OF COUNTY COMMISSIONERS OF THE COUNTY OF EL PASO, STATE OF COLORADO, a political subdivision of the State of Colorado, 27 East Vermijo, Colorado Springs, Colorado, for the consideration of One Dollar (\$1.00) and other good and valuable consideration in hand paid, hereby conveys and quitclaims to FALCON SCHOOL DISTRICT 49, 10850 Woodman Road, Peyton, County of El Paso, Colorado, the following described real property so long as said property is used for a public park, to wit:

STATE DOCUMENTARY

Tract A, Constitution Hills Filing No. 1

AUG 10 1984

El Paso County, Colorado

FEE \$ none

The property herein described is to be used forever as a public park, and it is to be enjoyed for such purposes by the public generally so long as it is needed for such purposes for which it is conveyed and no longer. If any part of the property herein described is no longer used and maintained for park purposes, then all the right, title, and interest in and to the property shall automatically revert to and revest in the Board of County Commissioners of the County of El Paso, State of Colorado, or its successors and assigns, as fully and completely as if this instrument had not been executed.

Signed this 5th day of July, 1984.

ATTEST:

THE BOARD OF COUNTY COMMISSIONERS
 OF EL PASO COUNTY, COLORADO

By: Terry R. Harris
 Chairman and Commissioner to Convey

STATE OF COLORADO)
) ss.
 COUNTY OF EL PASO)

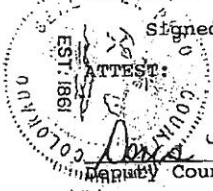
ACKNOWLEDGEMENT

The foregoing instrument was acknowledged before me this 5 day of July, 1984, by Terry R. Harris, the Chairman of the Board of County Commissioners and Commissioner to Convey, and attested to by Doris Hardy, Deputy County Clerk for the County of El Paso and Clerk to the Board of County Commissioners of the County of El Paso, State of Colorado.

Witness my hand and official seal.

My commission expires August 8, 1987

Linda McNamee
 NOTARY PUBLIC



QUIT CLAIM DEED

THIS DEED, Made this ____ day of _____, 2014, between FALCON SCHOOL DISTRICT 49, a Colorado school district and political subdivision of the state of Colorado, whose legal address is 10850 East Woodmen Road, Peyton, CO 80831 (“**Grantor**”), and EL PASO COUNTY, COLORADO, by and through THE BOARD OF COUNTY COMMISSIONERS OF EL PASO COUNTY, COLORADO, a political subdivision of the state of Colorado, whose legal address is 200 South Cascade Avenue, Colorado Springs, Colorado 80903 (“**Grantee**”).

WITNESSETH, That the Grantor, for and in consideration of the sum of TEN DOLLARS (\$10.00) and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, has remised, released, sold and QUIT CLAIMED, and by these presents does remise, release, sell and QUIT CLAIM unto the Grantee, and its heirs, successors, and assigns, forever, all the right, title, interest, claim and demand which the Grantor has in and to the real property, together with improvements, if any, situate, lying and being in the County of El Paso and State of Colorado, described as follows:

Tract A, Constitution Hills Filing No. 1

El Paso County, Colorado (Schedule No. 5406107015)

**Also known by street and number as 1750 Piros Drive, Colorado Springs, CO
80915**

TO HAVE AND TO HOLD the same, together with all and singular the appurtenances and privileges thereunto belonging or in anywise thereunto appertaining, and all the estate, right, title, interest and claim whatsoever, of the Grantor, either in law or equity, to the only proper use, benefit and behoof of the Grantee, and its heirs and assigns forever.

IN WITNESS WHEREOF, the Grantor has executed this deed on the date set forth above.

ATTEST:

FALCON SCHOOL DISTRICT 49

By: _____
Marie LaVere-Wright, Secretary
Falcon School District 49
Board of Education

By: _____
Tammy Harold, President
Falcon School District 49
Board of Education

[illegible]

The foregoing instrument was acknowledged before me this day of , 2014,
by Tammy Harold, President, Falcon School District 49 Board of Education, and attested
to by , Falcon School District 49 Board of Education Secretary.

Witnesseth my hand and official seal.

My commission expires: _____

Notary Public

QUITCLAIM DEED

THIS DEED, made this___ day of _____, 2014, between and EL PASO COUNTY, COLORADO, by and through THE BOARD OF COUNTY COMMISSIONERS OF EL PASO COUNTY, COLORADO, a political subdivision of the state of Colorado, whose legal address is 200 South Cascade Avenue, Colorado Springs, Colorado 80903, (**"Grantor"**), and FALCON SCHOOL DISTRICT 49, a Colorado school district and political subdivision of the state of Colorado, whose legal address is 10850 East Woodmen Road, Peyton, CO 80831, of the County of El Paso and State of Colorado, (**"Grantee"**).

WITNESSETH, that the Grantor, for and in consideration of the sum of TEN DOLLARS (\$10.00) and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, has remised, released, sold and QUIT CLAIMED, and by these presents does remise, release, sell and QUIT CLAIM unto the Grantee, and its heirs, successors, and assigns, forever, all the right, title, interest, claim and demand which the Grantor has in and to the real property, together with improvements, if any, situate, lying and being in the County of El Paso and State of Colorado, described as follows:

Tract A, Constitution Hills Filing No. 1

El Paso County, Colorado (Schedule No. 5406107015)

**Also known by street and number as: 1750 Piros Drive, Colorado Springs, CO
80915**

TO HAVE AND TO HOLD the same, together with all and singular the appurtenances and privileges thereunto belonging or in anywise thereunto appertaining, and all the estate, right, title, interest and claim whatsoever, of the Grantor, either in law or equity, to the only proper use, benefit and behoof of the Grantee, and its heirs and assigns forever.

The property herein described is to be used forever as a public park or for school purposes, and it is to be enjoyed for such purposes by the public generally so long as it is needed for such purposes for which it is conveyed and no longer. If any part of the property herein described is no longer used and maintained for park purposes or school purposes, then all the right, title, and interest in and to the property shall automatically revert to and revest in the Board of County Commissioners of the County of El Paso, State of Colorado, or its successors and assigns, as fully and completely as if this instrument had not been executed.

IN WITNESS WHEREOF, the Grantor has executed this deed on the date set forth above.

ATTEST:

BOARD OF COUNTY COMMISSIONERS
OF EL PASO COUNTY, COLORADO

By: _____
County Clerk and Recorder

By: _____
Dennis Hisey, Chair

STATE OF COLORADO)
) ss.
COUNTY OF EL PASO)

The foregoing instrument was acknowledged before me this day of , 2014,
by Dennis Hisey, Chair of the Board of County Commissioners of El Paso County,
Colorado, and attested to by , Deputy Clerk to the Board of County
Commissioners of El Paso County, Colorado.

Witnesseth my hand and official seal.

My commission expires: _____

Notary Public

STATE OF COLORADO)
FALCON SCHOOL DISTRICT #49)
EL PASO COUNTY)

I, Marie LaVere-Wright, the Secretary of the Board of Education of Falcon School District #49, El Paso County, Colorado (the "District"), do hereby certify that:

1. Attached is a true and correct copy of a resolution (the "Resolution") adopted by the Board of Education (the "Board") at the regular meeting held on **September 11, 2014**.

2. Notice of such meeting was posted in a public place within the boundaries of the District designated by the Board for the posting of notices of meetings of the Board no less than 24 hours prior to the holding of the meeting.

3. The Resolution was duly moved, seconded, and adopted at such meeting by the affirmative vote of a majority of the members of the Board as follows:

Board Member	Yes	No	Absent	Abstaining
Kevin Butcher	_____	_____	_____	_____
Tammy Harold	_____	_____	_____	_____
Chuck Irons	_____	_____	_____	_____
Marie LaVere-Wright	_____	_____	_____	_____
David Moore	_____	_____	_____	_____

4. The Resolution was duly approved by the Board, signed by the President of the Board, sealed with the District's seal, attested by the Secretary of the Board, and recorded in the minutes of the Board.

5. The meeting at which the Resolution was adopted was noticed and all proceedings relating to the adoption of the Resolution were conducted in accordance with all applicable by-laws, rules, regulations, and resolutions of the District, in accordance with the normal procedures of the District relating to such matters, and in accordance with applicable constitutional provisions and statutes of the State of Colorado and all other applicable laws.

WITNESS my hand and seal of the District this **11th Day of September 2014**.

[DISTRICT SEAL]

Marie LaVere-Wright
Secretary, Board of Education



Horizon Middle School Park Land

BACKGROUND

- Around 1984, Constitution Hills development dedicated 15 acres to District 49 and 5 acres to El Paso County Parks
 - ❖ SVMS- 21 acres, FMS- 39 acres, District 49 current policy- 25 acres
- Quitclaim deed conveying the 5 acre park land to District 49
 - Deed includes a reverter clause stating if any part of the property is not used and maintained for park purposes, ownership reverts back to El Paso County





We feel that it is in the best interest of the citizens that the reverter clause be revised to permit the school district to use the land for “park purposes or school purposes”

Request for the District 49 Board to approve a resolution

- Quit Claim Deed from District 49 to County
- The County modifies the reverter clause to state the land will revert back to El Paso County if the land is not used for school or park purposes
- Quit claim Deed from County to District 49

Next Steps

District 49 approval of resolution



```
graph TD; A[District 49 approval of resolution] --> B[Board of County Commissioners approval of resolution]; B --> C[Quit Claim Deed from District 49 to County]; C --> D[Modify reverter clause]; D --> E[Quit claim Deed from County to District 49];
```

Board of County Commissioners
approval of resolution

Quit Claim Deed from District 49 to
County

Modify reverter clause

Quit claim Deed from County to District
49



BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Zach Craddock, Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	Proposed New Job Description
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: District 49 has contracted this service out since 2000. This has led to increased costs and outsourcing this educational service.

RATIONALE: The Teacher of the Visually Impaired will provide direct/or consultative special education services specific to students with vision loss. The TVI provides support to students, teachers, and parents and acts as a liaison with community services.

RELEVANT DATA AND EXPECTED OUTCOMES: The proposed new job description is attached for review. The incumbent Teacher of the Visually Impaired will be assigned to the Executive Director of Individualized Education.

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>Direct hire of this teacher will reduce fees paid to BOCES for administration costs saving of \$8k-\$10k.</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	<u>This new position will ensure District 49 provides quality education to our students that require vision services.</u>
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	<u>By working together, classroom teachers, therapists, and the TVI can create a classroom environment that encourages independence, academic success and prepare the students to be the most productive member of society they can be.</u>

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the Teacher of the Visually Impaired job description as recommended by the administration.

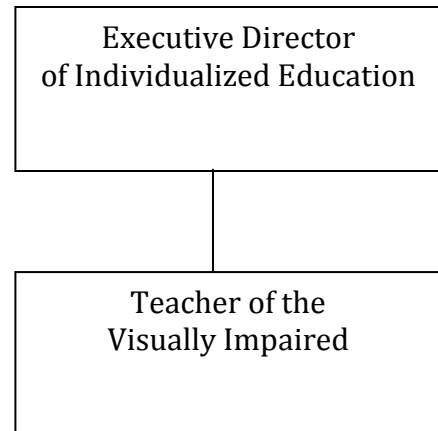
APPROVED BY: Peter Hilts, CEO

DATE: 08/29/2014

TEACHER OF THE VISUALLY IMPAIRED

Job Title:	Teacher of the Visually Impaired (TVI)
Budget Code:	
Initial:	August 2015
Revised:	N/A
Work Year:	Teacher Calendar
Office:	Individualized Education
Department:	Special Education
Reports To:	Executive Director of Individualized Education
FLSA Status:	Non-Exempt
Pay Range:	Licensed Pay Range

Related Organization Chart



SUMMARY:

The Teacher for the Visually Impaired (TVI) will provide direct and/or consultative special education services specific to students with vision loss. The TVI provides support to students, teachers, and parents and acts as a liaison with community services. They work with the educational teams by advising ways of enhancing the student's learning by adapting activities and materials to the student's abilities.

The TVI may help choose appropriate educational materials, and may brainstorm with teachers and therapists about effective adaptations. By working together, classroom teachers, therapists, and the TVI can create a classroom environment that encourages independence, academic success, and prepare the student to be the most productive member of society they can be. All services are delivered in accordance with the Individuals with Disabilities Education Act (IDEA) and the Colorado Exceptional Children's Educational Act (ECEA).

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Evaluate students referred for a functional vision assessment and provide materials for instruction for educators
2. Apply instruction to the current IEP goals, objectives, needs and strengths
3. Provide instruction to students with a vision disability
4. Participate in child find and vision screenings as needed
5. Consult with parents and educators concerning the visual impairment of students in Special Education
6. Provide materials and adapt materials for the visually impaired students
7. Provide appropriate compensatory skills to students with visual impairments
8. Provide teachers with information and materials regarding the general management of instruction specifying the vision needs of students
9. Provide in-service education for teachers and administrators when requested and act as a liaison between

-
- school and agencies for parents and students
 - 10. Provide data that demonstrates progress towards goals for each student receiving vision services
 - 11. Provide required documentation for Medicaid reimbursement in a timely manner, if required
 - 12. Perform other duties as requested by the Executive Director of Individualized Education and/or Assistant Director of Special Education
 - 13. Travel to assigned job sites(s) requires use of personal vehicle
 - 14. Other duties as assigned.

The requirements listed below are representative of the knowledge, skill, and/or ability required for this position:

EDUCATION AND TRAINING:

Bachelor's Degree or higher obtained from an approved program for the preparation of special education specialists: visually impaired and from an accepted, regionally accredited institution of higher education

EXPERIENCE:

Three years of experience in a school setting, preferred

CERTIFICATES, LICENSES, & REGISTRATIONS:

Hold or be eligible to hold a Special Education Teacher, Specialist with an endorsement in Visually Impaired License

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.

Criminal background check required for hire.

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.

PHYSICAL DEMANDS:

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

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate.

BOARD OF EDUCATION AGENDA ITEM 7.04a

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Donna Richer, Executive Assistant to BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review-CASB Updates
ACTION/INFORMATION/DISCUSSION:	Action

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

RATIONALE: Policy and administrative regulation development and revision are designed to increase the probability of an effective and efficient school system.

RELEVANT DATA AND EXPECTED OUTCOMES: The following regulations/exhibits are recommended for rescission; corresponding policies were rescinded on July 10, 2014.

- 9.a.1 IHBD-R, Title I (Parental Involvement)
- 9.a.2 IJK-R, Supplemental Material Selection and Adoption
- 9.a.3 IJL-R, Library Materials Selection and Adoption
- 9.a.4 IJL-E, The Library Bill of Rights

Revisions to the following policies are recommended due to changes to state legislation:

- 9.a.5 BEC, Executive Sessions
- 9.a.6 BEDG, Minutes
- 9.a.7 KDB, Public's Right to Know/Access to Information

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	
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: Move to approve the policy revisions in item 7.04a as recommended by the administration.

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

DATE: August 29, 2014

Regulation is recommended for rescission. Policy was rescinded on July 10, 2014.

~~Title I-~~

~~(Parental Involvement)~~

~~The Board of Education recognizes the importance of having parents involved in the educational programs of their children. Current research indicates that a home/school partnership and greater involvement of parents in the education of their children generally result in higher achievement scores, improved student behavior, and reduced absenteeism. Therefore, parents of student enrolled in the district's Title I school-wide programs shall be encouraged to take an active role in the education of their children.~~

~~The goals of parental involvement shall be to:~~

- ~~1. Involve parents, to the extent possible, in the planning, designing, implementation, and reviewing of the Title I schoolwide programs.~~
- ~~2. Help parents understand the educational process and their role in supporting student achievement.~~
- ~~3. Train parents, teachers, and principals to build a partnership between home and school. Provide professional development that will enable teachers to better understand the needs of parents that are economically disadvantaged, disabled, or of racial/ethnic minorities resulting in more effective ways to reach out and invite parents to be a part of the home-school partnership that is vital to student growth and achievement.~~
- ~~4. Provide opportunities for parents to be informed about their student's progress toward attaining proficiency on state and district content standards through written materials and public meetings. Information shall explain how the student's progress will be measured and how parents will be informed of such progress. This information shall also be provided to the building level and district accountability committees.~~
- ~~5. Annually, at parent conferences, inform parents of the Title I parental involvement requirements.~~
- ~~6. Make every effort to insure opportunities for all parents to participate, including full participation of parents who are economically disadvantaged, disabled, lack literacy skills, do not speak English, or are of different racial/ethnic minority backgrounds.~~
- ~~7. Annually assess, in consultation with parents, the effectiveness of the parental involvement program to determine what action, if any, needs to be taken to increase parental participation.~~

- ~~8. Provide materials and training to help parents work with students to improve student achievement, such as literacy training and using technology as appropriate, to foster parental involvement.~~
- ~~9. Ensure that all information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.~~
- ~~10. Provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training.~~

~~Development of school-level Title I parent involvement policy~~

~~Each school receiving Title I funds shall jointly develop with and distribute to parents of students participating in the Title I program (hereafter referred to as "parents") a written school-level Title I parent involvement policy agreed upon by the parents in accordance with the requirements of federal law.~~

~~The policy shall contain a school-parent compact or agreement that outlines how parents, school staff, and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.~~

~~Title I limited English proficiency program parent involvement~~

~~Pursuant to federal law, the district shall implement an effective means of outreach to parents of limited English proficient students to inform them about how they can be involved in the education of their students and be active participants in assisting their students in attaining English proficiency, achieve at high levels in core academic subjects, and meet challenging state academic and content standards.~~

~~The district shall hold regular meetings for the purpose of formulating and responding to recommendations from parents. Parents shall receive notice of the meetings.~~

~~The district shall provide notice to parents of students identified for participation or participating in the program, not later than 30 days after the beginning of each school year or within 2 weeks if during the school year, that includes the following:~~

- ~~1. The reasons for the identification of the student as limited English proficient and in need of placement in the program.~~
- ~~2. The student's level of English proficiency, how the level was assessed, and the status of the student's academic achievement.~~

3. ~~The methods of instruction used in the program, as well as methods used in other available programs, including how such programs differ in content, instructional goals, and the use of English and native language instruction.~~
4. ~~How the program will meet the educational strengths and needs of their students.~~
5. ~~How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.~~
6. ~~The specific exit requirements for the program, including the expected rate of transition from the program into classrooms that are not tailored for limited-English proficient students, and if funds are used for students in secondary schools, the expected rate of graduation from secondary schools for the program.~~
7. ~~For students with disabilities, how the program meets the objectives of the student's individualized education program.~~
8. ~~Information pertaining to parental rights that includes written guidance regarding:~~
 - ~~* The right to have the student immediately removed from the program at the parent's request.~~
 - ~~* Options the parent has to decline enrollment of the student in the program or choose another program or method of instruction if available.~~
 - ~~* Assisting parents in selecting among various programs and methods of instruction, if offered.~~

~~The notice and information provided to parents shall be in an understandable and uniform format and to the extent practicable, provided in a language the parent can understand.~~

~~Title I migratory education program parent involvement~~

~~Pursuant to federal law, the district shall establish a parent advisory council for migratory education programs of one or more school years in duration. The parent advisory council shall be consulted to ensure that all programs and projects are carried out in a manner that provides for the same parental involvement as is required for other Title I programs, as noted above, unless extraordinary circumstances make such involvement impractical.~~

~~The migratory education programs, to the extent feasible, shall provide for advocacy and outreach activities for migratory students and their families, including informing the students and families and helping them to access other education, health, nutrition, and social services.~~

~~All information and notices to parents of students in migratory education programs shall be a format and language understandable to the parents.~~

~~Adopted: November 13, 2003.~~

~~Revised: February 5, 2004.~~

~~Revised: July 8, 2010.~~

~~LEGAL REFS.: 20 U.S.C. §6301 et seq. (No Child Left Behind Act of 2001)~~

~~Title I, Part A, Section 1118 (Title I parent involvement requirements)~~

~~Title I, Part A, Section 1114(b)(1)(F) (Schoolwide Reform Program must include strategies to increase parent involvement)~~

~~Title I, Part A, Section 1115(c)(1)(g) (Targeted Assistance Program must include parent involvement strategies)~~

~~Title I, Part A, Section 1116(a)(1)(D) (school districts receiving Title I funds must review effectiveness of parent involvement actions and activities at schools)~~

~~Title I, Part F, Section 1606(a)(7) (Comprehensive School Reform Grant Program parent involvement requirements)~~

~~Title II, Part A, Section (a)(3)(B)(IV) (preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions)~~

~~Title I, Part A, Section 1112(g) (parent involvement and notifications in districts using Title I funds to provide language instruction to limited English proficient students)~~

~~Title I, Part C, Section 1304(b)(3) (parent involvement and notifications in districts using Title I funds for the education of migratory children)~~

~~Title I, Part A, Section 1114(b)(2) (eligible school that desires to operate a schoolwide program must develop a comprehensive reform plan)~~

~~CROSS REFS.: AE, Accountability/Commitment to Accomplishments~~

~~AEA, Standards Based Education~~

~~IA, Instructional Goals and Learning Objectives~~

~~IHBIB, Primary/Preprimary Education~~

~~IL, Evaluation of Instructional Programs~~

~~ILBA, District Program Assessment~~

~~ILBB, State Program Assessment~~

~~KD, Public Information and Communications~~

Regulation is recommended for rescission. Policy IJK was rescinded on July 10, 2014.

~~IJK-R Supplementary Material Selection and Adoption~~

~~SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION~~

-
When supplemental materials are selected to support the instructional process, the priority is that the standards are supported. From time to time, some materials that contribute to the curricular goals may contain subject matter that is problematic to some parents or students. In balancing academic freedom with the individual's freedom of choice, use these guidelines:

- ~~1. All movies and videos must be previewed by the teacher and comply with applicable copyright laws*.~~
- ~~2. All materials must be clearly related to and supportive of the standards/goals of the course curriculum. They must also be of equal educational value as other alternatives.~~
- ~~3. Computer programs and games must be of educational value.~~
- ~~4. At all class levels, age appropriate movies (according to Board Policy regulation IJ-R guidelines) may be shown. Those movies in question may be listed on a single permission slip and sent to parents for pre-approval.~~
- ~~5. For non-rated movies or videos or excerpts (excerpts including those taped from television) the attached Supplemental Materials Flow Chart will be used to determine whether additional guidelines are necessary.~~
- ~~6. The department chairperson or administrative supervisor will be informed in advance when a teacher plans to use any materials that contain potentially problematic topics.~~
- ~~7. Comparable alternate activities related to the unit should be planned for students who are not participating or have not returned a permission slip. A prearranged meeting place will be decided by the teacher for these students.~~

~~*According to copyright law, any gathering of people outside of a normal circle of family or social acquaintances to view a program (videos or DVDs included) would constitute a public performance of that program. Public performance rights are protected by copyright law, and royalties must be paid or permission must be obtained from the copyright holder to conduct a public performance. (NOTE: It is possible to purchase public performance rights for individual videos or a set of videos — check with the school librarian to find out if your school has done this.)~~

-
Exceptions to this law are when an educator invokes the “fair use” exemption for performance or display of works in schools. To do this, all four of the following requirements must be met:

- ~~1. The performance must be presented by instructors or pupils.~~
- ~~2. The performance must occur in the course of face-to-face teaching activities.~~
- ~~3. The performance must take place in a classroom or similar place of instruction (including the library) in a nonprofit education institution.~~
- ~~4. The performance must be legally acquired (or legally copied).~~

Any questions regarding copyright or fair use laws could be referred to the media specialist/librarian.

-

Reference: ~~*Simpson, Carol. (2001). (3rd ed.) Copyright for Schools. Worthington, OH: Linworth Publishing~~

Adopted: September 13, 2007.

Revised: July 8, 2010.

Regulation is recommended for rescission. Policy IJL was rescinded on July 10, 2014.

~~IJL-R Library Materials Selection and Adoption~~

~~Library Materials Selection and Adoption~~

-
The term “media” as used in these regulations includes all instructional materials considered part of the library collection plus all instructional materials housed in resource centers and classrooms which were recommended for purchase by the media specialist.
-

The term “media center” as used in these regulations is the space, room, or complex of rooms and spaces designated as a library, media center, instructional materials center, or similar term. It may include units not contiguous to the center where facilities dictate. These units would include but not be limited to resource centers, production centers and computer centers.

1. In recommending materials for purchase for each school media center, the media specialist will evaluate the existing collection and the curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources.
2. Recommendations for purchase will be solicited on a regular basis from the faculty and the student body.
3. Gift materials will be judged by the general criteria for the selection of instructional materials and will be accepted or rejected by those criteria.
4. Selection is an ongoing process including continuous review, evaluation, and weeding which will include the removal of materials no longer appropriate and the replacement of lost and worn materials of educational value. Disposition of library materials so weeded will be under the direction of the library/media specialist. Materials will be weeded from a resource center when one or more of the following criteria is in effect:

- a. The material is misleading, outdated, and/or factually incorrect.
- b. The material is worn and beyond mending or rebinding.
- c. Nonfiction material is superseded by a newer edition.
- d. The material lacks discernable literary or scientific merit or is irrelevant to the needs and interests of the school community.

A report detailing materials that have been removed shall be maintained at each resource center.
-

Adopted: July 21, 1983.

Revised: May 13, 2010.

CROSS REF.: IJ-R, Instructional Resources and Materials

Regulation is recommended for rescission. Policy IJL was rescinded on July 10, 2014.

~~IJL-E The Library Bill of Rights~~

~~The Library Bill of Rights~~

~~-~~

~~The American Library Association affirms that all libraries are forums for information and ideas and that the following basic policies should guide their services:~~

- ~~1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.~~
- ~~2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.~~
- ~~3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.~~
- ~~4. Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.~~
- ~~5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.~~
- ~~6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.~~

~~Adopted: July 21, 1983.~~

~~Revised: January 6, 2000.~~

~~Reviewed: April 28, 2010.~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Executive Sessions
Designation	BEC
Office/Custodian	Executive Assistant to the Board of Education

All meetings of the Board shall be open to the public except that at any regular or special meeting the Board may proceed into executive session upon affirmative vote of two-thirds of quorum present.

The Board shall not make final policy decisions nor shall any resolution, policy, or regulation be adopted or approved nor shall any formal action of any kind be taken during any executive session. The Board is authorized to approve written minutes of an executive session in executive session, if written minutes are taken.

Prior to convening in executive session, the Board president shall announce the topic of the executive session which shall be reflected in the minutes. The Board shall include the specific citation to statute authorizing it to meet in executive session when it announces the session and identify the particular matter to be discussed in as much detail as possible without compromising the purpose for which the executive session is authorized.

~~NOTE: As stated in the above paragraph, the Board must refer to the specific citation to statute authorizing it to meet when it announces the session. The following numbered paragraphs list the permissible executive session topics with the legal citation for each. Each topic is a subsection of C.R.S. 24-6-402(4)~~

The Board may hold an executive session for the sole purpose of considering any of the following matters:

1. Purchase, acquisition, lease, transfer, or sale of any real, personal, or other property. However, no executive session shall be held to conceal the fact that a member of the Board has a personal interest in such property transaction. C.R.S. 24-6-402(4)
2. Conferences with an attorney for the purpose of receiving legal advice on specific legal questions. C.R.S. 24-6-402(4)(b). The mere presence or participation of an attorney at an executive session shall not be sufficient to satisfy this requirement.
3. Matters required to be kept confidential by federal or state law or regulations. C.R.S. 24-6-402(4)(c). An announcement will be made indicating the specific citation to state or federal law which is the reason the matter must remain confidential.
4. Specialized details of security arrangements or investigations C.R.S. 24-6- 402(4)(d).
5. Determination of positions relative to matters that may be subject to negotiations, development of strategy for negotiations, and instruction of negotiators. C.R.S. 24-6-402(4)(e).
6. Personnel matters except if an employee who is the subject of an executive session requests an open meeting. C.R.S. 24-6-402(4)(f). If the personnel matter involves more than one employee, all of the

employees must request an open meeting. Discussion of personnel policies that do not require discussion of matters specific to particular employees are not considered “personnel matters.”

The Teacher Employment, Compensation, and Dismissal Act shall prevail in teacher dismissal hearings. (It provides that a dismissal hearing shall be open unless either the administration or employee requests the hearing be closed.)

Discussions concerning a member of the Board, any elected official, or the appointment of a Board member are not considered personnel matters.

7. Consideration of any documents protected under the mandatory nondisclosure provision of the Open Records Act, except that consideration of work product documents and documents subject to the governmental or deliberative process privilege must occur in public meeting unless an executive session is otherwise allowed. C.R.S. 24-6-402(4)(g).
8. Discussion of individual students where public disclosure would adversely affect the person or persons involved. C.R.S. 24-6-402(4)(h).

Only those persons invited by the Board may be present during any executive session regardless of the topic of the session (including personnel matters).

The Board shall cause an electronic recording to be made of the executive session in accordance with applicable law. Such record shall be retained by the Board for 90 days following the session. No record shall be made of an executive session held for the purpose of discussing an individual student matter or of a session in which the discussion involves a privileged attorney-client communication. The record must include the specific statutory citation to the executive session law that allows the Board to meet in executive session.

- Adopted: September 19, 1996
- Revised: September 3, 1998
- Revised: September 2, 1999
- Revised: August 9, 2001
- Revised: November 3, 2005
- Revised: February 11, 2010
- **Revised: September 11, 2014**

LEGAL REFS:

- C.R.S. 22-32-108(5) (*meetings of the board of education*)
- **C.R.S. 22-32-108(5)(d)(*executive session minutes*)**
- C.R.S. 24-6-402 (~~*Meetings-open meetings law to public definitions*~~)

CROSS REFS:

- **BEDG, Minutes**
- KDB, Public's Right to Know/Freedom of Information

~~NOTE: School districts must make an "electronic recording" of any executive session, which shall include the specific statutory citation to the executive session law that allows the Board to meet in executive session. However, if the executive session is held to discuss an individual student matter, the Board is not required to make an electronic or written record of the executive session. If the executive session is held to receive legal advice from an attorney on a particular matter, an electronic record must be made of the statutory citation to the executive session law that allows the Board to meet in executive session to receive legal advice, but the Board is not required to make an electronic or written record of the discussion that occurs in the executive session, on the basis that it constitutes privileged attorney-client communication. If no electronic recording is made because the discussion constitutes a privileged attorney-client communication, this must be stated on the electronic recording, or the attorney representing the board must provide a signed statement attesting that the portion of the executive session that was not recorded constituted a privileged attorney-client communication. The board should put a procedure in place to assure that the record of any executive session is routinely destroyed once the 90-day deadline expires~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Minutes
Designation	BEDG
Office/Custodian	Executive Assistant to the Board of Education

Minutes of any Board meeting at which the adoption of any policy or formal action occurs or could occur shall be taken and promptly recorded. Such records shall be open to public inspection.

Official minutes of the meetings of the Board of Education constitute the written record of all proceedings of the Board. Therefore, the minutes shall include:

1. The nature of the meeting, whether regular or special; time and place; members present; approval of the minutes of the preceding meeting or meetings.
2. A record of all actions taken by the Board, the motion, the name of the member making the motion and seconding it; the record of the vote, with the vote of each member recorded. Reports and documents related to a formal motion may be omitted if they are referred to by title and date.
3. A record of all business that comes before the Board through reports of the Chief Education Officer, **Chief Operations Officer and Chief Business Officer**~~Deputy Superintendent, Chief of Service Center Operations~~ and others and through communications from the staff and the public.
4. The names of all persons who speak before the Board and the topic of their remarks.
5. A record that an executive session was held (**if the Board convened in executive session**), including the names of those present and the topic of discussion, unless including names of individuals would reveal information that should remain confidential,~~and~~ the specific citation to the statute that authorizes the Board to meet in executive session, **and the amount of time the topic was discussed**.
6. The record of adjournment.

The official minutes shall be signed by the secretary. Following their approval, the official copy also shall be signed by the president of the Board of Education.

The official minutes shall be in the custody of the Board secretary and shall be made available to the public **in accordance with the requirements of applicable state law**~~at the administrative offices of the District upon request during normal office hours~~.

- Adopted: September , 1998
- Revised: February 11, 2010
- Revised: May 12, 2011

- **Revised: September 11, 2014**

LEGAL REFS:

- C.R.S. 22-32-106 (*duties of the secretary*)
- **C.R.S. 22-32-108(5)(d)** (***board meetings-executive session minutes***)
- C.R.S. 22-32-109(1)(e) (*specific duties of the board*)
- C.R.S. 24-6-402(2)(d)(II) (*open meetings law-**minutes***)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Public's Right to Know/Access to Information
Designation	KDB
Office/Custodian	Education/Director of Communications

The Board is a public servant, and its meetings and records shall be matters of public information, subject to such restrictions as are set by federal law or regulation, by state statute, or by pertinent court rulings.

The Board wishes to support the right of the people to know about the programs and services of their schools and shall make every effort to disseminate information which federal or state law permits to be disseminated. Each principal is authorized to use all reasonable means available to keep ~~parents~~**parents/guardians** and others of ~~that~~**this** particular school's community informed about ~~the~~**this** school's programs and activities.

The official minutes of the Board, its written policies and its financial records shall be open for inspection at the office of the Chief Education Officer by any citizen desiring to examine them during hours when the office of the Chief Education Officer is open. However, no records shall be released for inspection by the public or any authorized persons, either by the Chief Education Officer or any other person designated as custodian for District records if such disclosure would be contrary to the public interest or is not permitted to be released as described in state or federal law. **The district's financial information shall be posted online in accordance with the Public School Financial Transparency Act.**

The Chief Education Officer or designee shall be responsible for reviewing requests for information and filling or rejecting them in accordance with the accompanying regulations and pertinent state and federal laws.~~In addition, the District may charge reasonable fees for furnishing copies of such public records in accordance with the accompanying regulations.~~ **In responding to a request for the district's public records, the district may charge a fee for staff time spent in excess of one hour for the following: researching and retrieving the requested records; conducting searches for requested records; reviewing records to determine whether they are responsive to the request; and identifying and separating those records that are not public and/or are privileged or confidential. Such fee shall be \$30 per hour, which may be increased from time to time as permitted by applicable state law. The district may also charge other reasonable fees in responding to a request for the district's public records, in accordance with the accompanying regulation.**

- Adopted: September 19, 1996
- Revised: July 12, 2005
- Revised: January 14, 2010
- Revised: October 27, 2011
- **Revised: September 11, 2014**

LEGAL REFS:

- C.R.S. 22-9-109 (*exemption from public inspection*)
- C.R.S. 22-32-109(1)(c) (*documents available for public inspection*~~board of education-specific duties~~)

- **C.R.S. 22-44-301 et seq. (*Public School Financial Transparency Act*)**
- **C.R.S. 24-72-201 et seq. (*access to public records*)**
- **C.R.S. 24-72-205(6)(a) (*must adopt policy regarding the fee for research and retrieval of public records, if the district imposes such a fee*)**

CROSS REFS:

- BEDA, Notification of Board Meetings
- BEDG, Minutes
- **DAB, Financial Administration**
- **EGAEA, Electronic Communication**
- GBJ, Personnel Records and Files
- JRA/JRC, Student Records/Release of Information on Students

BOARD OF EDUCATION AGENDA ITEM 7.04b

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Donna Richer, Executive Assistant to BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review-District Initiated Updates
ACTION/INFORMATION/DISCUSSION:	Action

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

RATIONALE: Policy and administrative regulation development and revision are designed to increase the probability of an effective and efficient school system.

RELEVANT DATA AND EXPECTED OUTCOMES: The following policies/regulations/exhibits are recommended for revision or rescission:

9.b.1 EEAEAA-R, Drug and Alcohol Testing for Commercial Drivers/Licensed Employees

Rescission; Information provided in this regulation is to meet requirements of the Federal Motor Carrier Safety Regulations, Section 382.601 (9.b.1a attached). This information is included in the employee handbook (9.b.1b attached) and it also meets the federal requirement to provide drug and alcohol testing information to drivers.

9.b.2 ACA-E, Nondiscrimination on the basis of Sex

Rescission - Information is outdated and is included in Policy AC and Regulation AC-R.

9.b.3 ACE-E, Nondiscrimination on the Basis of Disability

Rescission - Information is outdated and is included in Policy AC and Regulation AC-R.

9.b.4 ADF, School Wellness

Revision - See cover sheet.

9.b.5 CBI and CBI-R, Evaluation of Chief Officers

Reinstatement - Original policy and regulation were rescinded in April. New policy and regulation outline evaluation process for Chief Officers.

9.b.6 CHB, Board Review of Regulations

Rescission - Information in this policy is included in Policy CH.

9.b.7 IJ-R, Instructional Resources and Materials

Reassign to Education Office.

9.b.8 IJ-E-1, Worksheet for Selecting Supplementary Materials

Reassign to Education Office.

9.b.9 IJ-E-2, Movies Permission Form

Reassign to Education Office.

9.b.10 AC, Nondiscrimination/Equal Opportunity

Revision – Change designated compliance officer.

9.b.11 AC-R, Nondiscrimination/Equal Opportunity

Revision – Change designated compliance officer.

9.b.12 AC-E-1, Nondiscrimination/Equal Opportunity

Revision – Change designated compliance officer.

**9.b.13 JB-R, Equal Education Opportunities – Student Complaint Procedure – Section 504 Plans
Revision** – Change designated compliance officer.

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	
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: Move to approve policy revisions in item 7.04b as recommended by the administration.

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

DATE: August 29, 2014

~~EEAEAA-R~~ Drug and Alcohol Testing for Commercial Drivers/Licensed Employees

~~Drug and Alcohol Testing for Commercial Driver's Licensed Employees~~

-

~~Commercial Driver's Licensed Employee (CDL) drivers who operate a motor vehicle requiring a commercial driver's license are subject to a drug and alcohol testing program that fulfills the requirements of the federal regulations.~~

-

~~These District regulations reflect several requirements of the Federal Drug Testing Regulations but are not intended in any way to modify or limit the procedures for drug and alcohol testing specifically addressed in Federal regulation. District personnel will adhere to the detailed provisions of Federal regulation in administering the District's drug and alcohol program.~~

-

~~References to tests in these regulations include both drug and alcohol tests unless the context specifies otherwise. The terms drugs and controlled substances are interchangeable and have the same meaning. Drugs refer to marijuana, cocaine, opiates, phenycyclidine (PCP), and amphetamines (including methamphetamines).~~

-

Required testing

-

~~Drivers shall be subject to pre-employment/pre-duty drug testing and to reasonable suspicion, random, post accident, alcohol and drug testing pursuant to procedures set out in the Federal regulations. These procedures use an evidential breath testing device for alcohol testing. For controlled substances testing, urine specimen collection and testing by a laboratory certified by the U.S. Department of Health and Human Services shall be required.~~

-

Pre-employment drug tests

~~Drug tests will be administered before a driver performs any safety sensitive functions for the District.~~

-

~~The tests will be required of an applicant only after the position has been offered. Employment with the District is conditional upon the applicant receiving a negative drug test result.~~

-

Post-accident tests

-

~~Alcohol and controlled substance tests will be conducted as soon after an accident in conformance with Federal regulations.:~~

-

~~No driver involved in an accident may use alcohol for eight (8) hours after the accident or until after undergoing a post-accident alcohol test, whichever occurs first.~~

-

If an alcohol test is not administered within two (2) hours or if a drug test is not administered within thirty-two (32) hours after the accident, the District will prepare and maintain records explaining why the test was not conducted.

-

Tests conducted by authorized federal, state, or local officials will fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the District. Breath tests will validate only the alcohol test and cannot be used to fulfill controlled substance testing obligations.

-

Before any driver operates a commercial motor vehicle, the District will provide post-accident procedures that will make it possible to comply with post-accident testing requirements.

-

Random tests

-

Tests will be conducted on a random basis at unannounced times throughout the year. Random tests for alcohol will be conducted just before, during, or just after the performance of safety-sensitive functions. Random tests for drugs do not have to be conducted in immediate time proximity to performing safety-sensitive functions.

-

Once notified of selection for drug testing, a driver must immediately proceed to a collection site to provide a urine specimen. The District shall provide or make available transportation to the collection site for the employee to be tested.

-

Drivers will be selected by a scientifically valid random process, and each driver will have an equal chance of being tested each time selections are made. The number of bus drivers selected for random testing will be in accordance with Federal regulations.

-

An employee covered by the Federal regulations may not refuse to take a required test. Such refusal shall result in termination.

-

Reasonable suspicion tests

-

Tests must be conducted when a properly trained supervisor or District official has reasonable suspicion that the driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The observations may include indications of chronic and withdrawal effects of controlled substances.

-

Alcohol tests will be authorized for reasonable suspicion only if the required observations are made during, just before, or just after the period of the work day when the driver must comply with alcohol prohibitions. If an alcohol test is not administered within two (2) hours of a determination of reasonable suspicion, the District will prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests will terminate after eight (8) hours.

An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test.

-
~~A supervisor or District official who makes a finding of reasonable suspicion also must make a written record of his observations leading to a reasonable suspicion drug test within twenty four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier. The employee to be tested shall be transported to the collection site.~~

-
Consequences if testing indicates drug or alcohol misuse

-
~~If the testing confirms prohibited alcohol concentration levels or the presence of a controlled substance, the employee shall be removed immediately from safety related functions in accordance with the Federal regulations.~~

-
~~The Board retains the authority consistent with State and Federal law to discipline or discharge any employee who is an alcoholic or chemically dependent and whose current use of alcohol or drugs affect the employee's qualifications for and performance of his job.~~

-
~~The District is not required under Federal law requiring drug and alcohol testing to provide rehabilitation, pay for substance abuse treatment, or reinstate the employee. All employment decisions involving termination or dismissal shall be made in accordance with applicable District policies.~~

-
Records

~~The District shall maintain records in compliance with the Federal regulations in a secure location with controlled access. With the Driver's consent, the District may obtain any of the information concerning drug and alcohol testing from the Driver's previous employer. A Driver shall be entitled upon written request to obtain copies of any records pertaining to the Driver's use of alcohol or controlled substances, including information pertaining to alcohol or drug tests.~~

-
~~Employee drug and alcohol test results and records will be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver will receive copies of any records pertaining to the driver's use of drugs or alcohol, including any records pertaining to personal drug or alcohol tests. Records will be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.~~

-
Notifications

-
~~Each driver will receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the District's policy and regulations for meeting these requirements. The information will identify:~~

- ~~1. The person designated by the district to answer driver questions about the materials.~~
- ~~2. Categories of drivers who are subject to the drug and alcohol testing requirements.~~
- ~~3. Sufficient information about the safety-sensitive functions performed by drivers to make clear for what period of the work day driver compliance is required.~~
- ~~4. Specific information concerning driver conduct that is prohibited.~~
- ~~5. Circumstances under which a driver will be tested for drugs and/or alcohol.~~

6. Procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results, and insure that test results are attributed to the correct driver.
7. The requirement that a driver submit to drug and alcohol tests administered in accordance with Federal regulations.
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences.
9. Consequences for drivers found to have violated the drug and alcohol prohibitions, including the requirement that the driver be removed immediately from safety sensitive functions, and the procedures for referral, evaluation, and treatment.
10. Consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04.
11. Information concerning the effects of drugs and alcohol on an individual's health, work, and personal life; external and internal signs and symptoms of a drug or alcohol problem; and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to administrative officials.

Each driver must sign a statement certifying receipt of a copy of the above materials.

-

The District will inform drivers before drug and alcohol tests are performed.

-

The District will notify a driver of the results of a pre-employment drug test if the driver requests such results within sixty (60) calendar days of being notified of the disposition of the employment application.

-

The District will notify a driver of the results of random, reasonable suspicion, and post-accident drug tests if the test results are verified positive. The District also will tell the driver which controlled substances were verified as positive.

-

Drivers will inform their supervisors if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician has advised the driver that it will not adversely affect the ability to safely operate a commercial motor vehicle.

-

Enforcement

-

Any driver who refuses to submit to post-accident, random, or reasonable suspicion, will be terminated and not be allowed to perform or continue to perform safety sensitive functions.

-

A driver who in any other way violates District prohibitions related to drugs and alcohol will receive from the District the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol related problems. The employee will be evaluated by a substance abuse professional who will determine what help, if any, the driver needs in resolving such a problem. All costs for such treatments will be at the employee's expense.

-

~~Any substance abuse professional who determines that a driver needs assistance will not refer the driver to a private practice, person, or organization in which the professional has a financial interest except under circumstances allowed by law.~~

-

~~Adopted: March 4, 1999.~~

~~Revised: November 3, 2005.~~

~~Revised: November 11, 2010.~~

This policy is recommended for rescission. Information is included in Policy AC and Regulation AC-R.

**~~Nondiscrimination on the Basis of Sex
(Compliance with Title IX)~~**

~~The Title IX compliance officer for Falcon School District #49 is:-~~

~~Don Beiger
Executive Officer of Education Services
Falcon School District #49 Administration Office
10850 Woodmen Road
Falcon, CO 80831~~

~~Phone (719) 495-1132~~

~~Adopted: May 19, 1994
Revised: August 17, 1995
Revised: August 1, 1996
Revised: August 21, 1997
Revised: August 13, 1998
Revised: November 10, 2011~~

This policy is recommended for rescission. Information is included in Policy AC and Regulation AC-R.

~~Nondiscrimination on the Basis of Disability~~

~~The Section 504 and ADA compliance officer for Falcon School District #49 is:~~

~~Don Beiger
Executive Officer of Education Services
Falcon School District #49 Education Service Center
10850 Woodmen Road
Falcon, CO 80831~~

~~Phone: (719) 495-1132~~

~~Adopted: May 19, 1994.~~

~~Revised: August 17, 1995.~~

~~Revised: August 1, 1996.~~

~~Revised: August 21, 1997.~~

~~Revised: August 13, 1998.~~

~~Revised: July 8, 2010.~~

~~Revised: November 10, 2011.~~



BOARD OF EDUCATION AGENDA ITEM 7.04b.4

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Rachel Duerr
TITLE OF AGENDA ITEM:	Wellness Policy ADF and Guidelines
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Wellness Policy ADF required language updating to reflect the change from the Coordinated School Health model to the expanded Whole School, Whole Community, Whole Child model. The District-wide Wellness Advisory Council (DWAC) met to update the policy and supporting guidelines.

RATIONALE: School health programs can have positive effects on academic outcomes, health-risk behaviors and health outcomes. (http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf) Wellness Policy ADF and the supporting guidelines ensure a healthy environment for staff and students. The policy and guidelines are based on state and federal legislation for health and wellness. Currently policy ADF is housed on the district website under policy and the supporting guidelines are housed through Nutrition Services. It is recommended to designate the guidelines as ADF-R.

RELEVANT DATA AND EXPECTED OUTCOMES: Move to an action item for approval of changes to Wellness Policy ADF. Move to action item for the supporting guidelines to be designated ADF-R.

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	School health programs can have positive effects on academic outcomes, health-risk behaviors and health outcomes.
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: None

AMOUNT BUDGETED: N/A

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

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: August 29, 2014



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Falcon School District 49 School Wellness Policy
Designation	ADF
Office/Custodian	Education/Coordinator of Health and Wellness

The Colorado Falcon School District 49 (“the District”) Board of Education (“the Board”) recognizes that students need to be physically active and eat nourishing food to grow, learn and maintain healthy development. It further recognizes that a significant body of research indicates a positive correlation with optimal health, learning, and academic success.

The District will ~~establish and~~ maintain a District-wide Wellness Advisory Council. The purposes of the council shall be to monitor the implementation of this policy, evaluate the District’s progress of the policy’s goals, serve as a resource to schools (i.e., provide lists of healthy incentives, snacks, etc.) and recommend revisions to this policy as the council deems necessary and/or appropriate. Representatives of the following groups but not limited to will sit on this committee: Athletic Department, Board of Education Member, SAC, DAAC, Curriculum Building Administrators, Media Relations, Nursing Services, Nutrition Services, Parent(s), PTO, PTA, and Student(s). The Wellness Advisory Council will communicate with the Chief Education Officer to integrate this Wellness Policy into each schools’ unified improvement plans. The Wellness Advisory Council will meet a minimum of two times per school year and report to the school board through the Chief Education Officer at least once a year.

To further the Board’s beliefs stated above, the Board adopts the following goals:

Goal #1: Nutrition – The District will support and promote proper dietary habits contributing to student’s health status and academic performance to include the federal government guidelines.

Goal #2: Wellness Education – The District will provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors **for staff and students**.

Goal #3: Physical Activity – The District will provide opportunities for **staff and** students to engage in physical activity.

The Wellness Advisory Council shall provide guidelines for building leaders on best practices for supporting school wellness.

~~In furtherance of these goals, the Board adopts the following Wellness Policy guidelines, which are divided into three parts, Nutrition, Wellness Education, and Physical Activity. Within each part, there are two levels:~~

- ~~1. The BASIC level meets all requirements of current federal and state laws, regulations and policies.~~
- ~~2. The ADVANCED level incorporates all guidelines for the basic level plus more healthful guidelines.~~

These guidelines will be frequently reviewed and revised as needed. **Since 2006, the district has maintained a wellness policy and has followed a model of continuous improvement for guidelines.**~~Preface to Wellness Policy Guidelines:~~

- ~~1. The 2006-07 school year: The District met to implement the Basic Requirement standards.~~
- ~~2. The 2007-08 school year: The District met the Basic Requirement standards.~~

~~3. The 2009-10 school year: the District met the Advanced Requirement standards.~~

~~4. The District will move to a Coordinated School Health (CSH) model by the start of the 2013-14 school year:~~

All schools ~~will adopt~~**have adopted** the ~~Coordinated School Health~~**Whole School Whole Community Whole Child (WSCC)** model and each site will **maintain** ~~create a Coordinated School Health~~**WSCC** team that will assist in the implementation of the Wellness Guidelines and the components of ~~Coordinated School Health (CSH)~~**WSCC**.

~~CSH~~**WSCC** is a health model that consists of ~~ten eight~~**ten** interactive components. The ~~ten eight~~**ten** components include: Family **Engagement**, ~~Community Involvement~~, Health Education, Physical Education **and Physical Activity**, Health Services, Nutrition **Environment and Services**, Counseling, **Psychological and Social Services**, ~~Healthy School~~**Physical Environment, Social and Emotional Climate**, and Health Promotion for Staff. Each component strengthens the others and the overall goal is to LIVE HEALTHY!

- Adopted: May 17, 2006
- Revised: July 8, 2010
- Revised: May 12, 2011
- Revised: March 8, 2012
- Revised: July 19, 2012
- **Revised: September 11, 2014**

LEGAL REFS:

- Section 204 of P.L. 108-265 (*Child Nutrition and WIC Reauthorization Act of 2004*)
- C.R.S. 22-32-134 (*nutritious choices in vending machines*)
- C.R.S. 22-32-136 (*policies to improve children's nutrition and wellness*)

CROSS REFS:

- **ADF-R, School Wellness**
- EF, Food Services
- EFC, EFC-R, Free and Reduced-Price Food Services IA, Instructional Goals and Learning Objectives
- **GBGA, Staff Health**
- IHAE, Physical Education
- IHAM, IHAM-R, Health Education
- IHAMA, Teaching About Drugs, Alcohol and Tobacco IHAMB, Family Life/Sex Education

Title	Evaluation of Chief Officers
Designation	CBI
Office/Custodian	Board of Education/Executive Assistant to BOE

	Activity	Responsibility	Deliverable(s)	Timeframe
Quantitative Performance Targets	Identify key performance domains from the Chief job description and the CDE administrator domains.	The Chiefs will propose. The Board will revise and approve.	An overview chart that identifies, prioritizes, and describes multiple performance domains.	The Chiefs Officer will propose a set of performance domains at the April BOE work session. The Board will affirm the domains at the May regular meeting.
	Identify performance targets in each domain.	The Chiefs will propose measurable performance targets in each domain. The Board will endorse at least one measurable target in each domain.	A table of performance targets identifying standards of performance and acceptable evidence for each target.	The Chiefs will propose targets, standards and evidence at the April work session. The Board will vote to affirm the targets, standards, and evidence at the May regular meeting.
	Confirm acceptable evidence for each performance target.	The Chiefs will propose and the Board will affirm acceptable evidence for each performance target.		
	Assess the Chief's performance on a "target to actual" basis for each target.	The Chiefs will provide a self-assessment. The board will generate a board assessment.	Each party will provide a written assessment of each performance target. The Chiefs will provide a portfolio (body of evidence) for each target.	The Board will present their assessments and receive the Chief Officer's assessment at the September, October, or November BOE work session according to the review cycle.
Qualitative Multi-rater Feedback	Identify a set of evaluative questions (or statements) in each of the performance domains.	The Chiefs, in consultation with the Director of Human Resources, will propose-develop question sets. The board will review, revise, and approve the survey items.	The Director of Human Resources Chiefs will coordinate develop online surveys based on the question sets. The surveys will elicit numeric and narrative responses.	The survey will be available by Sept. 1 (COO) or Oct. 1 (CEO, CBO), and closed after one week.
	Identify a team of reviewers for the 360 review.	The Chiefs will propose a review-team of 4-7-raters. reviewers. The Director of Human Resources will affirm or modify the review-rater team.	The Chief Officer or Director of Human Resources will invite reviewers-raters to complete the survey.	The Chief Officers Invitations will be sent the survey invitations by September- 1 (COO) or October- 1 (CEO, CBO).

	Administer the survey.	The Director of Human Resources Chiefs will coordinate the administration of the survey. nduct the survey and format the data into a report for the board.	The Chiefs will receive and review their survey report. The Chiefs will provide a summary submit the survey report to the Bboard.	The Chief Officers will submit their respective reports summaries to the Board at the BOE work session in September, October, or November, according to the review cycle.
Consolidated Review	Finalize the performance review.	The B board will create a final review document incorporating the performance targets and survey results.	The B board will present the final evaluation to the Chief Officer.	The B board will present the final evaluation at the regular meeting in October, November or December, according to the Chief Officer review cycle.

CDE Standards

- I. Strategic Leadership
- II. Instructional Leadership
- III. [School/Department] Culture and Equity Leadership
- IV. Human Resource Leadership
- V. Managerial Leadership
- VI. External Development Leadership
- VII. [Academic/Departmetn] Perfomance and Growth

- Adopted: **July 10, 2014**

LEGAL REFS:

- 22-9-101, Licensed Personnel Evaluations

CROSS REFS:

- BDFA, District Personnel Performance Evaluation Council
- CBA/CBC, Qualifications/Powers and Responsibilities of Chief Officers
- GCOE, Evaluation of Evaluators

Title	Evaluation of Chief Officers
Designation	CBI-R
Office/Custodian	Board of Education/Executive Assistant to BOE

PERFORMANCE REVIEW METRICS FOR THE CHIEF BUSINESS OFFICER

ANNUAL PERFORMANCE REVIEW CYCLE FOR CHIEF BUSINESS OFFICER:

Performance time frame November – October, Completion: November

When evaluating a senior executive, it is important to align leadership activity with the district's strategic plan. Since the strategic plan is operational, it is helpful to use a portfolio review model where the reviewers may examine leadership behavior in the context of daily and long-term activity and accomplishments.

The first six sections organize leadership performance into manageable, observable patterns (i.e. Performance Domains from established standards from CDE). For each section, additional insights might be gleaned from existing surveys and feedback systems or the pursuit of new collections related to a particular performance measure.

The final section lists targets and standards that will provide the quantitative measurements of leadership related to the performance domains.

BUSINESS LEADERSHIP

The CBO shall direct a comprehensive and coordinated program that leads to systematic and measurable achievement of Business and Financial Goals.

The CBO shall submit a portfolio of acceptable evidence of *Business Leadership* that may include:

- Routine data analyses to identify areas of strong practices and programs as well as opportunities for improvement.
- Intentional abandonment and/or reengineering of failing practices and programs.
- Recognition and promotion of Business Office team members.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Business Leadership* from their direct experience and interactions with the CBO or from their personal experiences in and around the district.

STRATEGIC LEADERSHIP

The CBO shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.

The CBO shall submit a portfolio of acceptable evidence of *Strategic Leadership* that may include:

- Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.

- Concrete examples (narratives) of activities where the CBO emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.
- Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the CBO or from their personal experiences in and around the district.

LEADERSHIP DEVELOPMENT

The CBO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of Business Office leaders.

The CBO shall submit a portfolio of acceptable evidence of *Leadership Development* that may include:

- Direct participation in professional development sessions to improve leaders' capacity.
- Identification of leadership strengths and leadership deficits for Business Office leaders.
- Active support for Business Office leaders to improve leadership practices in their areas of responsibility.

Members of the Board of Education, leaders within the Education Office, and interested district stakeholders may submit additional evidence of *Leadership Development* from their direct experience and interactions with the CBO, Education Office leaders, or district stakeholders.

CULTURAL LEADERSHIP

The CBO shall identify and implement cultural practices that foster an invitational and welcoming atmosphere in Business Office departments, and at district events and programs.

The CBO shall submit a portfolio of acceptable evidence of *Cultural Leadership* that may include:

- Identifying current practices that invite and welcome individuals of many backgrounds, abilities, and perspectives to learn work and lead.
- Identifying barriers or deficits that inhibit individuals from diverse backgrounds from learning, working, or leading to their best potential.
- Participating in activities, events, and/or programs related to cultural awareness.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the CBO or from their personal experiences in and around the district.

LEADERSHIP THROUGH COMMUNICATION:

The CBO shall lead the district's business strategy by communicating clearly, regularly, and effectively to a variety of audiences through an assortment of methods and media.

The CBO shall submit a portfolio of acceptable evidence of *Leadership through Communication* that may include:

- Direct messages to district staff, parents, and other stakeholders.
- Written messages, personal presentations, and multimedia content.
- Specific feedback from recipients, including surveys, comments, and responses.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Communication* from their direct experience and interactions with the CBO or district stakeholders.

LEADERSHIP THROUGH PERSONNEL MANAGEMENT:

The CBO shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.

The CBO shall submit a portfolio of acceptable evidence of *Leadership through Personnel Management* that may include:

- Activities to identify and unify leadership teams around high standards and strategic priorities.
- Supportive communications that affirm excellent performance and support for our strategic plan and social contract.
- Corrective communications that identify and correct performance that violates district values, policy, or strategy.
- Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Personnel Management* from their direct experience and interactions with the CBO or district stakeholders.

MEASURABLE PERFORMANCE TARGETS AND STANDARDS THAT WILL SUPPORT ONE OR MORE OF THE LEADERSHIP PERFORMANCE CATEGORIES PREVIOUSLY DESCRIBED:

The portfolio of evidence submitted by the CBO should include a list of results for the following, specifically measured, items **approved annually by the Board**. It is intended that these measurements would provide the bulk of, if not all of, the Quantitative Performance Targets portion of the performance review.

PERFORMANCE REVIEW METRICS FOR THE CHIEF OPERATIONS OFFICER

ANNUAL PERFORMANCE REVIEW CYCLE FOR CHIEF OPERATIONS OFFICER:

Performance time frame ~~October~~August - ~~September~~October, Completion: October

When evaluating a senior executive, it is important to align leadership activity with the district's strategic plan. Since the strategic plan is operational, it is helpful to use a portfolio review model where the reviewers may examine leadership behavior in the context of daily and long-term activity and accomplishments.

The first six sections organize leadership performance into manageable, observable patterns (i.e. Performance Domains from established standards from CDE). For each section, additional insights might be gleaned from existing surveys and feedback systems or the pursuit of new collections related to a particular performance measure.

The final section lists targets and standards that will provide the quantitative measurements of leadership related to the performance domains.

FACILITIES, OPERATIONS & MAINTENANCE LEADERSHIP

The COO shall direct the facilities, ground, transportation and nutrition services in a comprehensive and coordinated manner with procedures and methods that lead to systematic and measurable achievement of Operational and Financial Goals.

The COO shall submit a portfolio of acceptable evidence of *Facilities, Operations and Maintenance Leadership* that may include:

- Periodic data analyses of operating key performance indicators to identify areas of strong performance, practices and programs as well as opportunities for improvement.
- Intentional restructuring and/or reengineering of failing operating practices and or procedures.
- Proactive processes, procedures and/or facilities alterations/improvements that lead to improved operating and/or financial performance of the district's facilities.
- Recognition and promotion of Facilities, Operations and Maintenance Office team members'.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Operations Leadership* from their direct experience and interactions with the COO or from their personal experiences in and around the district.

STRATEGIC LEADERSHIP

The COO shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.

The COO shall submit a portfolio of acceptable evidence of *Strategic Leadership* that may include:

- Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.
- Concrete examples (narratives) of activities where the COO emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.
- Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the COO or from their personal experiences in and around the district.

LEADERSHIP DEVELOPMENT

The COO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of Business Office leaders.

The COO shall submit a portfolio of acceptable evidence of *Leadership Development* that may include:

- Direct participation in professional development sessions to improve leaders' capacity.
- Identification of leadership strengths and leadership deficits for Business Office leaders.
- Active support for Business Office leaders to improve leadership practices in their areas of responsibility.
- Improved ratings on staff or stakeholder surveys and or reports related to Facilities, Operations and Maintenance Departments.

Members of the Board of Education, leaders within the Education Office, and interested district stakeholders may submit additional evidence of *Leadership Development* from their direct experience and interactions with the COO, Education Office leaders, or district stakeholders.

CULTURAL LEADERSHIP

The COO shall identify and implement cultural practices that foster an invitational and welcoming atmosphere in Facilities, Operations and Maintenance Office departments, and at district events and programs.

The COO shall submit a portfolio of acceptable evidence of *Cultural Leadership* that may include:

- Identifying current practices that invite and welcome individuals of many backgrounds, abilities, and perspectives to learn work and lead.
- Identifying barriers or deficits that inhibit individuals from diverse backgrounds from learning, working, or leading to their best potential.
- Participating in activities, events, and/or programs related to cultural awareness.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the COO or from their personal experiences in and around the district.

LEADERSHIP THROUGH COMMUNICATION:

The COO shall lead the district's operational strategy by communicating clearly, regularly, and effectively to a variety of audiences through an assortment of methods and media.

The COO shall submit a portfolio of acceptable evidence of *Leadership through Communication* that may include:

- Direct messages to district staff, parents, and other stakeholders.
- Written messages, personal presentations, and multimedia content.
- Specific feedback from recipients, including surveys, comments, and responses.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Communication* from their direct experience and interactions with the COO or district stakeholders.

LEADERSHIP THROUGH PERSONNEL MANAGEMENT:

The COO shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.

The COO shall submit a portfolio of acceptable evidence of *Leadership through Personnel Management* that may include:

- Activities to identify and unify leadership teams around high standards and strategic priorities.
- Supportive communications that affirm excellent performance and support for our strategic plan and social contract.
- Corrective communications that identify and correct performance that violates district values, policy, or strategy.
- Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Personnel Management* from their direct experience and interactions with the COO or district stakeholders.

MEASURABLE PERFORMANCE TARGETS AND STANDARDS THAT WILL SUPPORT ONE OR MORE OF THE LEADERSHIP PERFORMANCE CATEGORIES PREVIOUSLY DESCRIBED:

The portfolio of evidence submitted by the COO should include a list of results for the following, specifically measured, items **approved annually by the Board**. It is intended that these measurements would provide the bulk of, if not all of, the Quantitative Performance Targets portion of the performance review.

PERFORMANCE REVIEW METRICS FOR THE CHIEF EDUCATION OFFICER

ANNUAL PERFORMANCE REVIEW CYCLE FOR CHIEF EDUCATION OFFICER:

Performance time frame December - November, Completion: December

When evaluating a senior executive, it is important to align leadership activity with the district's strategic plan. Since the strategic plan is operational, it is helpful to use a portfolio review model where the reviewers may examine leadership behavior in the context of daily and long-term activity and accomplishments.

The first six sections organize leadership performance into manageable, observable patterns (i.e. Performance Domains from established standards from CDE). For each section, additional insights might be gleaned from existing surveys and feedback systems or the pursuit of new collections related to a particular performance measure.

The final section lists targets and standards that will provide the quantitative measurements of leadership related to the performance domains.

EDUCATIONAL LEADERSHIP

The CEO shall direct a comprehensive and coordinated program that leads to systematic and measurable improvement in academic achievement for all learners.

The CEO shall submit a portfolio of acceptable evidence of *Educational Leadership* that may include:

- Data analyses to identify areas of strong practices as well as needed improvement.
- Intentional abandonment of failing practices and programs.
- Transparent reporting about formative assessment results, as well as summative and program assessments.
- Recognition and promotion of educational excellence by students, teachers, and members of our community.
- Advocacy and personal involvement to improve equity and access to academic excellence for students with all levels of ability, capacity, and unknown potential.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Educational Leadership* from their direct experience and interactions with the CEO or from their personal experiences in and around the district.

STRATEGIC LEADERSHIP

The CEO shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.

The CEO shall submit a portfolio of acceptable evidence of *Strategic Leadership* that may include:

- Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.

- Concrete examples (narratives) of activities where the CEO emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.
- Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the CEO or from their personal experiences in and around the district.

LEADERSHIP DEVELOPMENT

The CEO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of district, zone, school, and classroom leaders.

The CEO shall submit a portfolio of acceptable evidence of *Leadership Development* that may include:

- Direct participation in professional development sessions to improve leaders' capacity.
- Identification of leadership strengths and leadership deficits for district and zone leaders.
- Active support for District and Zone leaders to improve leadership practices in their areas of responsibility.
- Improving ratings on surveys, standards-based evaluations, and anecdotal reports related to the CEO and other leaders within the Education Office.

Members of the Board of Education, leaders within the Education Office, and interested district stakeholders may submit additional evidence of *Leadership Development* from their direct experience and interactions with the CEO, Education Office leaders, or district stakeholders.

CULTURAL LEADERSHIP

The CEO shall identify and implement cultural practices that foster an invitational and welcoming atmosphere in district schools, workplaces, and at district events and programs.

The CEO shall submit a portfolio of acceptable evidence of *Cultural Leadership* that may include:

- Identifying current practices that invite and welcome individuals of many backgrounds, abilities, and perspectives to learn work and lead.
- Identifying barriers or deficits that inhibit individuals from diverse backgrounds from learning, working, or leading to their best potential.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the CEO or from their personal experiences in and around the district.

LEADERSHIP THROUGH COMMUNICATION:

The CEO shall lead the district's educational strategy by communicating clearly, regularly, and effectively to a variety of audiences through an assortment of methods and media.

The CEO shall submit a portfolio of acceptable evidence of *Leadership through Communication* that may include:

- Direct messages to district staff, parents, and other stakeholders.
- Written messages, personal presentations, and multimedia content.
- Specific feedback from recipients, including surveys, comments, and responses.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Communication* from their direct experience and interactions with the CEO or district stakeholders.

LEADERSHIP THROUGH PERSONNEL MANAGEMENT:

The CEO shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.

The CEO shall submit a portfolio of acceptable evidence of *Leadership through Personnel Management* that may include:

- Activities to identify and unify leadership teams around high standards and strategic priorities.
- Supportive communications that affirm excellent performance and support for our strategic plan and social contract.
- Corrective communications that identify and correct performance that violates district values, policy, or strategy.
- Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Personnel Management* from their direct experience and interactions with the CEO or district stakeholders.

MEASURABLE PERFORMANCE TARGETS AND STANDARDS THAT WILL SUPPORT ONE OR MORE OF THE LEADERSHIP PERFORMANCE CATEGORIES PREVIOUSLY DESCRIBED:

The portfolio of evidence submitted by the CEO should include a list of results for the following, specifically measured, items **approved annually by the Board**. It is intended that these measurements would provide the bulk of, if not all of, the Quantitative Performance Targets portion of the performance review.

This policy is recommended for rescission. The content is included in Policy CH.

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 will be provided with copies of all districtwide regulations issued by the administration.~~

~~Regulations will be officially approved by the Board when this is required by state 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.~~

~~Adopted: September 3, 1998.~~

~~Reviewed: December 10, 2009~~

Instructional Resources and Materials

USE OF MOVIES

The use of movies shall correlate with and enhance the educational program. The chart below shall guide the selection of movies. No X-rated, NC-17, or full length R- rated movies shall be shown at any grade level.

Grade Level	RATINGS (based on current movie rating system)*			
	G	PG	PG-13	R
Pre-K - 5	No prior permission is required.	Prior permission is required.	May not be shown at these grade levels.	May not be shown at these grade levels.
6-8	No prior permission is required.	Prior permission is required.	Prior permission is required.	May not be shown at these grade levels.
9/12	No prior permission is required.	No prior permission is required.	Prior permission is required	Excerpts of R-rated movies may be shown at these grade levels with parental consent.

When showing a movie which requires parental permission, staff shall notify parents/legal guardians in writing at least five (5) days in advance. Such notification shall include:

- a. the name of movie and its rating;
- b. rationale for showing the movie;
- c. the description of an alternative activity if permission is not granted by the parent/legal guardian; and,
- d. A permission form which requires the signature of a parent/legal guardian and which is to be returned to the teacher.

This administrative procedure shall apply to all K-12 programs, and to all Before-and-After School Programs sponsored by the District.

*The Code of Self-Regulation of the Motion Picture Association establishes the following ratings:

G	All ages admitted. General audiences.
PG	All ages admitted. Parental guidance suggested. Some material may not be suitable for pre-teenagers.

- PG-13 Parents are strongly cautioned to give special guidance for children under 13. Some material may be inappropriate for young children.
- R Restricted. Under 17 requires accompanying parent or adult guardian.
- NC-17 No one 17 and under admitted.
- X No one under 17 admitted. (Age limit may vary in certain areas.)

Adopted: September 13, 2007

Reviewed: April 28, 2010

Reassign to Education Office: September 11, 2014

District 49 Worksheet for Selecting Supplementary Materials

Teacher _____ School _____

Materials being considered _____ Date _____

Supplemental instructional materials are used for less than one-fourth of the instruction of a course.

Does the material under consideration support District 49's standards, benchmarks, and expectations?

Is it age appropriate?

YES

NO

Proceed to use the material per your building guidelines and principal's approval.

Is it potentially problematic/controversial?
If so, specify how:

NO

Do not use the material.

YES

Specifically:

- Are the issues in question within the range, knowledge, maturity, and competence of the student?
- Are the potentially controversial issues related to course objectives and District-approved standards and curriculum?
- Is there a plan to inform parents of upcoming controversial issues in the curriculum prior to implementing the curriculum?

YES or NO

Y N

Y N

Y N

YES

Proceed as per your building guidelines.

NO (on any of the above)

Can sufficient modifications be made so that the material is no longer problematic/controversial?

YES

NO

List modifications below; file this worksheet with building administrator, and use the material after following any building guidelines.

Modifications: _____

Do not use the material.

In determining whether material is potentially problematic/controversial, consider three viewpoints: the teacher's, the parent's, and the student's. Can you anticipate concerns in any of the following categories?

- Inappropriate reading level (difficulty of text OR mature content or concepts)
- Controversial material (e.g., sex education, religion, self-esteem)
- Inappropriate language
- Inaccurate/outdated content

- Biases (cultural, gender, ethnic, and/or racial)
- Promotion of political/social/religious agenda
- Inappropriate illustrations
- Others (please elaborate) _____

Some of the following may be appropriate modifications for potentially problematic material:

- Including material from the opposing point of view in same unit
- Other (please elaborate)

- Correcting inaccurate/outdated information

Falcon School District 49
MOVIES PERMISSION FORM

Dear Parent/Legal Guardian,

On, _____ 20____, I will be showing the movie(s) entitled

_____ to the class. Rating(s): _____

The reason for showing the movie is

In accordance with School Board Policy IJ, IJ-R, I am required to secure your permission for your child to watch this movie. If you wish to exclude your child from viewing this movie, an alternative activity will be available to him/her.

If you have any questions, please contact _____ at

(Teacher/sponsor name) (Phone number)

* In Before & After School programs, etc., and other classes which focus on film study, teachers/sponsors may utilize a blanket permission form which indicates a group of movies and their ratings and dates on which they are expected to be shown.

(Please sign and return to teacher/sponsor.)

_____ has my permission to see the movie(s).

 Parent/Legal Guardian Signature

Date _____

_____ does **not** have my permission to see the movie(s).

 Parent/Legal Guardian Signature

Date _____

| Reassign to Education Office: September 11, 2014



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Nondiscrimination/Equal Opportunity
Designation	AC
Office/Custodian	CEO/Director of Human Resources

Falcon School District 49 is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The schools in the District are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services. Accordingly, no otherwise qualified student, employee, application for employment or member of the public shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any District program or activity on the basis of race, color, national origin, ancestry, creed, religion, sex (which includes marital status), sexual orientation, disability or need for special education services. Discrimination against employees and applicants for employment based on age and genetic information is also prohibited in accordance with state and/or federal law.

This policy and regulation shall be used to address all concerns regarding unlawful discrimination and harassment, except those regarding sexual harassment which are addressed in policies GBAA and JBB.

In keeping with these statements, the following shall be objectives of this school District:

1. Promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretation.
2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial and ethnic groups.
3. To consider carefully, in all decisions made which affect the schools, the potential benefit or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which he or she lives.
5. To investigate and resolve promptly any complaint of unlawful discrimination and harassment.
6. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or unlawful discrimination in violation of District policy.

Annual Notice

The District shall issue a written notice prior to the beginning of each school year that advises students, parents, employees and the general public that the educational programs, activities and employment opportunities offered by the District are offered without regard to race, color, sex (which includes marital status), sexual orientation, religion, national origin, ancestry, creed, disability or need for special education services. With respect to employment practices, the District shall also issue written notice that it does not discriminate on the basis of age or genetic information. The announcement shall also include the name or title, address, email address and telephone number of the person designated to coordinate Title IX and Section 504 and ADA compliance activities.

The notice shall appear on a continuing basis in all District media containing general information, including: teachers' guides, school publications, the District's website, recruitment materials, application forms, vacancy



BOARD-APPROVED POLICY OF DISTRICT 49

announcements, student handbooks, school program notices, summer program newsletters and annual letters to parents.

Harassment is prohibited

Harassment based on a person's race, color, national origin, ancestry, creed, religion, sex (which includes marital status), sexual orientation, disability or need for special education services is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn, staff members can work and members of the public can access and receive the benefit of District facilities and programs. All such harassment, by District staff, students and third parties, is strictly prohibited.

All District staff and students share the responsibility to ensure that harassment does not occur at any District school, on any District property, at any District or school-sanctioned activity or event, or off school property when such conduct has a nexus to the school, or any District curricular or non-curricular activity or event.

For purposes of this policy, harassment is any unwelcome, hostile and offensive verbal, written or physical conduct based on or directed at a person's race, color, national origin, ancestry, creed, religion, sex, sexual orientation, disability or need for special education services that: (1) results in physical, emotional or mental harm, or damage to property; (2) is sufficiently severe, persistent, or pervasive that it interferes with an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, hostile or threatening environment; or (3) substantially disrupts the orderly operation of the school. Board policy on sexual harassment (GBAA for employees and JBB for students) will apply to complaints alleging sexual harassment.

Harassing conduct may take many forms, including but not limited to:

1. verbal acts and name-calling;
2. graphic depictions and written statements, which may include use of cell phones or the Internet;
3. other conduct that may be physically threatening, harmful or humiliating.

Reporting unlawful discrimination and harassment

Any student who believes he or she has been a victim of unlawful discrimination or harassment as defined in Board policy, or who has witnessed such unlawful discrimination or harassment, shall immediately report it to an administrator, counselor, teacher or the District's compliance officer and file a complaint as set forth in the regulation which accompanies this policy.

Any employee, applicant for employment or member of the public who believes he or she has been a victim of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment, shall file a complaint with either an immediate supervisor or the District's compliance officer.

If the individual alleged to have engaged in prohibited conduct is the person designated as the compliance officer, the complaint shall be made to the deputy superintendent who shall designate an alternate compliance officer to investigate the matter.

District action

All District staff members who witness unlawful discrimination or harassment shall take prompt and effective action to stop it, as prescribed by the District.

The District shall take appropriate action to promptly and impartially investigate allegations of unlawful



BOARD-APPROVED POLICY OF DISTRICT 49

discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior and to prevent retaliation against the individual(s) who files the complaint and/or any person who participates in the investigation. When appropriate, the District shall take interim measures during the investigation to protect against further unlawful discrimination, harassment or retaliation.

To the extent possible, all reports of unlawful discrimination or harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation shall be subject to discipline, up to and including suspension/expulsion for students and termination of employment. No student, staff member or member of the public shall be subject to adverse treatment in retaliation for any good faith report of harassment under this policy.

Upon determining that incidents of unlawful discrimination or harassment are occurring in particular District settings or activities, the District shall implement measures designed to remedy the problem in those areas or activities.

Any student or employee who engages in unlawful discrimination or harassment shall be disciplined according to applicable administrative policies and the District shall take reasonable action to restore lost educational or employment opportunities to the victim(s).

In cases involving potential criminal conduct, the compliance officer shall determine whether appropriate law enforcement officials should be notified.

Notice and training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy to all District schools and departments. The policy and complaint process shall be referenced in student and employee handbooks and otherwise available to all students, staff and members of the public through electronic or hard-copy distribution.

Students and District employees shall receive periodic training related to recognizing and preventing unlawful discrimination and harassment. District employees shall receive additional training related to handling reports of unlawful discrimination and harassment. The training will include, but not be limited to:

- awareness of groups protected under state and federal law and/or targeted groups;
- how to recognize and react to unlawful discrimination and harassment; and
- harassment prevention strategies.

The District's designated compliance officer is:

~~Paul Andersen, Director of Human Resources~~

Dr. Louis Fletcher, Coordinator for Cultural Capacity

10850 E. Woodmen Road

Falcon, CO 80831

719-495-4156 **1105**

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: May 1994

BOARD-APPROVED POLICY OF DISTRICT 49

- Revised: August 13, 1998
- Revised: April 28, 2008
- Revised: August 12, 2010
- Revised: June 27, 2012
- Revised: May 8, 2014
- **Revised: September 11, 2014**

LEGAL REFS:

- 20 U.S.C. §1681 (*Title VII, Education Amendments of 1972*)
- 20 U.S.C. §1701-1758 (*Equal Employment Opportunity Act of 1972*)
- 29 U.S.C. §621 *et seq.* (*Age Discrimination in Employment Act of 1967*)
- 29 U.S.C. §701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)
- 42 U.S.C. §12101 *et seq.* (*Title II of the Americans with Disabilities Act*)
- 42 U.S.C. §2000d (*Title VI of the Civil Rights Act of 1964, as amended in 1972*)
- 42 U.S.C. §2000e (*Title VII of the Civil Rights Act of 1964*)
- 42 U.S.C. §2000ff *et seq.* (*Genetic Information Nondiscrimination Act of 2008*)
- 34 C.F.R. Part 100
- C.R.S. [2-4-401](#)(13.5) (*definition of sexual orientation*)
- C.R.S. [18-9-121](#) (*bias-motivated crimes*)
- C.R.S. [22-32-109](#)(1)(II) (*Board duty to adopt written policies prohibiting discrimination*)
- C.R.S. [24-34-301](#)(7) (*definition of sexual orientation*)
- C.R.S. [24-34-301](#) *et seq.* (*Colorado Civil Rights Division*)
- C.R.S. [24-34-401](#) *et seq.* (*discriminatory or unfair employment practices*)
- C.R.S. [24-34-601](#) (*unlawful discrimination in places of public accommodation*)
- C.R.S. [24-34-602](#) (*penalty and civil liability for unlawful discrimination*)

CROSS REFS:

- [GBA](#), Open Hiring/Equal Employment Opportunity and Affirmative Action
- [GBAA](#), Sexual Harassment
- [JB](#), Equal Educational Opportunities
- [JBB](#), Sexual Harassment



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Nondiscrimination/Equal Opportunity
Designation	AC-R
Office/Custodian	Education/Director of Human Resources

Falcon School District 49 is committed to providing a working and learning environment that is free from discrimination and harassment. The District shall promptly respond to concerns and complaints of unlawful discrimination and/or harassment; take action in response when unlawful 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 unlawful discrimination and/or harassment complaints as required by state and federal law. When appropriate, the complaint shall be referred to law enforcement for investigation.

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

Definitions

1. "Compliance officer" means an employee designated by the relevant chief officer to receive complaints of alleged unlawful discrimination and harassment. The compliance officer shall be identified by name/title, address, and telephone number. See exhibit AC-E-1. If the designated individual is not qualified or is unable to act as such, the relevant chief officer shall designate another administrator to serve as compliance officer.
2. "Complainant" shall mean a student, the parents or guardians of a student under the age of 18 acting on behalf of a student, an employee of the District, or member of the public who is directly affected by and/or is witness to an alleged violation of District policies prohibiting unlawful discrimination or harassment.

Compliance officer's duties

The compliance officer or his or her designee shall be responsible for conducting an investigation and coordinating all complaint procedures and processes for any alleged violation of federal or state statute or administrative policy prohibiting unlawful 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, providing training for District staff regarding the prohibition of discrimination/harassment in all District programs, activities and employment practices, disseminating information concerning the forms and procedures for the filing of complaints, ensuring the prompt investigation of all complaints, coordinating hearing procedures, and identifying and addressing any patterns or systemic problems that arise during the review of complaints. The compliance officer may delegate any or all of the foregoing responsibilities as necessary and/or appropriate under the circumstances.

Complaint procedure

A complainant is encouraged to promptly report the incident as provided in administrative policy and this regulation. All reports received by teachers, counselors, principals or other District employees shall be promptly forwarded to the compliance officer. If the compliance officer is the individual alleged to have engaged in the prohibited conduct, the complaint shall be forwarded to the relevant chief officer.

Any complainant may file with the compliance officer a complaint charging the District, another student or any school employee with unlawful discrimination or harassment. Complaints may be made orally or in writing. Persons who wish to file a written complaint shall be encouraged to use the form in AC-E-2.



BOARD-APPROVED POLICY OF DISTRICT 49

All complaints shall include a detailed description of the alleged events, the dates the alleged events occurred and names of the parties involved, including any witnesses. The complaint shall be made as soon as possible after the incident.

The compliance officer or designee shall confer with the alleged victim of the unlawful discrimination or harassment as soon as is reasonably possible, but no later than five working days following the District's receipt of the complaint in order to obtain a clear understanding of the basis of the complaint. The compliance officer will designate an administrator to conduct the investigation and will inform the complainant who the designated investigator is.

At the initial meeting, the compliance officer shall explain the avenues for informal and formal action, provide a description of the complaint process, and explain that both the victim and the individual alleged to have engaged in prohibited conduct have the right to exit the informal process and request a formal resolution of the matter at any time. The compliance officer shall also explain that whether or not the individual files a written complaint or otherwise requests action, the District is required by law to take steps to correct the unlawful discrimination or harassment and to prevent recurring unlawful discrimination, harassment or retaliation against anyone who makes a 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 prohibited conduct and preventing future prohibited conduct.

Within five working days following the initial meeting involving the compliance officer and the complainant, the investigator shall attempt to meet with the complainant and with the individual alleged to have engaged in the prohibited conduct and, if a student, his or her parents/guardians in order to obtain a response to the complaint. Such person(s) shall be informed of all allegations that are necessary to achieve a full and accurate disclosure of material information or to otherwise resolve the complaint.

Informal action

If the complainant and/or the individual alleged to have engaged in the prohibited conduct requests that the matter be resolved in an informal manner and/or the compliance officer believes that the matter is suitable to such resolution, the compliance officer or designee may attempt to resolve the matter informally through mediation, counseling or other non-disciplinary means. If both parties feel a resolution has been achieved through the informal process, then no further compliance action must be taken. No party shall be compelled to resolve a complaint of unlawful discrimination or harassment informally and either party may request an end to an informal process at any time. Informal resolution shall not be used to process complaints where the underlying offense involves sexual assault or other act of violence.

Formal action

If informal resolution is inappropriate, unavailable or unsuccessful, the compliance officer shall assign an administrator to promptly investigate the allegations to determine whether and/or to what extent, unlawful discrimination or harassment has occurred. The compliance officer may consider the following types of information in determining whether unlawful discrimination or harassment occurred:

- a. statements by any witness to the alleged incident;
- b. evidence about the relative credibility of the parties involved;



BOARD-APPROVED POLICY OF DISTRICT 49

- c. evidence relative to whether the individual alleged to have engaged in prohibited conduct has been found to have engaged in prohibited conduct against others;
- d. evidence of the aggrieved individual and/or alleged victim's reaction or change in behavior following the alleged prohibited conduct;
- e. evidence about whether the alleged victim and/or aggrieved individual took action to protest the conduct;
- f. evidence and witness statements or testimony presented by the parties involved;
- g. other contemporaneous evidence; and/or,
- h. any other evidence deemed relevant by the compliance officer.

In deciding whether conduct is a violation of law or policy, all relevant circumstances shall be considered by the investigator, including:

- a. the degree to which the conduct affected one or more student's 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 individual alleged to have engaged in the prohibited conduct and the alleged victim;
- d. the number of individuals alleged to have engaged in the prohibited conduct and number of victims of the prohibited conduct;
- e. the age of the individual alleged to have engaged in the prohibited conduct and the alleged victim;
- f. the size of the school, location of the incident, and context in which it occurred; and/or
- g. other incidents at the school.

The investigator shall prepare a written report containing findings and recommendations, as appropriate, and submit the report to the complainant within ten working days following the compliance officer's receipt of the complaint or ten working days following the termination of the informal resolution process.

If the complainant is not satisfied with the response, he or she may seek relief from the relevant chief officer or designee within ten working days of receiving the response. The complainant will forward copies of all documents filed at the first formal step, including the investigator's written response.

The relevant chief officer or designee shall review the information submitted by the complainant, including the findings of the investigators, and shall have the option of meeting with the affected persons, either separately or as a group. Within ten working days of receipt of the complaint, the relevant chief officer or designee shall issue a written report indicating the findings of his or her investigation.

If the complainant is not satisfied with the decision of the relevant chief officer or designee, a final appeal may be filed with the board of education within ten working days of receipt of the relevant chief officer's or designee's response. The board of education shall be the final determining body and shall decide the merits of the case based on the information contained in the formal complaint and results of the investigations at the previous two levels.



BOARD-APPROVED POLICY OF DISTRICT 49

The board's consideration of the matter will occur at its next regular meeting occurring at least seven working days subsequent to the filing of the appeal. A decision shall be issued within 20 working days of the board's consideration. The decision of the board shall be final.

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.

Outside agencies

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex/gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

The District's designated compliance officer is:

~~Paul Andersen, Director of Human Resources~~

Dr. Louis Fletcher, Coordinator for Cultural Capacity

10850 E. Woodmen Road

Falcon, CO 80831

719-495-~~1105~~4456

- Adopted: August 12, 201
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: April 10, 2014
- Revised: May 8, 2014
- **Revised: September 11, 2014**

CROSS REFS:

- AC and AC-E-1, Nondiscrimination/Equal Opportunity



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Nondiscrimination/Equal Opportunity
Designation	AC-E-1
Office/Custodian	CEO/Director of Human Resources

In compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, Colorado law and District administrative policy AC (Nondiscrimination/Equal Opportunity), Falcon School District 49 does not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, gender identity/expression, national origin, religion, ancestry, need for special education services, age, marital status, genetic information, or physical characteristics in admissions, access to, treatment, or employment in educational programs or activities which it operates.

Complaint procedures have been established for students, parents, employees and members of the public. The following person has been identified as the compliance officer for the District:

~~Paul Andersen, Director of Human Resources~~
Dr. Louis Fletcher, Coordinator for Cultural Capacity
10850 E. Woodmen Road
Falcon, CO 80831
719-495-110556

Outside agencies

Complaints regarding violations of Title VI (race, national origin), Title IX (sex/gender), Section 504/ADA (disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 N. Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the U.S. Equal Employment Opportunity Commission, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

- **Adopted: May 8, 2014**
- **Revised: September 11, 2014**



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Equal Education Opportunities – Student Complaint Procedure – Section 504 Plans
Designation	JB-R
Custodian	CEO/Director of Human Resources

Pursuant to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act/Amendment Act

Purpose

When a student (or the parent and/or guardian jointly with the student) feels that he/she has a basis for a complaint concerning an alleged violation of Title IX, Section 504 or ADA, he/she may file a written complaint with the principal of his/her school of attendance. Such complaint shall be in writing on forms provided by Falcon School District 49 and shall describe the nature of the complaint and identify the particular section of the law and/or the policies and procedures alleged to have been violated. The District will investigate complaints in an immediate, appropriate and equitable manner.

Orderly progression from the initial level shall allow each subsequent level of supervision the opportunity for solution of the issue. The complainant must clearly indicate that this procedure is being employed when presenting a complaint. At times it might be difficult or awkward for a person to follow this prescribed procedure. In such cases the complainant should seek advice from an administrator in the Learning Services Department.

Provisions

- A. Nothing contained herein shall be construed so as to limit in any way the ability of or authority for, the District and the complainant to resolve any complaint informally.
- B. This complaint procedure shall take precedence over any other formal complaint procedure used in the District. In the event of a dispute as to whether this complaint procedure or some other is applicable in a given situation, the compliance officer shall make the final determination.
- C. Failure to file or pursue a complaint or appeal, at any level, in a timely fashion as specified herein bars any further proceedings to that complaint.
- D. Complaints filed at any level must be submitted on the District approved complaint form.
- E. No complaint shall be recognized by the principal unless it shall have been presented within twenty school days after the student knew, or should have known, of the act or condition on which the complaint is based; and if not so presented, the complaint will be considered as waived.

Procedure

Upon receipt of the complaint, the principal shall conduct an investigation and shall render a written decision. Such decision shall be submitted to the student within seven school days. If the student is not satisfied with the decision of the principal, within five school days after receipt of such decision he/she may request that the District's compliance officer investigate the matter. The compliance officer shall conduct an independent investigation and shall attempt an informal resolution of the complaint. Following the investigation, the compliance officer shall submit a written report of the investigation to the principal and the student within fifteen days.



BOARD-APPROVED POLICY OF DISTRICT 49

If the student continues to be dissatisfied with the decision of his/her principal or is dissatisfied with the investigation results of the compliance officer, he/she may request that the decision of the principal or the investigation report of the compliance officer be reviewed by the relevant chief officer or his/her designee. Such request shall be submitted to the relevant chief officer within five school days after submission of the written report of the compliance officer.

The relevant chief officer or his/her designee shall render a written report within ten school days either affirming the actions of the compliance officer and/or principal, or alternatively recommend another resolution.

If the student is dissatisfied with the decision of the relevant chief officer, he/she may request a hearing before the Board of Education in accordance with the following procedures:

1. If a student is not satisfied with the disposition of a complaint that has been reviewed by the relevant chief officer or his/her designee, the student may request a hearing by the Board of Education. The request must be filed in writing with the president of the Board within ten school days of the decision of the relevant chief officer or his/her designee.
2. The Board shall hold a hearing no later than its next regularly scheduled meeting provided it has received the request at least five days prior to such meeting.
3. The student may be represented by counsel or a designated representative at the hearing at no expense to the District.
4. Any hearing will be held in closed session unless mutually agreed to it being open to the public.
5. The Board shall submit a decision not later than its next regularly scheduled meeting subsequent to the meeting at which the hearing was held.
6. The decision of the Board shall be final.

The District's designated compliance officer is:

~~Paul Andersen, Director of Human Resources~~

Dr. Louis Fletcher, Coordinator for Cultural Capacity

10850 E. Woodmen Road

Falcon, CO 80831

719-495-110556

- Adopted: January 14, 2010
- Revised: May 8, 2014
- **Revised: September 11, 2014**

BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Resolution for Constitution Day 9-17-14
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Constitution week is an opportunity for our schools to focus on the very important part of our country's heritage. 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. Teachers in the district welcome the opportunity to review with our students the importance of this document to our country.

RATIONALE: Recognition of the importance of setting aside a specific period of time to focus as a district on the Constitution of the United States.

RELEVANT DATA AND EXPECTED OUTCOMES: The community and staff will understand the Board's commitment to and support of Constitution Week.

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: Move to approve the attached resolution supporting Constitution Day.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 2, 2014



**RESOLUTION
NATIONAL CONSTITUTION DAY
September 17th 2014**

WHEREAS, District 49 recognizes the importance of the Constitution in the development of our country; and

WHEREAS, District 49 is dedicated to providing a quality education for the students; and

WHEREAS, it is appropriate for District 49 to endorse the observance of National Constitution Day as an opportunity to support better understanding of our nation's history and culture;

**NOW THEREFORE, WE THE DISTRICT 49 BOARD OF EDUCATION PROCLAIM
September 17th 2014 NATIONAL CONSTITUTION DAY.**

ADOPTED AND APPROVED this 11th day of September 2014.

(District Seal)

Tammy Harold, President

David Moore, Vice President

Kevin Butcher, Treasurer

Marie LaVere-Wright, Secretary

Chuck Irons, Director

Peter Hilts, Chief Education Officer

STATE OF COLORADO)
FALCON SCHOOL DISTRICT #49)
EL PASO COUNTY)

I, Marie LaVere-Wright, the Secretary of the Board of Education of Falcon School District #49, El Paso County, Colorado (the "District"), do hereby certify that:

1. Attached is a true and correct copy of a resolution (the “Resolution”) adopted by the Board of Education (the “Board”) at the regular meeting held on **September 11, 2014**.

2. Notice of such meeting was posted in a public place within the boundaries of the District designated by the Board for the posting of notices of meetings of the Board no less than 24 hours prior to the holding of the meeting.

3. The Resolution was duly moved, seconded, and adopted at such meeting by the affirmative vote of a majority of the members of the Board as follows:

Board Member	Yes	No	Absent	Abstaining
Kevin Butcher	_____	_____	_____	_____
Tammy Harold	_____	_____	_____	_____
Chuck Irons	_____	_____	_____	_____
Marie LaVere-Wright	_____	_____	_____	_____
David Moore	_____	_____	_____	_____

4. The Resolution was duly approved by the Board, signed by the President of the Board, sealed with the District's seal, attested by the Secretary of the Board, and recorded in the minutes of the Board.

5. The meeting at which the Resolution was adopted was noticed and all proceedings relating to the adoption of the Resolution were conducted in accordance with all applicable by-laws, rules, regulations, and resolutions of the District, in accordance with the normal procedures of the District relating to such matters, and in accordance with applicable constitutional provisions and statutes of the State of Colorado and all other applicable laws.

WITNESS my hand and seal of the District this 11th Day of September 2014.

[DISTRICT SEAL]

Marie LaVere-Wright
Secretary, Board of Education

BOARD OF EDUCATION AGENDA ITEM 7.06

BOARD WORK SESSION OF:	September 11, 2014
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Resolution of Commitment to Lease Land to a Charter High School
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The district has identified a need to authorize a charter high school to complete our K-12 portfolio of schools. In addition, the Board of Education has granted provisional approval to an application for Trail Ridge Academy (TRA). Pending completion of an enhanced application, the district may consider granting full approval to TRA.

RATIONALE: Securing land and a facility are two of the most difficult challenges for new charter schools. By committing to lease land to a future charter school, the district can formalize its support for developing and launching a school to complete the K-12 charter sequence. Clarifying a potential long-term location for the school is in the best interests of the district and the founders.

RELEVANT DATA AND EXPECTED OUTCOMES: If the district commits to a low-cost lease, then charter school developers can develop site-specific plans and move forward with clarity about the site and facility options.

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: Committing to a specific parcel of land gives clarity and shows support for developing a charter high school.
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	Major Impact: If the land commitment enhances the charter school development process, it will lead to a more complete portfolio of schools.
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the attached resolution on Committing to Reserve Parcels of Land for Lease to Charter Schools as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 2, 2014

RESOLUTION

Committing to Reserve Parcels of Land for Lease to Charter Schools

WHEREAS, District 49 constituents have consistently sought charter school opportunities for students and families that attend our public schools; and

WHEREAS the Board of Education (“Board”) enthusiastically supports efforts to meet the needs of all students by hosting a robust portfolio of exceptional schools; and

WHEREAS, the Board caused to be distributed a Request for Proposals for a public charter school application serving students in grades 9-12; and

WHEREAS, the Board has approved an application to operate Valiant Academy as a public charter school in District 49; and

WHEREAS, the Board has granted provisional approval to a founding group to operate Trail Ridge Academy (TRA) as a public charter high school; and

WHEREAS, the make-up, credentials and collaborative efforts of the founding committees are warmly endorsed by the Board, and the Board wishes to support the founding committees and to work with each committee to launch a successful public charter school; and

WHEREAS, the TRA application made the following proposition:

TRA would like to consider partnering with D49 in a land donation. If given a long-term lease on the land, TRA would then pursue financing the construction of the new facility with tax exempt bond financing through the Colorado Educational and Cultural Facilities Authority (CECFA); and

WHEREAS, Valiant Academy similarly has communicated its interest and desire in obtaining property for use as a school facility; and

WHEREAS, the district, through commitments from local developers hold dedications of parcels of land including one known as the Mustang Rim property, bounded on the North by Dublin Boulevard, on the West by Mustang Rim Drive, on the South by Hawk Wind Boulevard, and on the East by existing private property (the Mustang Rim property) and one known as the Claremont Ranch property, bounded by Hames Drive on the South, Meadowbrook Parkway on the North, and Pinyon Jay Drive on the East and by existing private property on the West;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of El Paso County School District 49 that the parcel of land previously described as the Mustang Rim property is reserved for the future development of a public charter high school to serve all students in District 49, and that the the parcel of land previously described is as the Claremont Ranch property is reserved for the future development of a public charter school to serve all students in District 49, subject to the following terms and conditions:

1. This reservation does not bind the Board or district to any particular timeline for construction of any public charter school.
2. This reservation does not obligate the Board or district to absorb any development, planning, construction, or other costs associated with establishing a public charter school facility on either parcel.
3. It is the express intent of the board, subject to negotiations regarding terms and conditions, to lease the Mustang Rim property as a site for Trail Ridge Academy, (or another public charter high school as may be approved by the Board) for the nominal fee of \$1 per year.
4. It is the express intent of the board, subject to negotiations regarding terms and conditions, to lease the Claremont Ranch property as a site for Valiant Academy (or another public charter school as may be approved by the Board) for the nominal fee of \$1 per year.

Adopted this 11th day of September, 2014.

FALCON SCHOOL DISTRICT 49

By: _____
Tammy Harold
President, Board of Education

Attest:

By: _____
Marie Lavere-Wright
Secretary, Board of Education

STATE OF COLORADO)
FALCON SCHOOL DISTRICT #49)
EL PASO COUNTY)

I, Marie LaVere-Wright, the Secretary of the Board of Education of Falcon School District #49, El Paso County, Colorado (the "District"), do hereby certify that:

1. Attached is a true and correct copy of a resolution (the "Resolution") adopted by the Board of Education (the "Board") at the regular meeting held on **September 11, 2014**.

2. Notice of such meeting was posted in a public place within the boundaries of the District designated by the Board for the posting of notices of meetings of the Board no less than 24 hours prior to the holding of the meeting.

3. The Resolution was duly moved, seconded, and adopted at such meeting by the affirmative vote of a majority of the members of the Board as follows:

Board Member	Yes	No	Absent	Abstaining
Kevin Butcher	_____	_____	_____	_____
Tammy Harold	_____	_____	_____	_____
Chuck Irons	_____	_____	_____	_____
Marie LaVere-Wright	_____	_____	_____	_____
David Moore	_____	_____	_____	_____

4. The Resolution was duly approved by the Board, signed by the President of the Board, sealed with the District's seal, attested by the Secretary of the Board, and recorded in the minutes of the Board.

5. The meeting at which the Resolution was adopted was noticed and all proceedings relating to the adoption of the Resolution were conducted in accordance with all applicable by-laws, rules, regulations, and resolutions of the District, in accordance with the normal procedures of the District relating to such matters, and in accordance with applicable constitutional provisions and statutes of the State of Colorado and all other applicable laws.

WITNESS my hand and seal of the District this **11th Day of September 2014**.

[DISTRICT SEAL]

Marie LaVere-Wright
Secretary, Board of Education

September 8, 2014

Dear Falcon School District #49 Board of Education,

Thank you for your continued support of choice education and Trail Ridge Academy. With the recent changes to the proposed bond language, the founding committee of Trail Ridge Academy would like to formally request the Falcon School District #49 Board of Education resolve to designate the site at Dublin Blvd. and Mustang Rim Drive in Colorado Springs, CO to the future charter high school. As the committee moves forward with the process of modifying the provisionally approved application, a designation of this land will help in defining resources necessary to launch the school. The committee would also ask that it be allowed to access the conceptual drawings and site plans as developed with the DLR Group.

Thank you for your time and consideration.

Sincerely,

_____/Signed/_____

Trail Ridge Academy Founding Committee

BOARD OF EDUCATION AGENDA ITEM 7.07

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Kim McClelland
TITLE OF AGENDA ITEM:	Emergency Policy Approval Regarding Additional October Count Documentation for Online Schools, Policy DIA
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: On August 13, 2014, the Colorado State Board of Education passed a set of emergency rules updating rules pertaining to online education so that they align with changes to statute that resulted from HB 14-1382 (see attached).

On or about September 3, 2014 the Colorado Department of Education made available a form (see attached) which requires that online school authorizers adopt alternative documentation policies which track “student enrollment, attendance, and participation,” signed by the Chief Financial Officer and Superintendent, along with a copy of the board approved policies, to the CDE Blended and Online Learning Office no later than September 22, 2014.

RATIONALE: As Falcon School District 49 includes schools and programs that provide blended learning and differentiated instruction for students, including online instruction, this policy addresses the types of documentation the district may utilize as proof of a student’s enrollment and attendance in any district online school or online program.

RELEVANT DATA AND EXPECTED OUTCOMES: Additional count documentation may be in addition to or as a substitute to any student management system login for the district’s on-line schools and programs. All such documentation shall be used to determine whether the student is enrolled in a district online school or program on a part-time or full-time basis, in accordance with applicable state law. Supporting documentation includes: CDE Response to Emergency Rules, Online Assurance Form

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	Falcon school district is a leader of online learning and continues to innovate in terms of demonstrating online student active participation.
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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to temporarily approve policy DIA as recommended by the administration. Move this item for discussion at the September 24 work session and adoption at the October 9 regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 8, 2014



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Online Schools and Online Programs (Permissible Documentation)
Designation	DIA
Office/Custodian	Education/iConnect Zone Leader

The district includes schools and programs that provide blended learning and differentiated instruction for students, including online instruction. This policy addresses the types of documentation the district may utilize as proof of a student's enrollment and attendance in any district online school or online program.

In accordance with applicable state law, the following forms of documentation are acceptable for purposes of tracking a student's enrollment, attendance and participation in educational activities to support student learning in any district online school or online program:

- Assessment
- Orientation and induction activities
- In-person educational instruction
- Synchronous and asynchronous Internet-based educational activities
- Field trips
- Concurrent enrollment
- Work study
- Peer mentoring; and
- Internship hours or similar forms of instruction

Documentation of the above-mentioned educational activities may be in addition to or as a substitute to any student management system login for the district's online schools and programs. All such documentation shall be used to determine whether the student is enrolled in a district online school or program on a part-time or full-time basis, in accordance with applicable state law.

ADOPTED: September 11, 2014 (temporary approval)

LEGAL REFS:

- C.R.S. 22-30.7-105(2)(a) (online programs and online schools must document student attendance and participation in educational activities)
- C.R.S. 22-54-104 (district total program requirements, including pupil count)
- 1 CCR 301-39 (Rules for the Administration of the Public School Finance Act of 1994)
- 1 CCR 301-71, Rule 8.0 (process for documenting students enrolled in an online program or online school)



COLORADO Department of Education

Blended and Online Learning Office
201 East Colfax Avenue
Denver, CO 80203-1799

Online Community Members Having Submitted Input to Emergency Rules

8/13/14

Today the state board of education passed a set of emergency rules updating rules pertaining to online education so that they align with changes to statute that resulted from HB 14-1382.

We were very thankful to those of you who offered input on such short notice, understanding that emergency rule-making doesn't include the same timelines and opportunities for formal feedback to the board. There were five total pieces of input received from the field. We want to summarize that feedback for you, and let you know which components of your input were reflected in the emergency rules adopted today, and which we have made note of to share with the task force to use as they give input to permanent rules. There were also some suggestions which addressed practices or processes that the State Board of Education doesn't have the authority to address in rule-making. We are providing the overview that follows in hopes of promoting transparency and supporting the 14-1382 task force as they begin meeting in the coming weeks.

Some of you provided feedback regarding confusing references to full-time and part-time student definitions which led us to notice and fix a typo in two references in the rules. We appreciate your help on this as we were moving quickly to get this submitted. The most common themes of input beyond the reference error were as follows. For each, we have indicated whether this goes beyond the scope of rule-making, is related to existing rule in school finance, or may be addressed by the task force.

- There were a set of recommendations regarding language in the definitions of online schools and programs. These definitions are in statute. The State Board of Education is required to update definitions within rules when statute changes, however they do not have the authority to change statutory definitions.
- There were also a number of you who inquired about the term "teacher-pupil" asking whether the implication of this word choice was to make it more difficult to accept asynchronous instruction in audit. As a result, some of you suggested using terms like, "teacher-directed," or, "teacher-directed synchronous or asynchronous." As current CDE audit procedures already clearly commit to allowing for both synchronous and asynchronous teacher-pupil instruction, changes in rule are not required to continue to allow that practice. Nor was there any input from the field or staff seeking to narrow that current interpretation. If the task force wants to revisit the use of this term they may do so. It is also important to note that the term "teacher-pupil" is defined in the school finance statute and rule, so the current language allows for consistency and clarity with districts and authorizers.

In addition to those two categories, there were also a number of specific questions about areas of rule that were either existing or refer directly to requirements in school finance statute and rule. Staff didn't



seek to make changes in any area of the rules outside of the updates required by HB 14-1382, and is obligated to bring forward rules that align with related existing statute and rule. This list of specific questions included the following:

- 2.03.3 which states that a student leaving within the first 25% of the course will not be counted. (not new and aligns with school finance)
- Definitions of learning centers (not new)
- References to seat time, in name or concept (in school finance)
- Repeating the same information for count in online schools and programs (that structure of the rules is not new)

Finally, there were a few suggestions regarding specific types of documentation that someone wanted to see included in rule. Given that statute now dictates that districts have that authority, adoption of such specific options in board rule - especially in emergency rule-making without adequate opportunity for district input - seemed in conflict with the nature of the statute. It could be perceived that including such specific options would limit the districts' flexibility. This same rationale led to the inclusion of the phrase, "included, but not limited to," in the rules. We believe this phrase allows local districts to explore the options identified in your input.

We want to thank you again for assisting in the emergency rule-making process, and look forward to the design of permanent rules later this year, when public input will be formalized and when the work of the taskforce can be included. We hope you are all getting off to a good start in your schools; it is an exciting time of year.

Gretchen Morgan
Executive Director of Choice and Innovation





COLORADO
Department of Education

**NOTIFICATION OF ALTERNATIVE DOCUMENTATION
PURSUANT TO 1 CCR 301-71-8.02
EMERGENCY RULES FOR THE ADMINISTRATION, CERTIFICATION,
AND OVERSIGHT OF COLORADO ONLINE PROGRAMS**

Rule 8.02 of the Emergency Rules for the Administration, Certification, and Oversight of Colorado Online Programs, 1-CCR 301-71, indicate for the 2014-15 school year and thereafter, if an Authorizer wishes to accept forms of documentation other than those set forth in 8.01, the Authorizer must adopt policies tracking student enrollment, attendance, and participation as set forth in 3.02.9 and may document students' attendance and participation in educational activities in a matter the Authorizer deems appropriate to support student learning. Acceptable forms of documentation include, but need not be limited to, assessment, orientation, and induction activities, in-person educational instruction, and synchronous and asynchronous internet-based educational activities.

Authorizers wishing to accept alternative forms of documentation pursuant to this rule, must submit this form, signed and dated by the Chief Financial Officer and Superintendent, along with a copy of the board approved policies, to the Blended and Online Learning Office no later than **September 22, 2014**.

- ☐ The signatures below provide assurances to the Colorado Department of Education of the authorizer's verification of student enrollment, attendance, and participation in educational activities for the online program and/or online school during the official count window in order to determine eligibility for funding.
- ☐ Attached is a copy of the board approved policies outlining documentation to evidence student enrollment, attendance, and participation in educational activities for the online program and/or online school within the district. Examples of documentation to be provided may also be attached for clarification.

School District: _____

District Code: _____

County: _____

Online Program(s) and/or Online School(s): _____

Chief Financial Officer (signature)

(printed name)

Date: _____

Superintendent (signature)

(printed name)

Date: _____

Mail to:
Blended and Online Learning Office
Colorado Department of Education
201 E. Colfax Avenue, Room 302
Denver, CO 80203

OR Submit electronically to:
Martinez_R@cde.state.co.us

BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Barbara Seeley
TITLE OF AGENDA ITEM:	Student Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

Travel Study Trip request:

FVA

Middle School Mesa Verde Trip

Departure-9/25/14 Return-9/27/14

A maximum of 45 students will attend this trip.

Cost of trip is \$155 per student (trip costs include lodging, meals, tours and transportation.)

Students will understand the culture and history of tribal civilizations in Colorado; Compare and contrast tribal civilizations to today's societies; understand societal structure and governmental organization.

Fundraising will not be part of this program.

Travel Study Trip request:

SMS

EF Tours 2015 to France & Spain

Departure-6/8/15 Return-6/19/15

Number of students attending trip TBD, probably 8-10 students.

Cost of trip is \$4,267 per student (trip costs include lodging, meals, insurance, tours and transportation.)

Students will learn about the cultures and customs of France and Spain.

Fundraising will not be part of this program.

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: August 29, 2014



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	State Assessment Results Follow Up
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Transitional Colorado Assessment Program (TCAP) is Colorado's standards-based assessment, designed to provide a snapshot of student performance for educators, parents and the community. Students in grades 3-10 were tested in the spring of 2014 on their skills in reading, writing and mathematics. Spring 2014 marked the end of TCAP test administration as the state transitions to a new assessment system, Colorado Measures of Academic Success.

RATIONALE: The TCAP serves as a measure of accountability for District 49 and its schools. An annual report on Colorado State Assessment Measures provides the Board and the community with data related to student achievement and growth.

RELEVANT DATA AND EXPECTED OUTCOMES: Presentation and Data 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	<u>State assessment results provide our taxpayers with a snapshot of the district in the areas of student achievement and growth.</u>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<u>We partner with the community in our efforts to continually improve educational outcomes for our students.</u>
Rock #3 — Establish District 49 as the <u>best</u> district in Colorado to learn, work and lead	<u>State assessment measures provide indicators of our successes and challenges as we strive to provide the best learning experiences for our students.</u>
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<u>State assessment results provide us the opportunity to identify strong instructional programs and areas for improvement among our various schools and programs.</u>
Rock #5 — Customize our educational systems to launch each student toward success	<u>As we begin our improvement planning processes, we will focus on identifying areas of needed intervention and growth to launch every child toward a successful future.</u>

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter, Hilts, CEO

DATE: August 28, 2014



Review of 2014 Academic Data

Board of Education Work Session
August 27, 2014

Presented By:

Amber Whetstine, Executive Director of Learning Services

Kristy Rigdon, Coordinator of Curriculum, Instruction and Assessment

Transitional Colorado Assessment Program (TCAP)



- The **TCAP**, Colorado's standards-based assessment, was designed to provide a snapshot of student performance to schools, districts, educators, parents and the community.
- Students in grades 3-10 were assessed in reading, writing and mathematics.
- The final TCAP assessment was administered in spring 2014.
- Colorado Measures of Academic Success (CMAS) social studies and science assessments were also administered in spring 2014.
- This fall 12th graders will take the science and social studies CMAS assessments.
- Grades 3-11 will begin to take the PARCC Performance Based assessments and End Of Year assessments in spring 2015.

Considerations



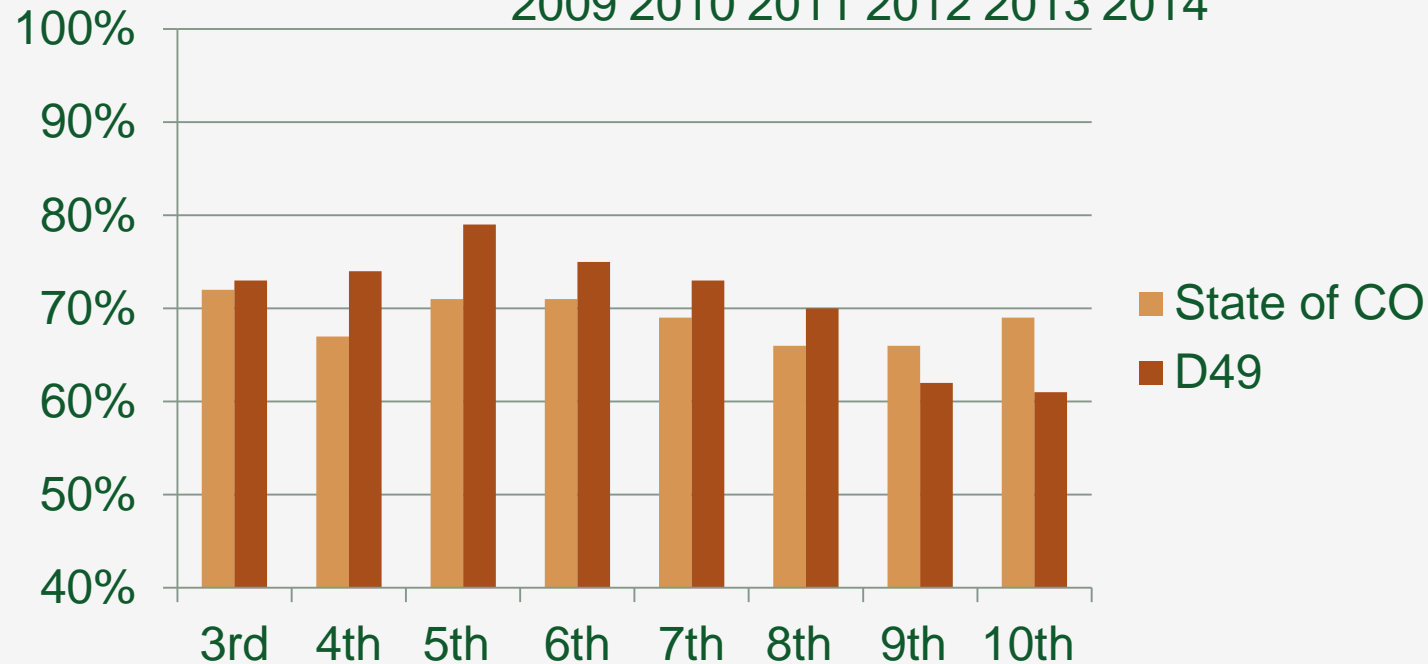
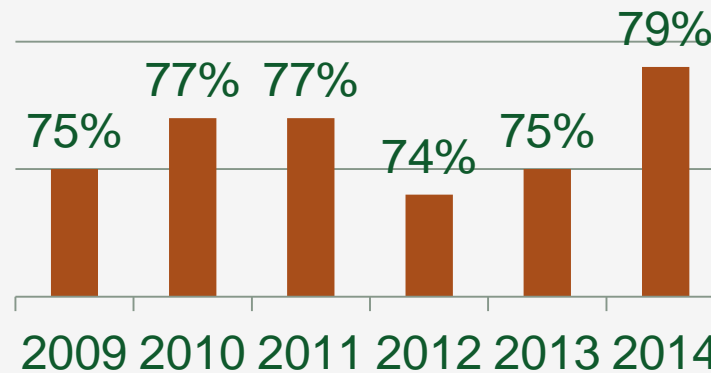
- Teachers have incorporated the Colorado Academic Standards standards into instruction in preparation for CMAS and PARCC.
- 2013-2014 was the first year of READ Act implementation, which placed a greater emphasis on early literacy intervention and assessment.
- Additionally in 2013-2014, student achievement began to influence educator evaluations in compliance with SB10-191.
- GOAL Academy joined District 49 in July 2013, with a population of 3,000 at-risk students.
- We had multiple major test misadministrations which led to the zeroing of scores.



Reading

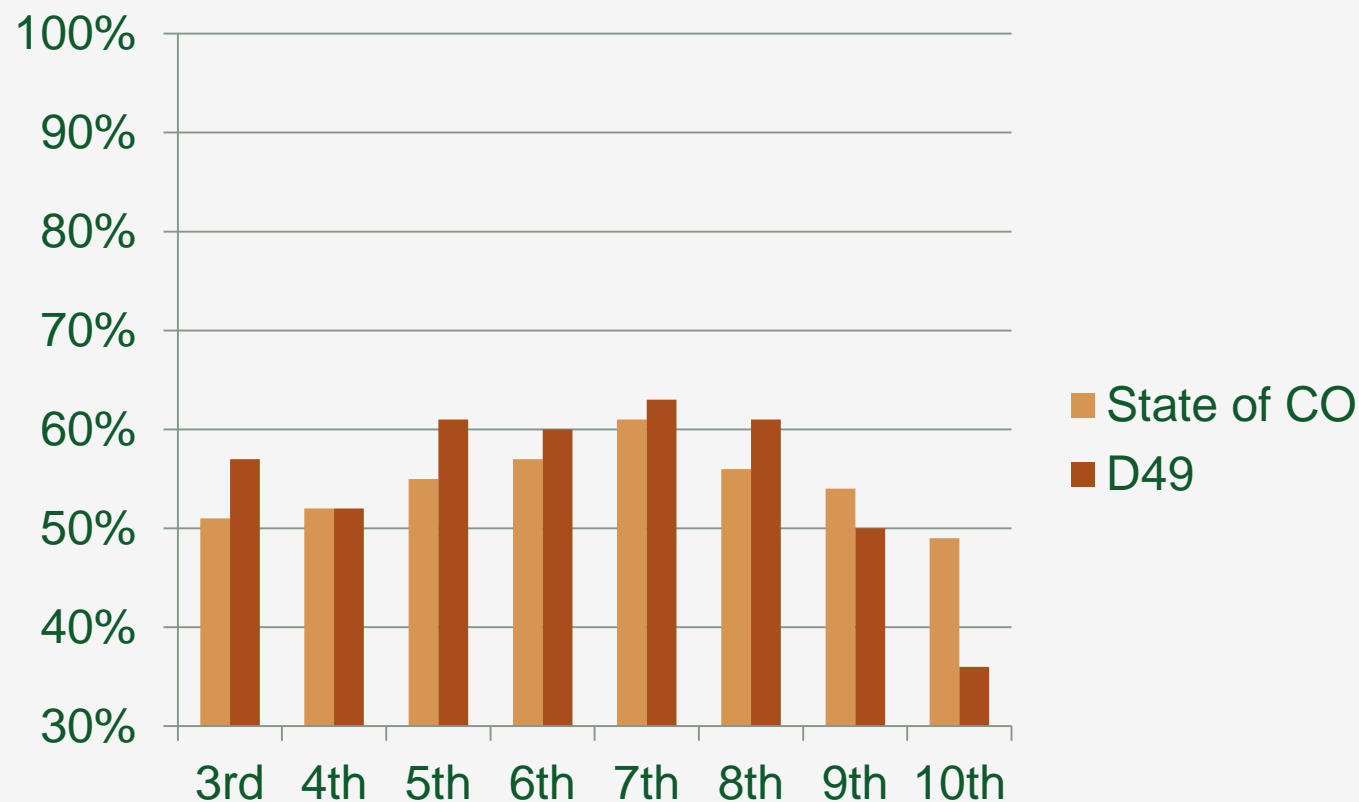


5th Grade



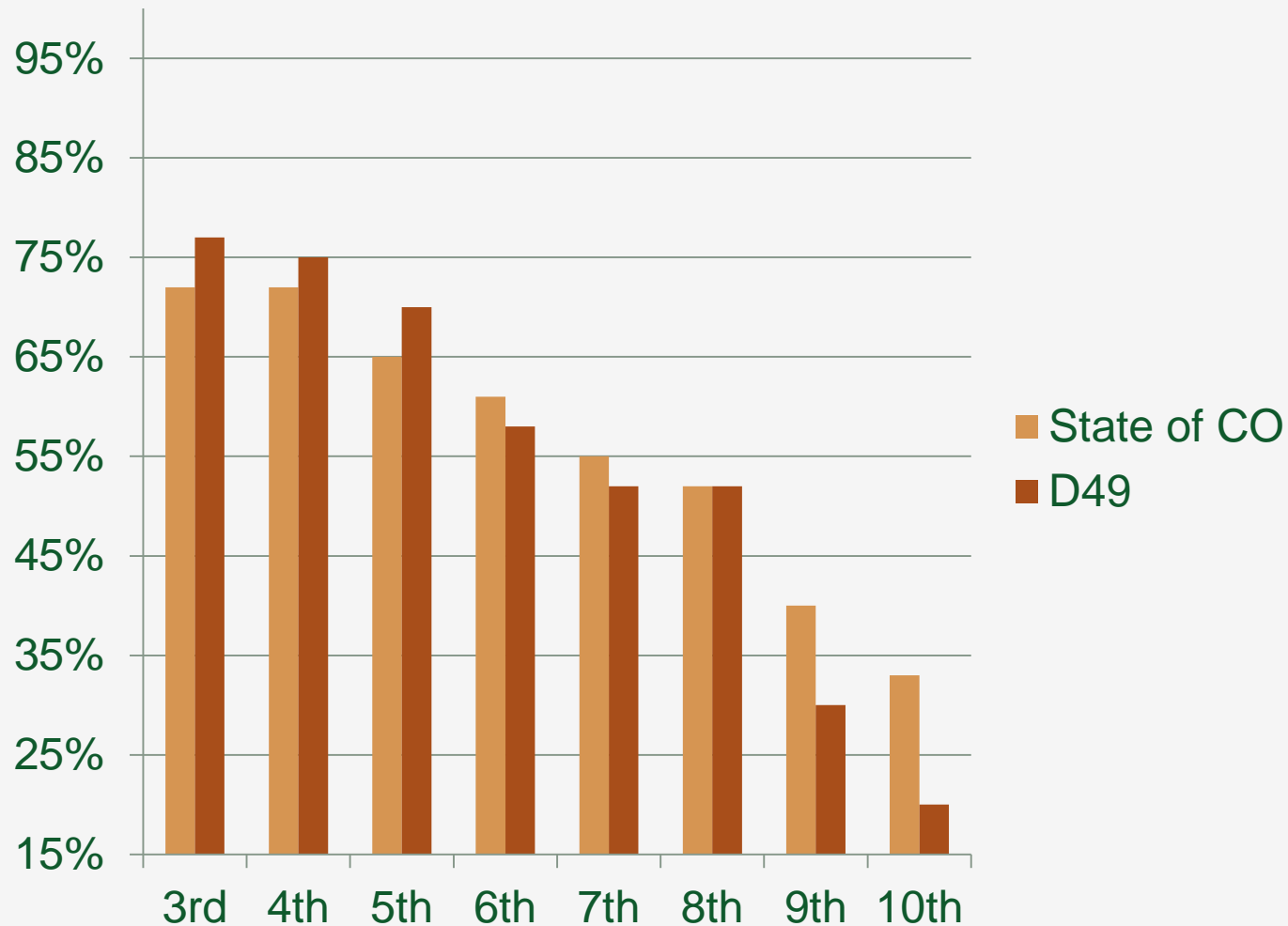


Writing





Math

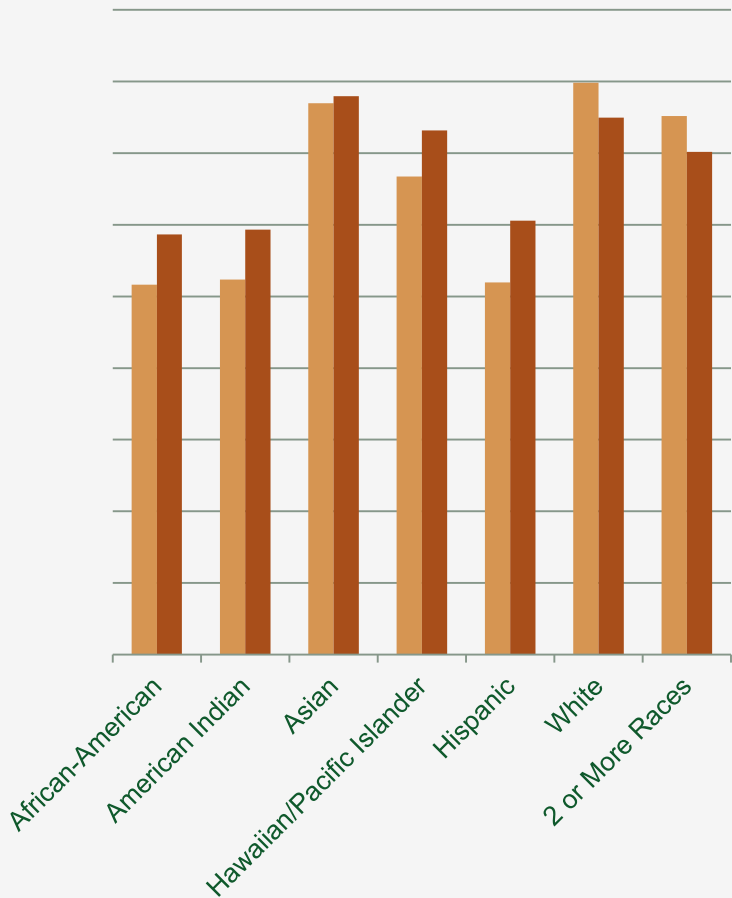




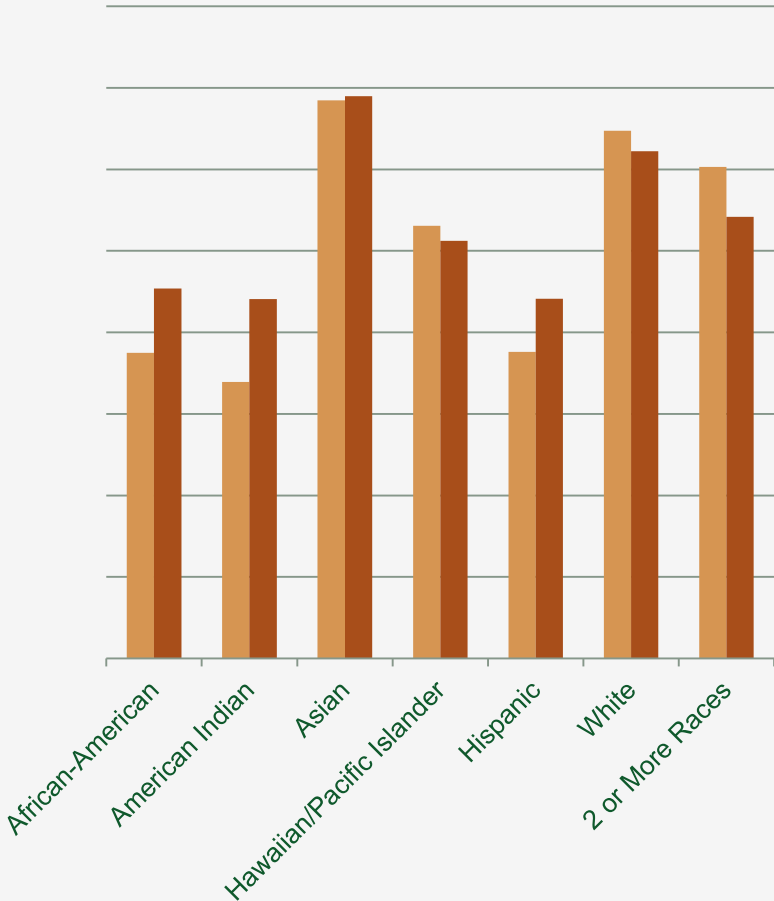
Student Subgroups-Ethnicity



Reading



Writing

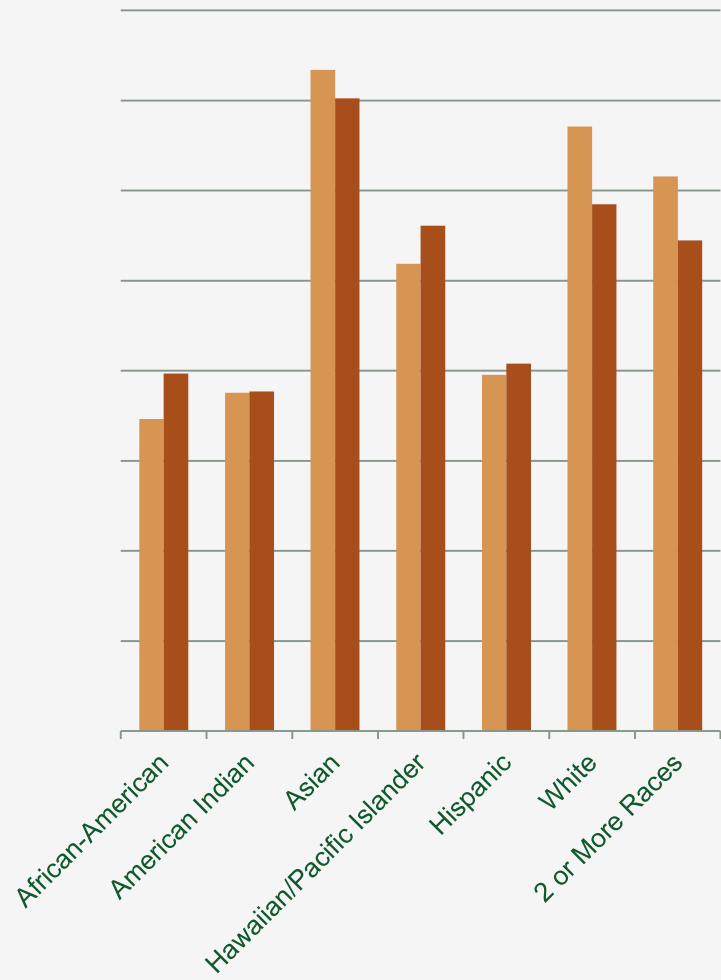




Student Subgroups -Ethnicity Cont.



Math

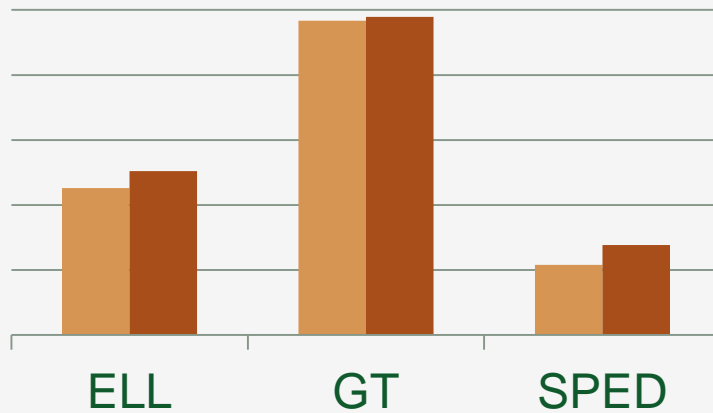


Although we are continuing to observe achievement gaps within subgroups as a district, many of our subgroups are performing above state averages.

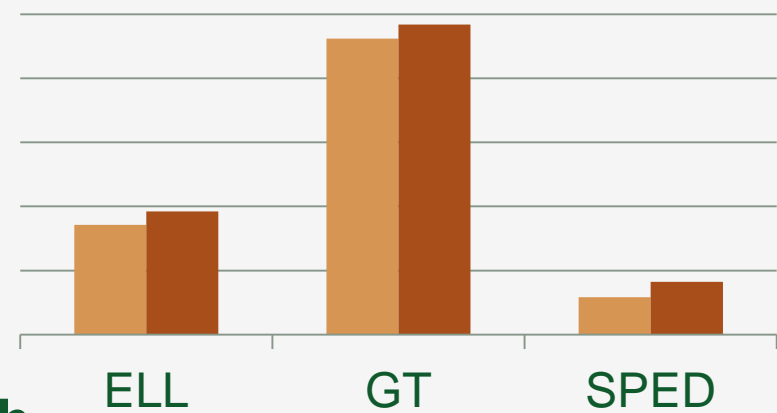


Student Subgroups

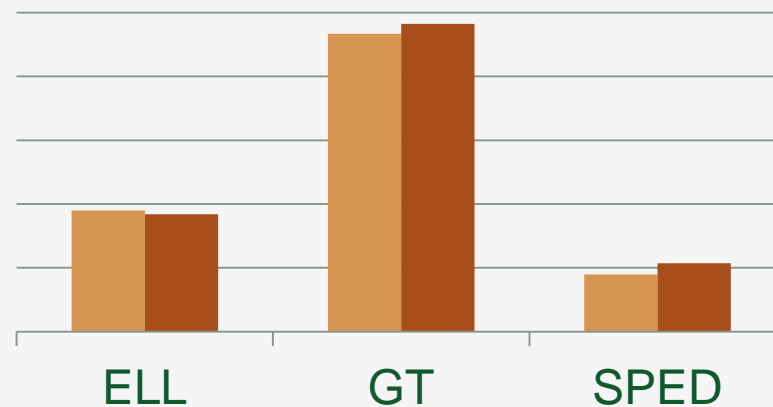
Reading



Writing



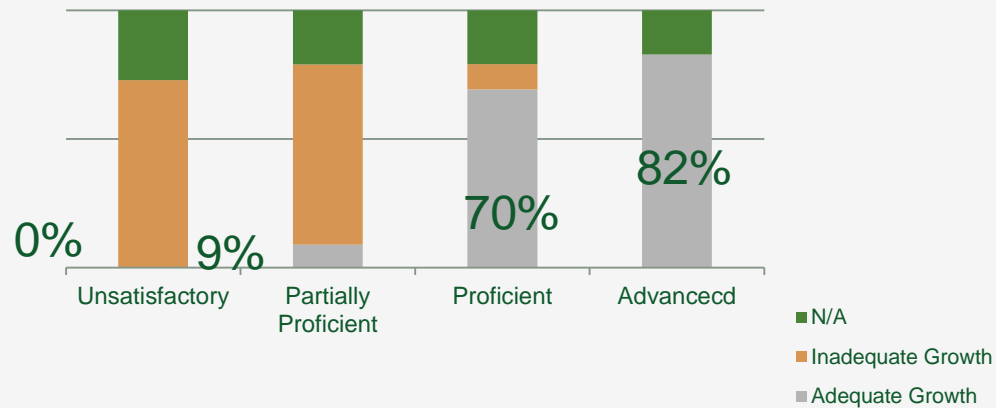
Math



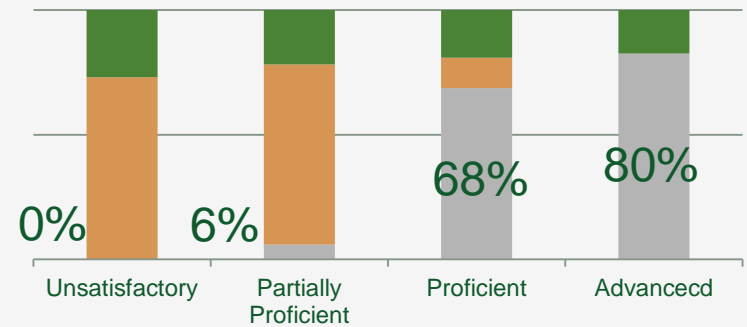


Growth-Cont.

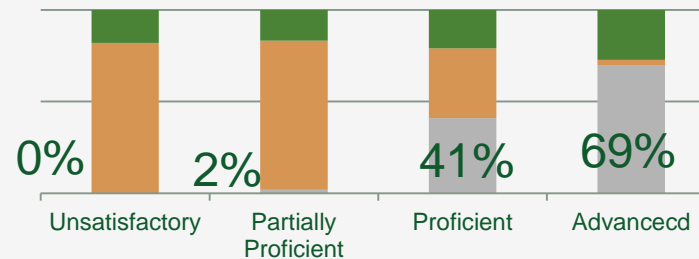
Reading % Adequate Growth



Writing % Adequate Growth



Math % Adequate Growth





Percentage Point change in Adequate Growth



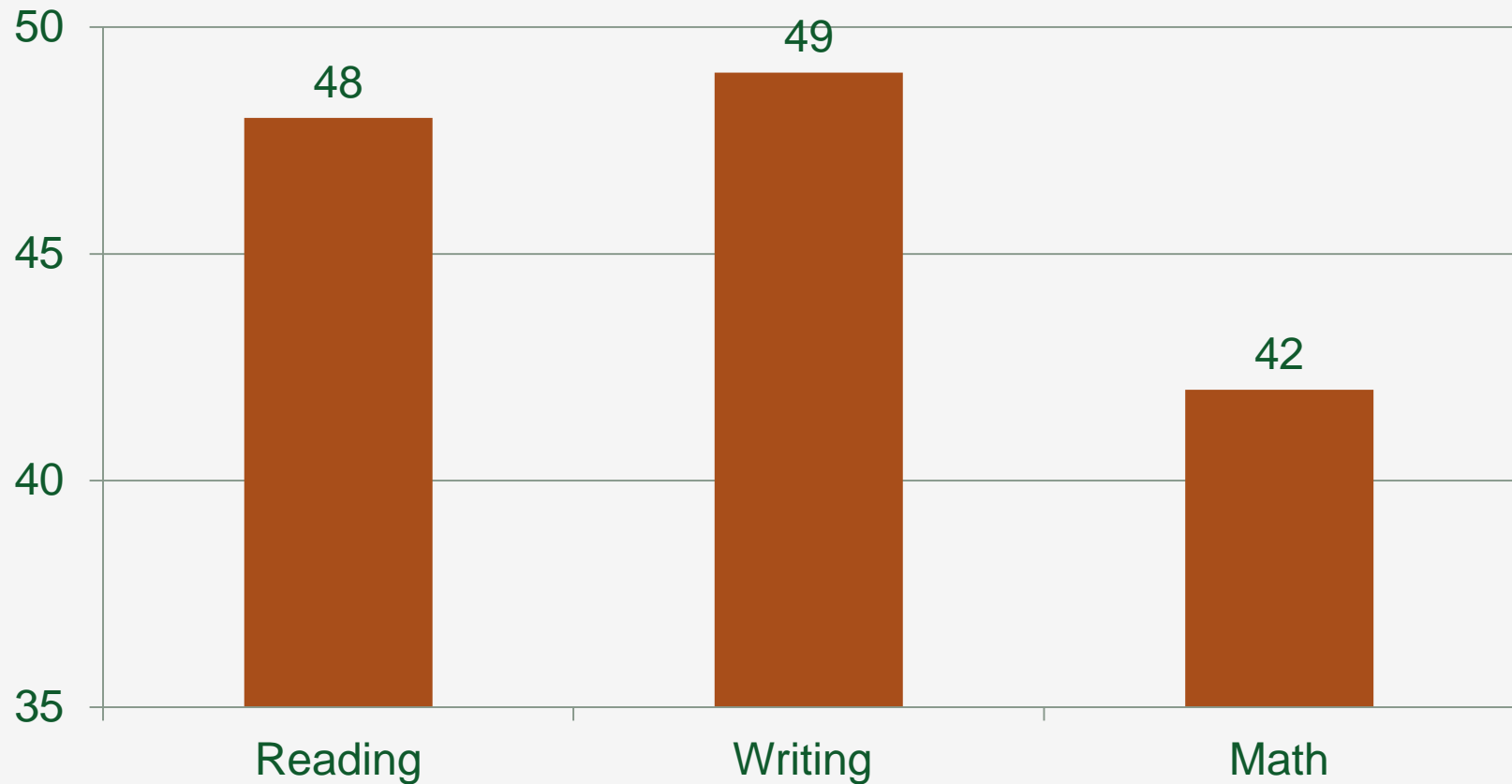
Reading	
Elementary	
Unsatisfactory	-
Partially P.	-2
Proficient	2
Advanced	7
Middle School	
Unsatisfactory	-
Partially P.	4
Proficient	-
Advanced	-3
High School	
Unsatisfactory	-
Partially P.	-
Proficient	-1
Advanced	-1

Writing	
Elementary	
Unsatisfactory	-
Partially P.	-2
Proficient	1
Advanced	-8
Middle School	
Unsatisfactory	-
Partially P.	-1
Proficient	1
Advanced	2
High School	
Unsatisfactory	-
Partially P.	-
Proficient	1
Advanced	-4

Math	
Elementary	
Unsatisfactory	-
Partially P.	-2
Proficient	-4
Advanced	-
Middle School	
Unsatisfactory	-
Partially P.	-
Proficient	3
Advanced	-2
High School	
Unsatisfactory	-
Partially P.	-
Proficient	-
Advanced	1

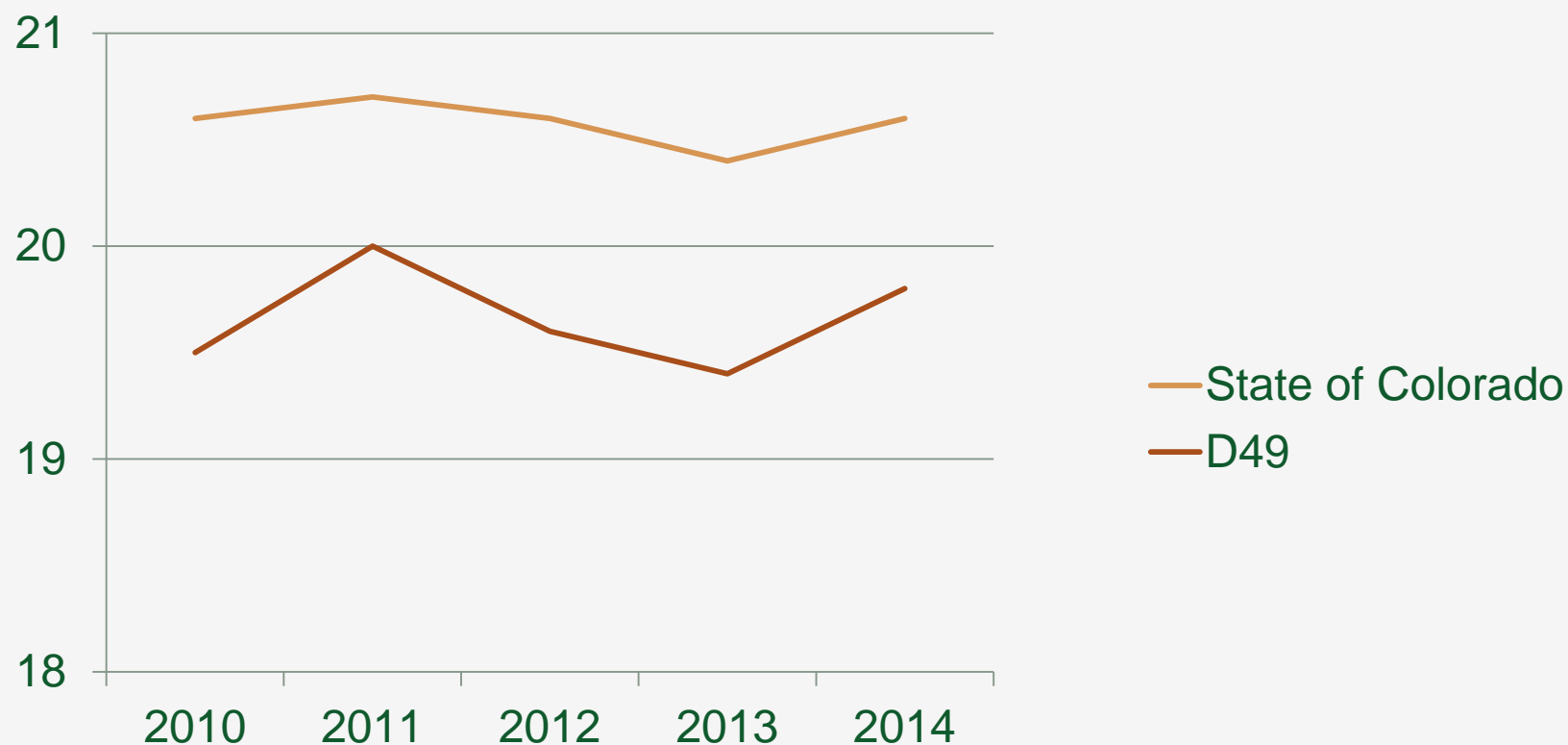


Median Growth Percentiles





Post-Secondary Workforce Readiness (ACT)





Bright Spots

- 5th grade had the highest percentage of students scoring Proficient or Advanced in reading in 6 years.
- Falcon Virtual Academy made some of the highest gains regionally in math and writing.
- Our charter schools continue to have steady, high performance results.
- Additional gains in achievement and growth were observed at Skyview Middle School and Horizon Middle School.



Moving Forward



- **Primary Literacy Focus**

- Education office leaders will work with all elementary schools in a comprehensive examination of literacy practices.
- The LEx “Literacy Excellence School” initiative at OES will provide an intensive focus on reading instruction.
- Kristy Rigdon will work with building leadership to use literacy data to inform instruction and develop strategies to ensure every child in D49 is a reader.



Moving Forward -Cont.



- 49 Pathways

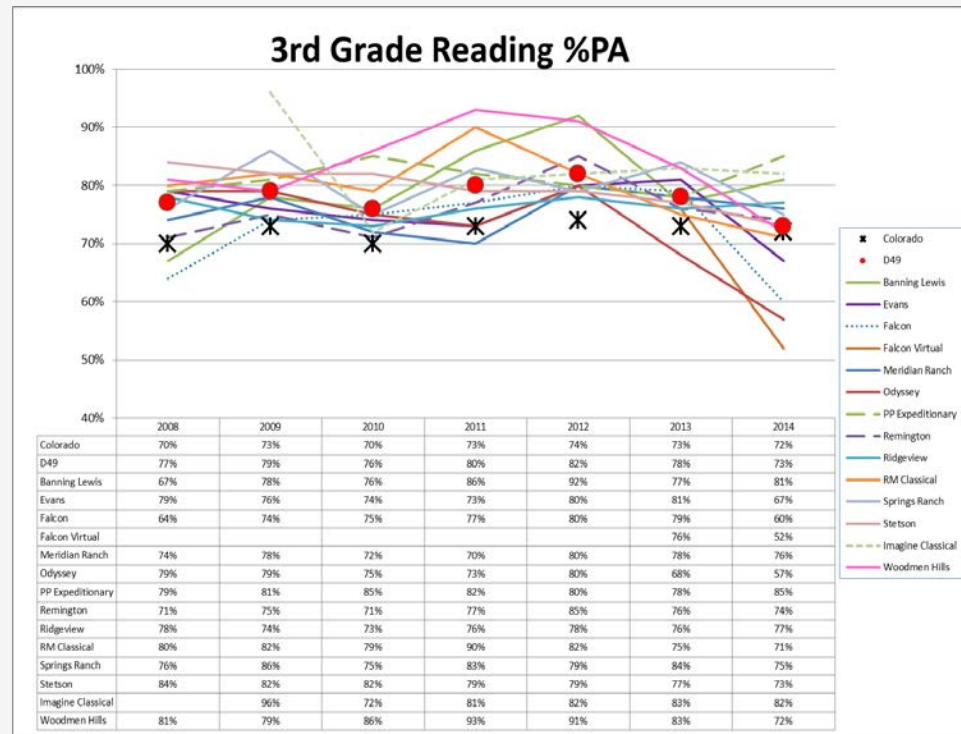
- Colorado transitions to implement new graduation guidelines, District 49 will lead the region by creating individualized “pathways” to prepare students for post-secondary success.
- Mary Perez, Director of Concurrent Enrollment, is working with zone leaders to increase college course offerings for high school students.
- The “Path Builders” team is developing additional options for demonstrating mastery including a capstone process and work force certification.



Interpreting this Data

Vista Ridge High School						
•Low •Hi	09	10	11	12	13	14
					D49	CO
9 th Reading					69	62 66
10 th Reading					70	61 69
9 th Writing					59	50 54
10 th Writing					45	36 49
9 th Math					42	30 40
10 th Math					29	20 33

This table is useful to show trends over time for a single school.

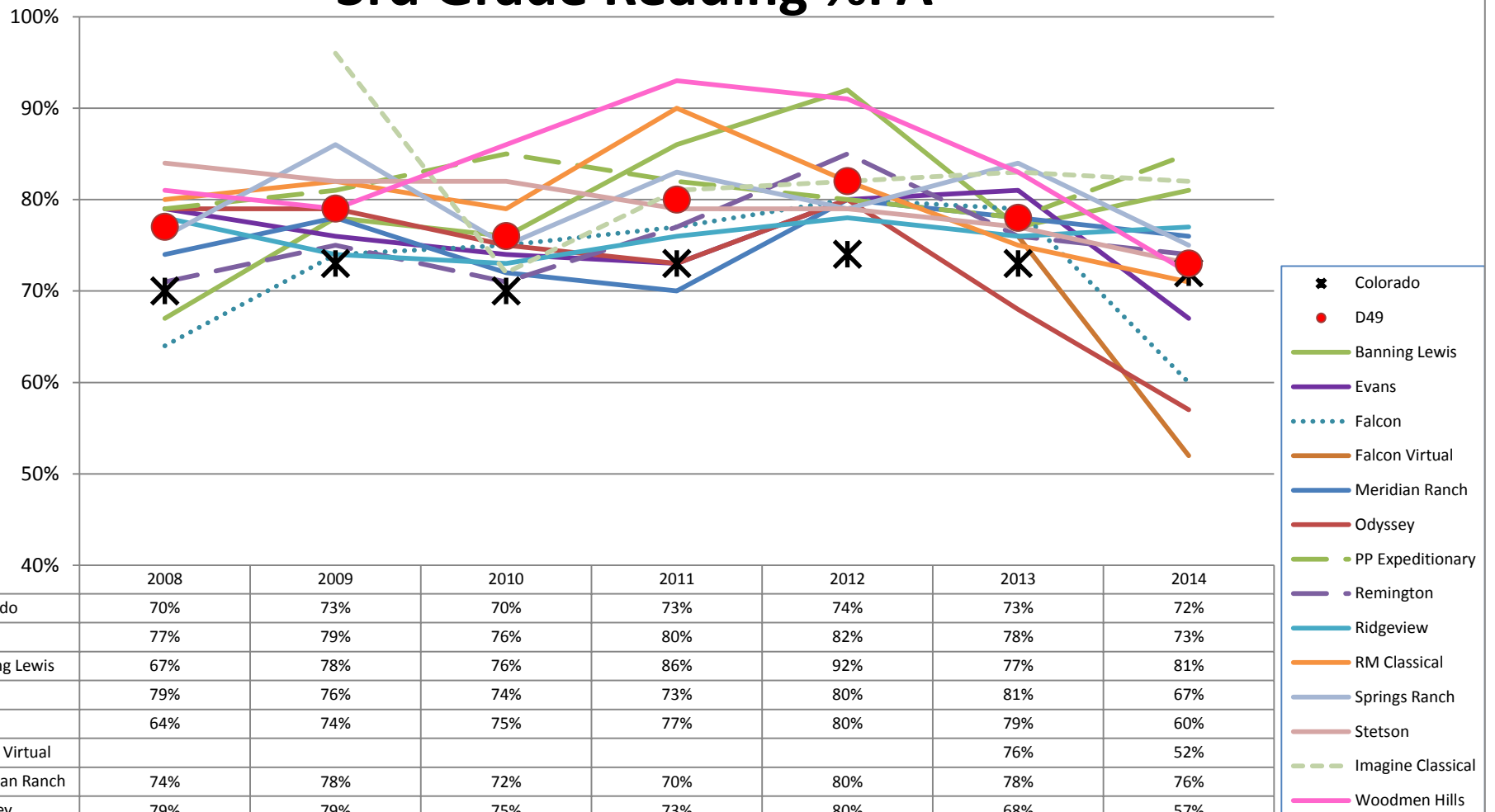


This graph allows for comparisons between schools and overall district/state scores



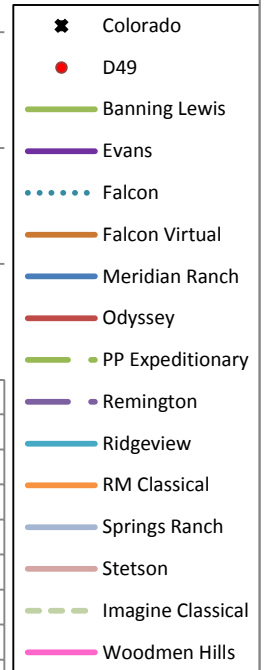
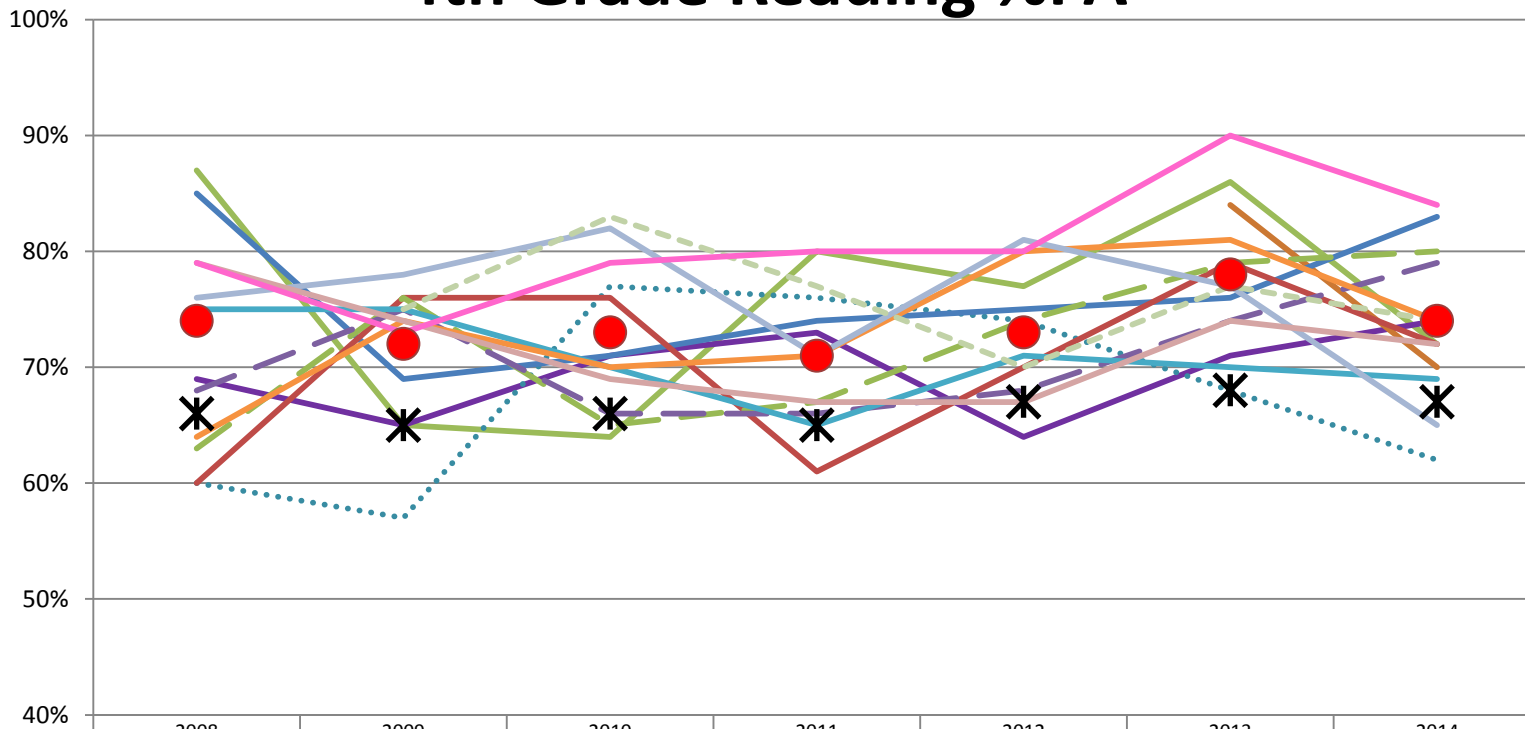
Questions?

3rd Grade Reading %PA



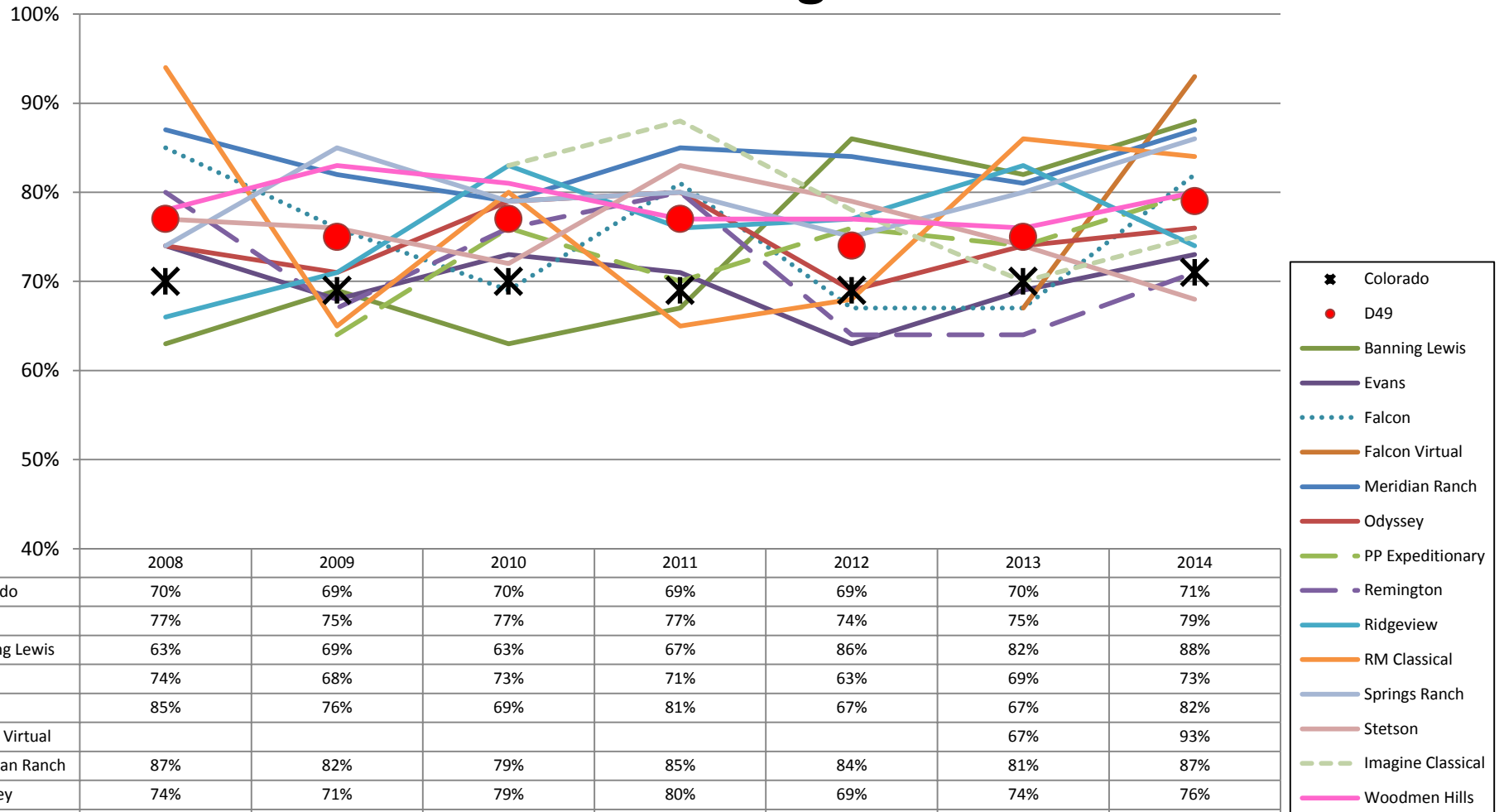
	2008	2009	2010	2011	2012	2013	2014
Colorado	70%	73%	70%	73%	74%	73%	72%
D49	77%	79%	76%	80%	82%	78%	73%
Banning Lewis	67%	78%	76%	86%	92%	77%	81%
Evans	79%	76%	74%	73%	80%	81%	67%
Falcon	64%	74%	75%	77%	80%	79%	60%
Falcon Virtual						76%	52%
Meridian Ranch	74%	78%	72%	70%	80%	78%	76%
Odyssey	79%	79%	75%	73%	80%	68%	57%
PP Expeditionary	79%	81%	85%	82%	80%	78%	85%
Remington	71%	75%	71%	77%	85%	76%	74%
Ridgeview	78%	74%	73%	76%	78%	76%	77%
RM Classical	80%	82%	79%	90%	82%	75%	71%
Springs Ranch	76%	86%	75%	83%	79%	84%	75%
Stetson	84%	82%	82%	79%	79%	77%	73%
Imagine Classical		96%	72%	81%	82%	83%	82%
Woodmen Hills	81%	79%	86%	93%	91%	83%	72%

4th Grade Reading %PA

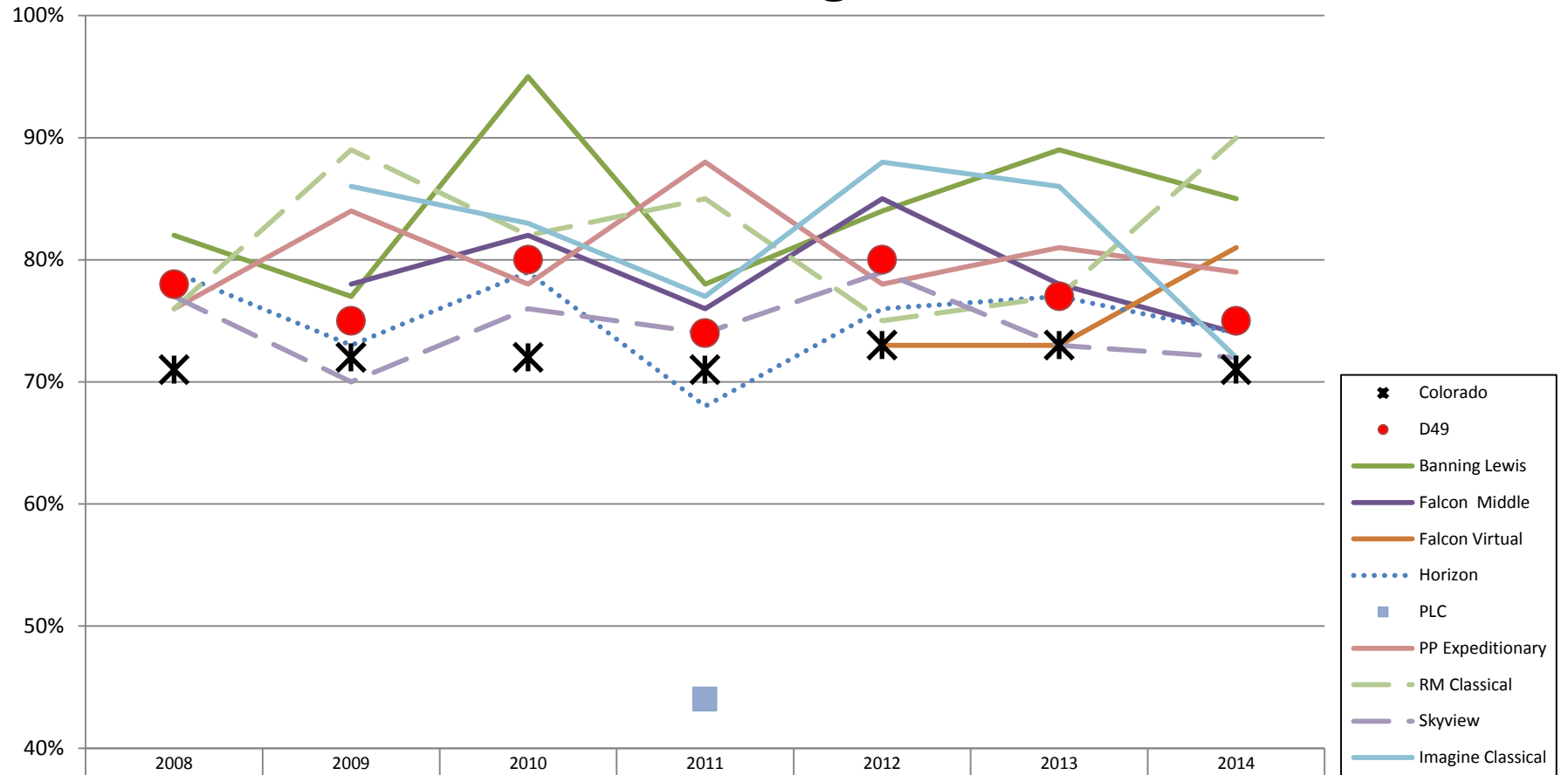


	2008	2009	2010	2011	2012	2013	2014
Colorado	66%	65%	66%	65%	67%	68%	67%
D49	74%	72%	73%	71%	73%	78%	74%
Banning Lewis	87%	65%	64%	80%	77%	86%	72%
Evans	69%	65%	71%	73%	64%	71%	74%
Falcon	60%	57%	77%	76%	74%	68%	62%
Falcon Virtual						84%	70%
Meridian Ranch	85%	69%	71%	74%	75%	76%	83%
Odyssey	60%	76%	76%	61%	70%	79%	72%
PP Expeditionary	63%	76%	65%	67%	74%	79%	80%
Remington	68%	75%	66%	66%	68%	74%	79%
Ridgeview	75%	75%	70%	65%	71%	70%	69%
RM Classical	64%	74%	70%	71%	80%	81%	74%
Springs Ranch	76%	78%	82%	71%	81%	77%	65%
Stetson	79%	74%	69%	67%	67%	74%	72%
Imagine Classical		75%	83%	77%	70%	77%	74%
Woodmen Hills	79%	73%	79%	80%	80%	90%	84%

5th Grade Reading %PA

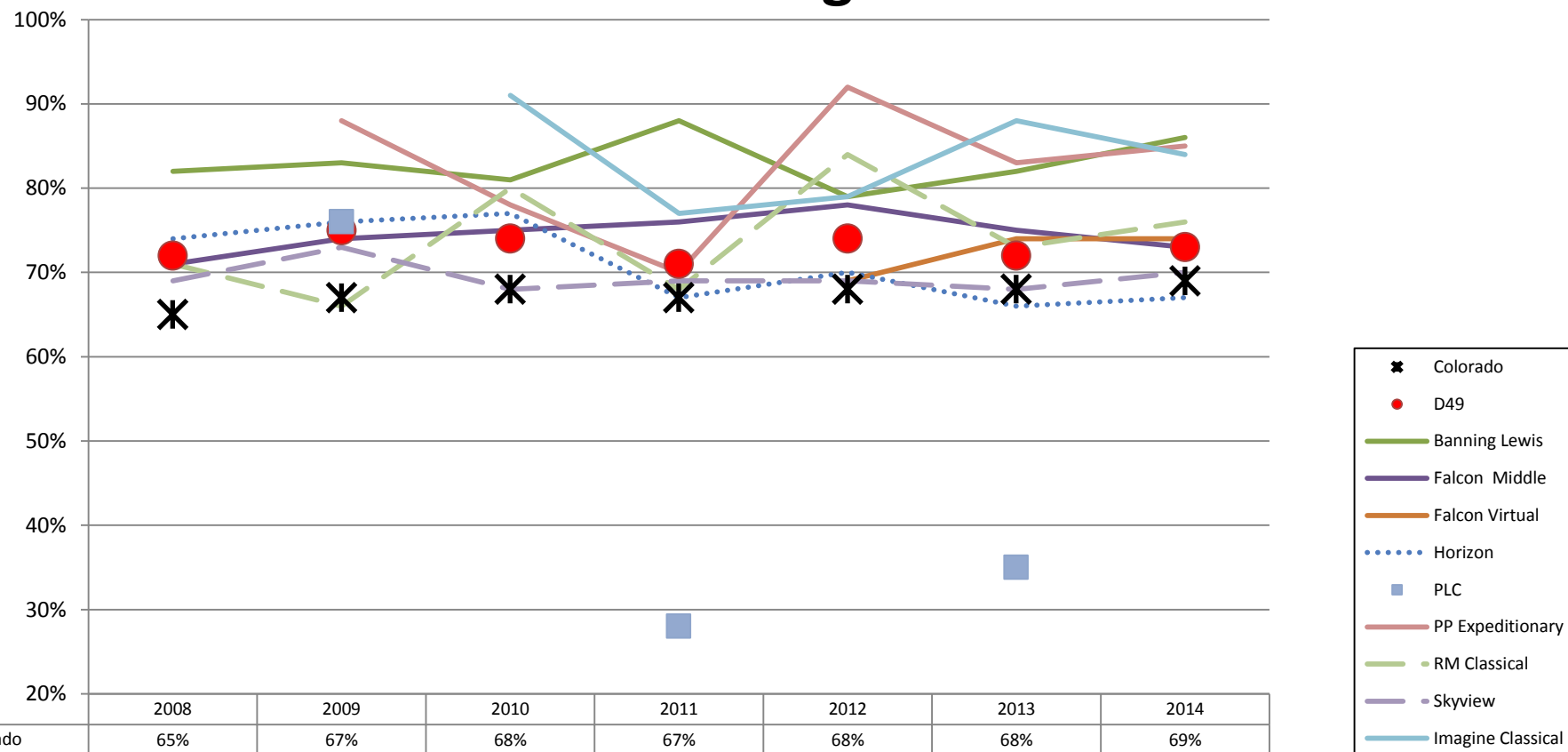


6th Grade Reading %PA



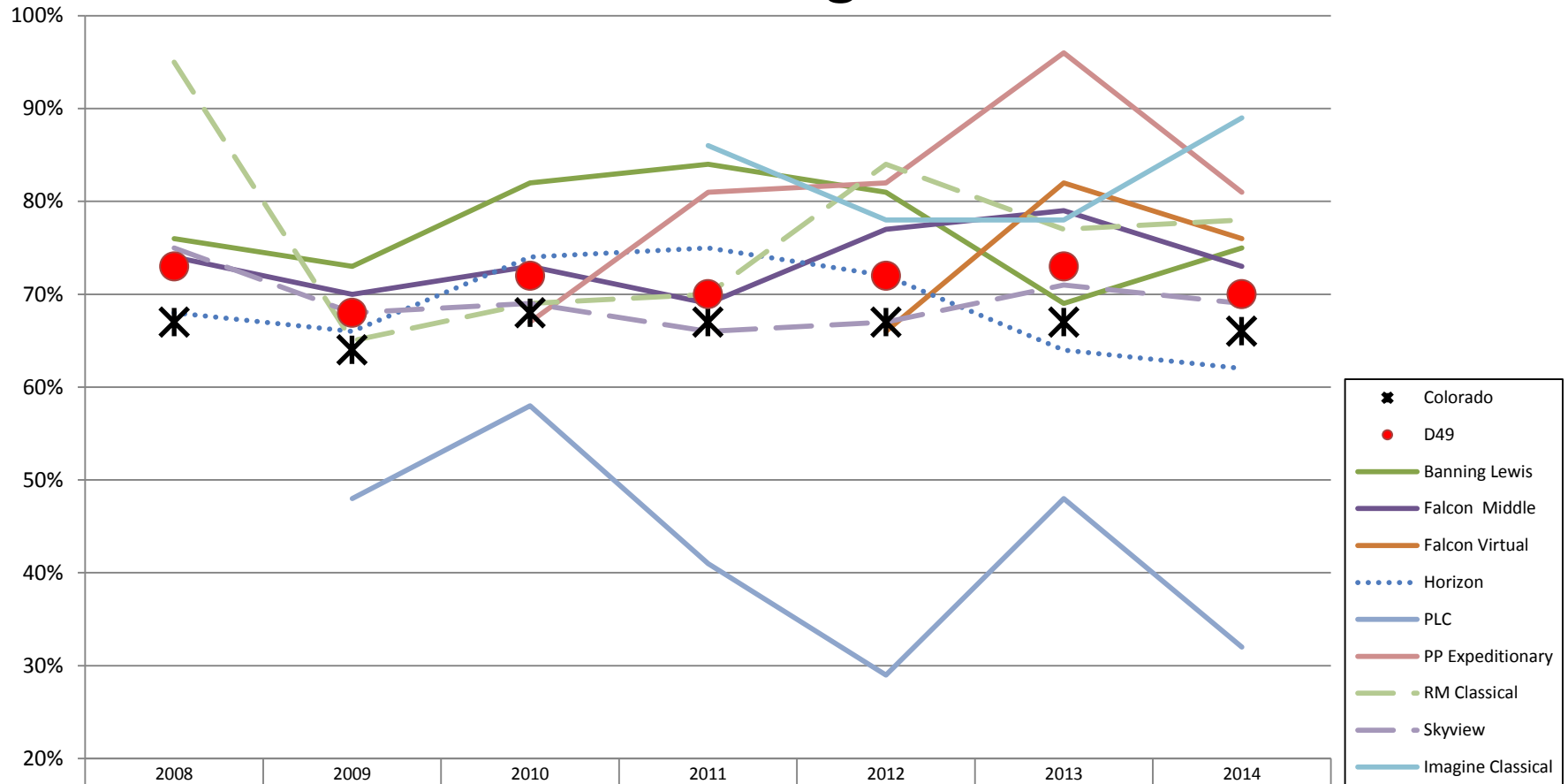
	2008	2009	2010	2011	2012	2013	2014
Colorado	71%	72%	72%	71%	73%	73%	71%
D49	78%	75%	80%	74%	80%	77%	75%
Banning Lewis	82%	77%	95%	78%	84%	89%	85%
Falcon Middle		78%	82%	76%	85%	78%	74%
Falcon Virtual					73%	73%	81%
Horizon	79%	73%	79%	68%	76%	77%	74%
PLC				44%			
PP Expeditionary	76%	84%	78%	88%	78%	81%	79%
RM Classical	76%	89%	82%	85%	75%	77%	90%
Skyview	77%	70%	76%	74%	79%	73%	72%
Imagine Classical		86%	83%	77%	88%	86%	72%

7th Grade Reading %PA



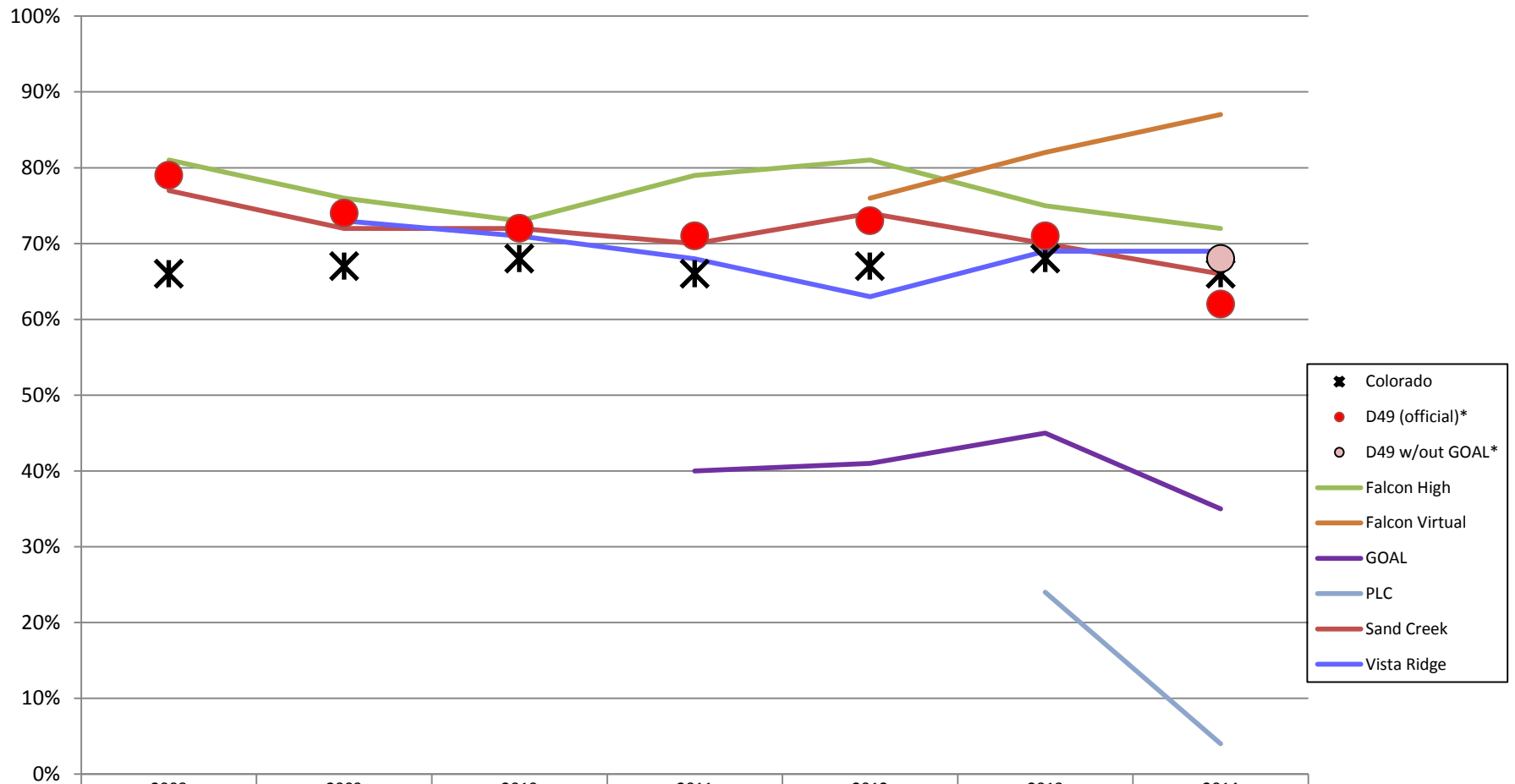
	2008	2009	2010	2011	2012	2013	2014
Colorado	65%	67%	68%	67%	68%	68%	69%
D49	72%	75%	74%	71%	74%	72%	73%
Banning Lewis	82%	83%	81%	88%	79%	82%	86%
Falcon Middle	71%	74%	75%	76%	78%	75%	73%
Falcon Virtual					69%	74%	74%
Horizon	74%	76%	77%	67%	70%	66%	67%
PLC		76%		28%		35%	
PP Expeditionary		88%	78%	70%	92%	83%	85%
RM Classical	71%	66%	80%	68%	84%	73%	76%
Skyview	69%	73%	68%	69%	69%	68%	70%
Imagine Classical			91%	77%	79%	88%	84%

8th Grade Reading %PA



	2008	2009	2010	2011	2012	2013	2014
Colorado	67%	64%	68%	67%	67%	67%	66%
D49	73%	68%	72%	70%	72%	73%	70%
Banning Lewis	76%	73%	82%	84%	81%	69%	75%
Falcon Middle	74%	70%	73%	69%	77%	79%	73%
Falcon Virtual					66%	82%	76%
Horizon	68%	66%	74%	75%	72%	64%	62%
PLC		48%	58%	41%	29%	48%	32%
PP Expeditionary	72%		67%	81%	82%	96%	81%
RM Classical	95%	65%	69%	70%	84%	77%	78%
Skyview	75%	68%	69%	66%	67%	71%	69%
Imagine Classical				86%	78%	78%	89%

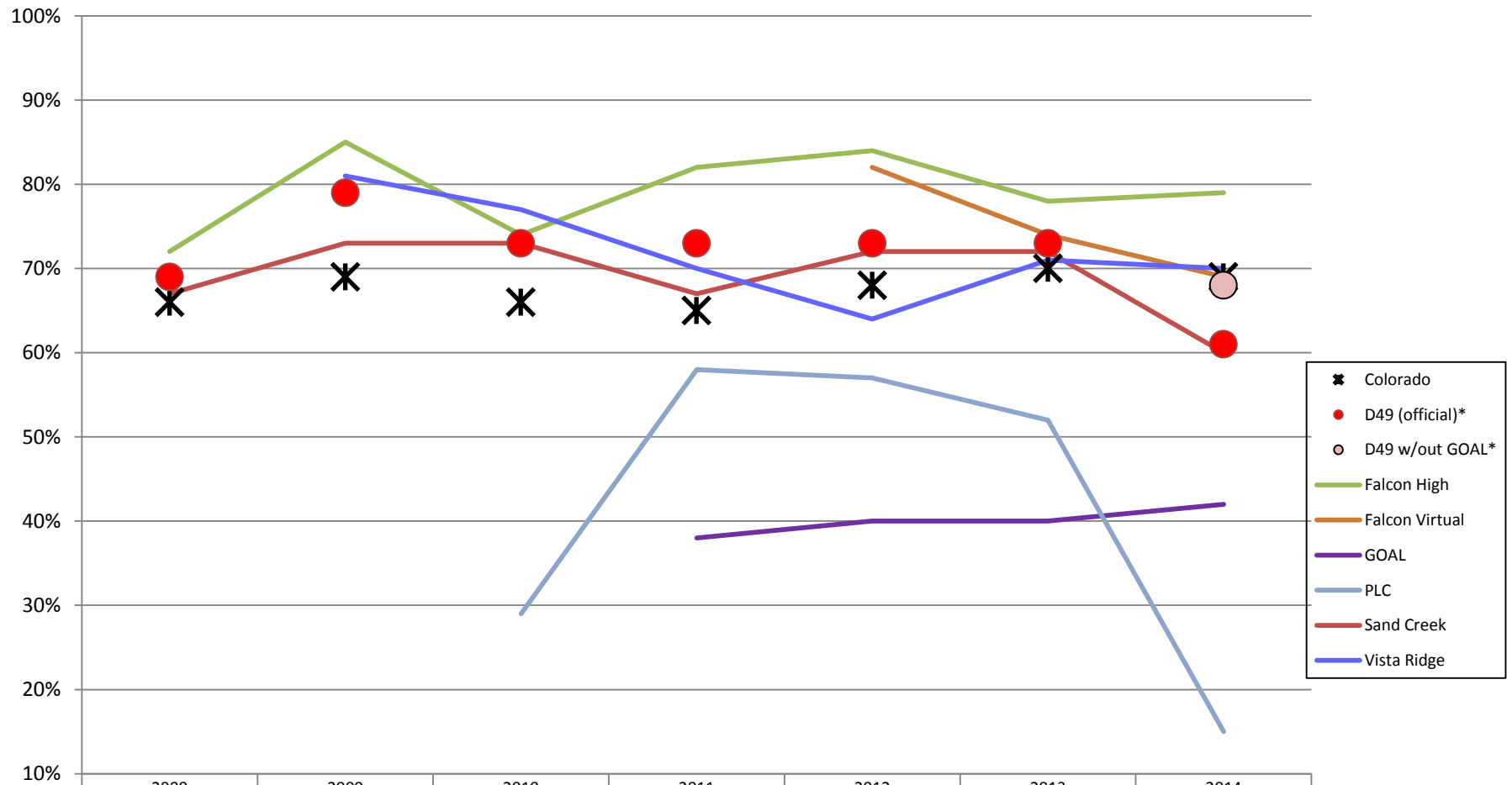
9th Grade Reading %PA



	2008	2009	2010	2011	2012	2013	2014
Colorado	66%	67%	68%	66%	67%	68%	66%
D49 (official)*	79%	74%	72%	71%	73%	71%	62%
D49 w/out GOAL*							68%
Falcon High	81%	76%	73%	79%	81%	75%	72%
Falcon Virtual					76%	82%	87%
GOAL				40%	41%	45%	35%
PLC						24%	4%
Sand Creek	77%	72%	72%	70%	74%	70%	66%
Vista Ridge		73%	71%	68%	63%	69%	69%

*Please note that GOAL's scores were not included in the district average until 2014.

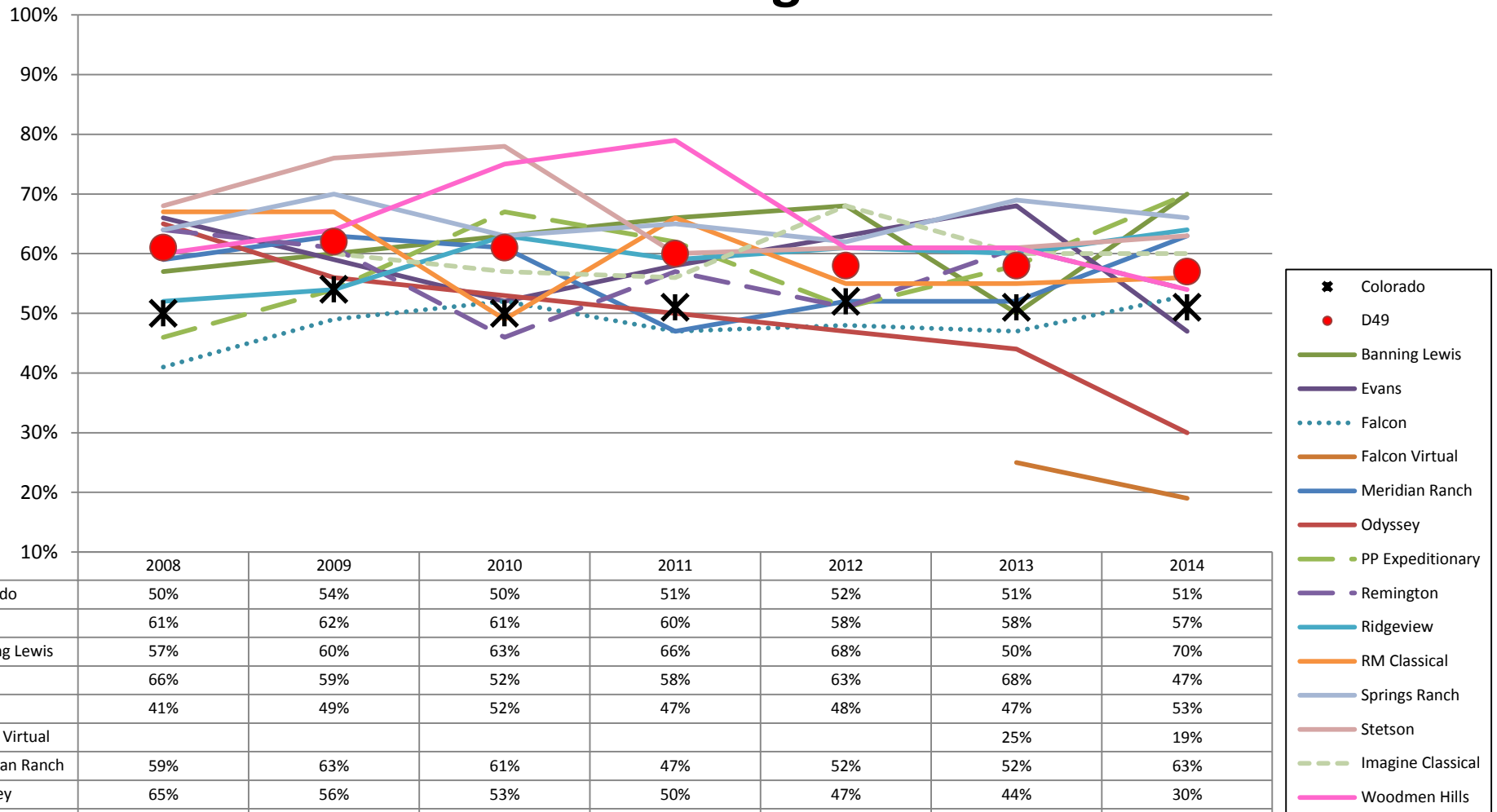
10th Grade Reading %PA



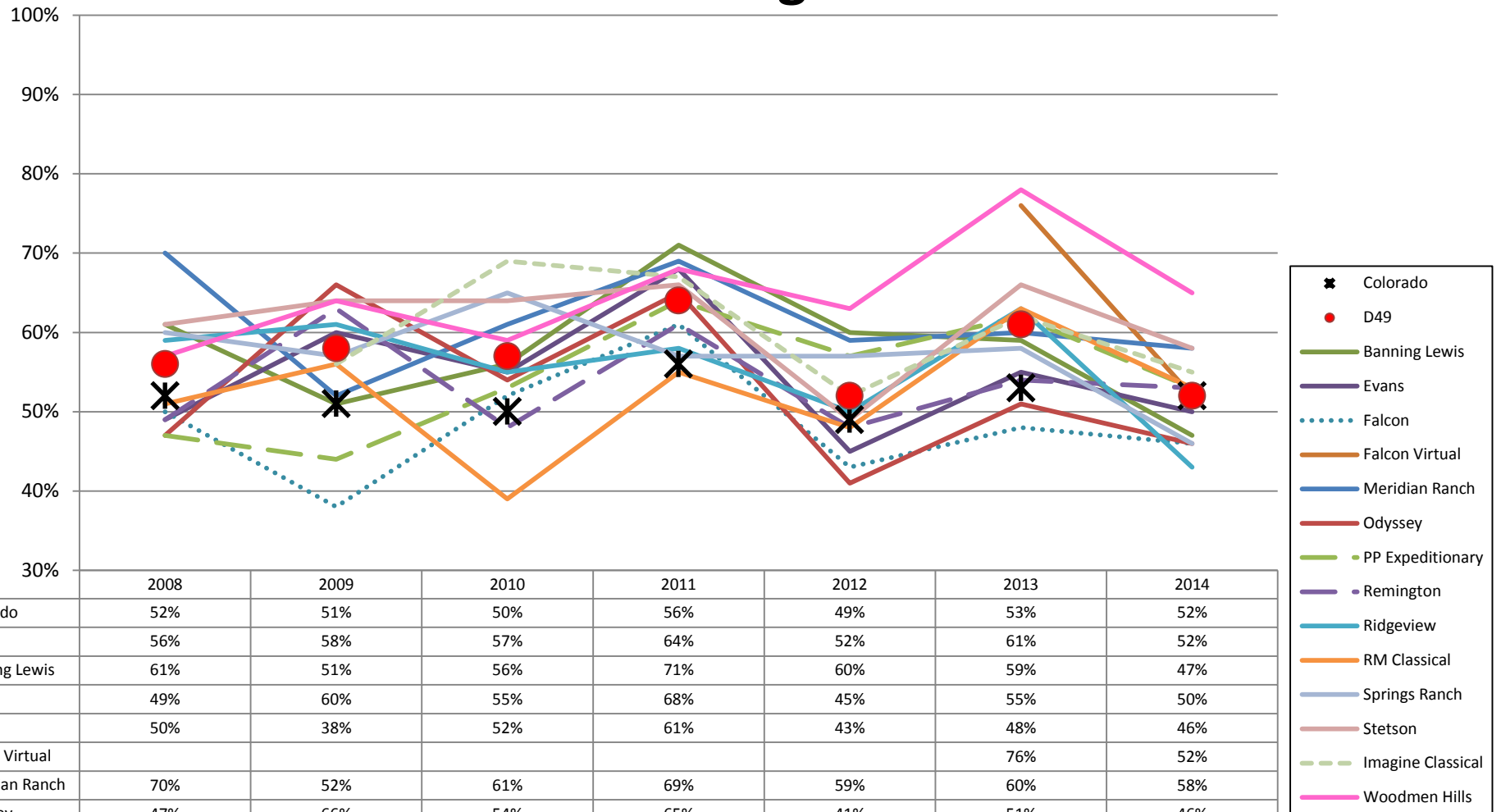
	2008	2009	2010	2011	2012	2013	2014
Colorado	66%	69%	66%	65%	68%	70%	69%
D49 (official)*	69%	79%	73%	73%	73%	73%	61%
D49 w/out GOAL*							68%
Falcon High	72%	85%	74%	82%	84%	78%	79%
Falcon Virtual					82%	74%	69%
GOAL				38%	40%	40%	42%
PLC			29%	58%	57%	52%	15%
Sand Creek	67%	73%	73%	67%	72%	72%	60%
Vista Ridge		81%	77%	70%	64%	71%	70%

*Please note that GOAL's scores were not included in the district average until 2014.

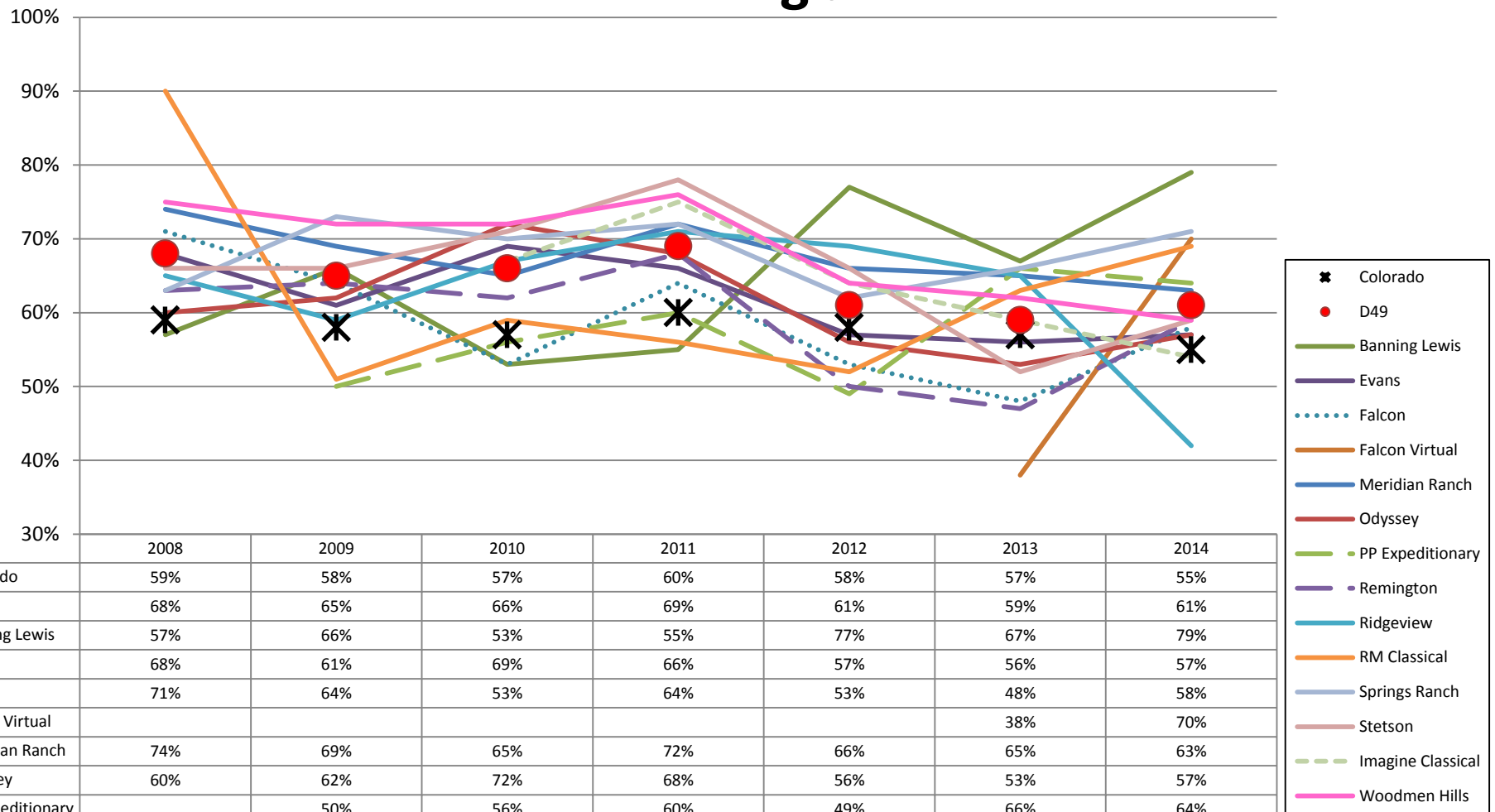
3rd Grade Writing %PA



4th Grade Writing %PA

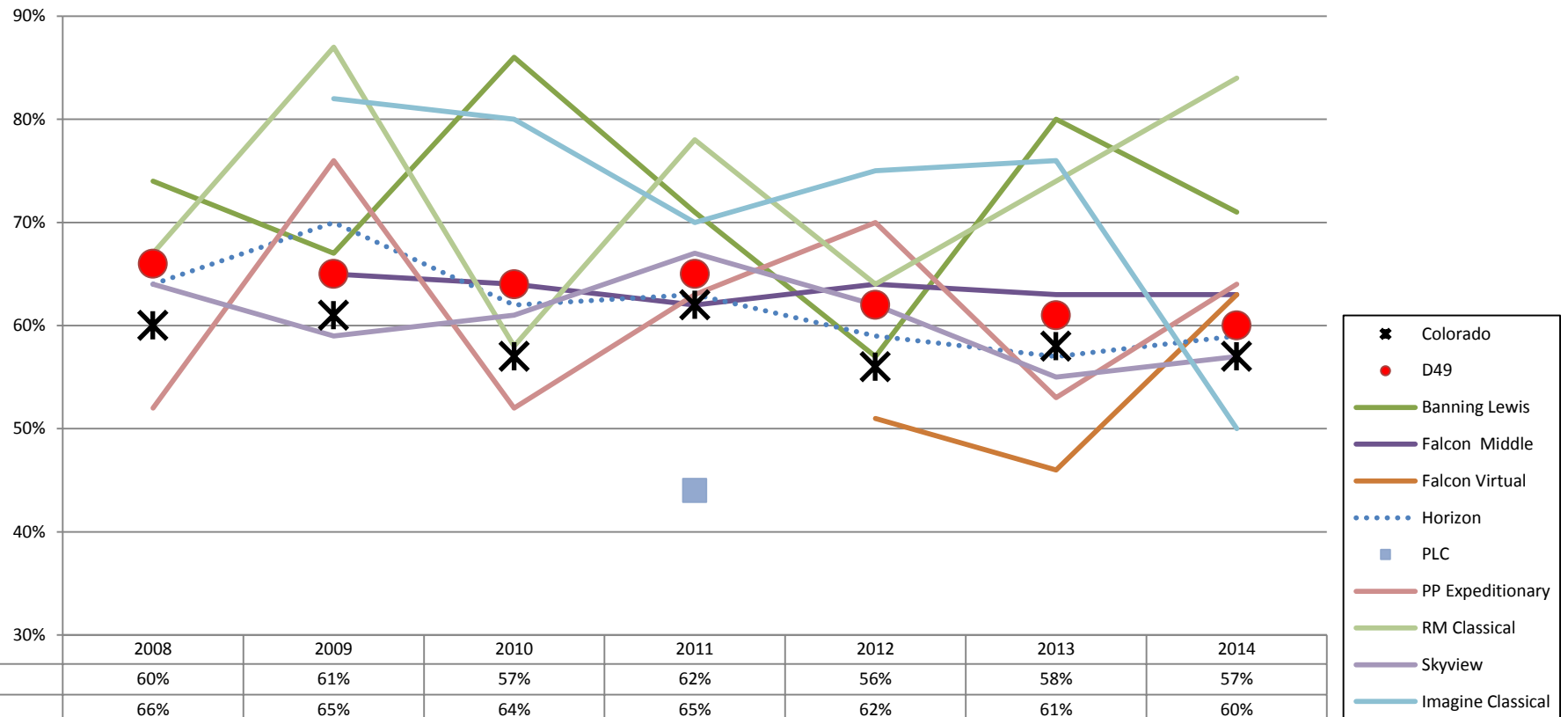


5th Grade Writing %PA



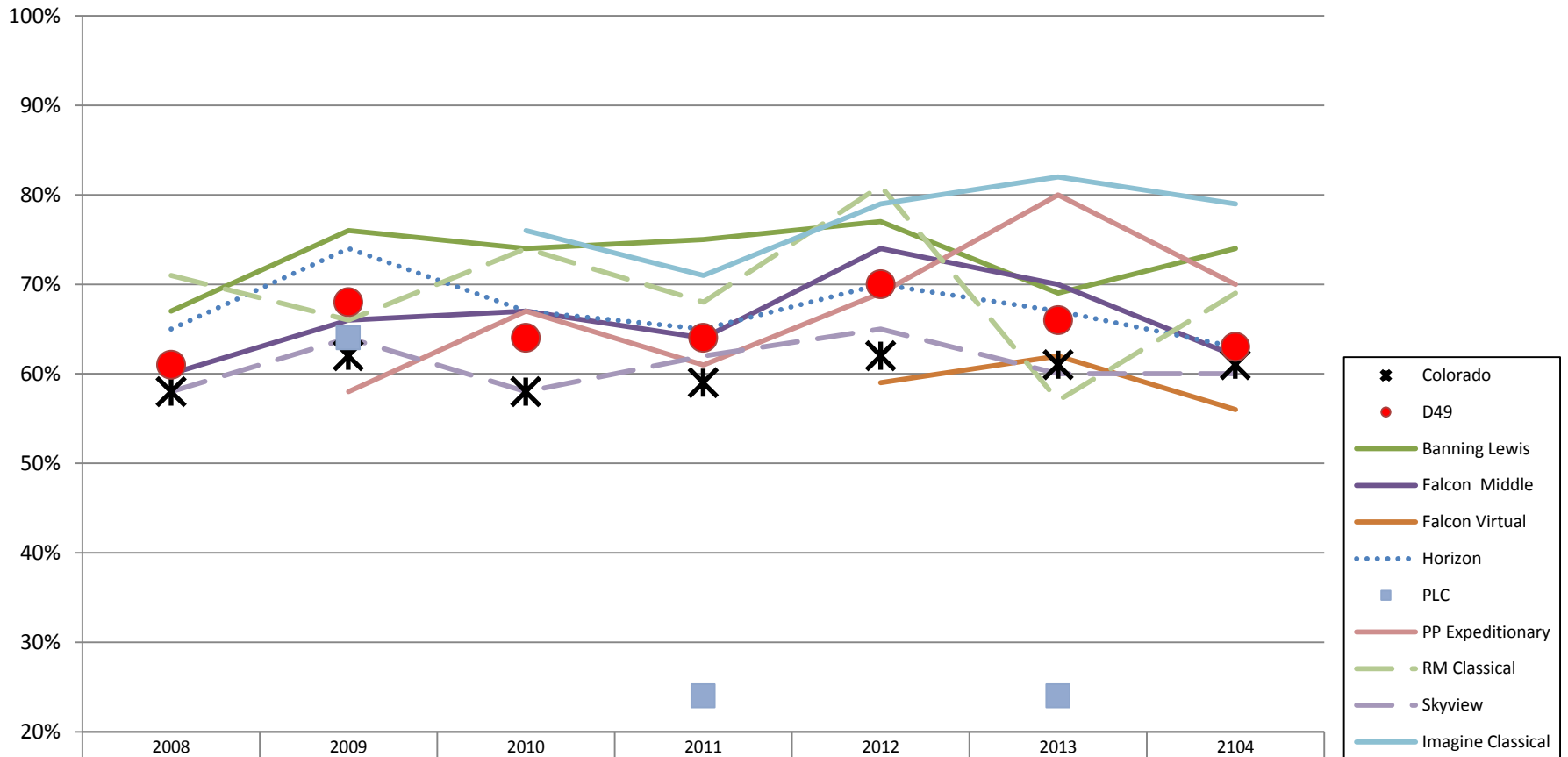
	2008	2009	2010	2011	2012	2013	2014
Colorado	59%	58%	57%	60%	58%	57%	55%
D49	68%	65%	66%	69%	61%	59%	61%
Banning Lewis	57%	66%	53%	55%	77%	67%	79%
Evans	68%	61%	69%	66%	57%	56%	57%
Falcon	71%	64%	53%	64%	53%	48%	58%
Falcon Virtual						38%	70%
Meridian Ranch	74%	69%	65%	72%	66%	65%	63%
Odyssey	60%	62%	72%	68%	56%	53%	57%
PP Expeditionary		50%	56%	60%	49%	66%	64%
Remington	63%	64%	62%	68%	50%	47%	59%
Ridgeview	65%	59%	67%	71%	69%	65%	42%
RM Classical	90%	51%	59%	56%	52%	63%	69%
Springs Ranch	63%	73%	70%	72%	62%	66%	71%
Stetson	66%	66%	71%	78%	66%	52%	59%
Imagine Classical			67%	75%	64%	59%	54%
Woodmen Hills	75%	72%	72%	76%	64%	62%	59%

6th Grade Writing %PA



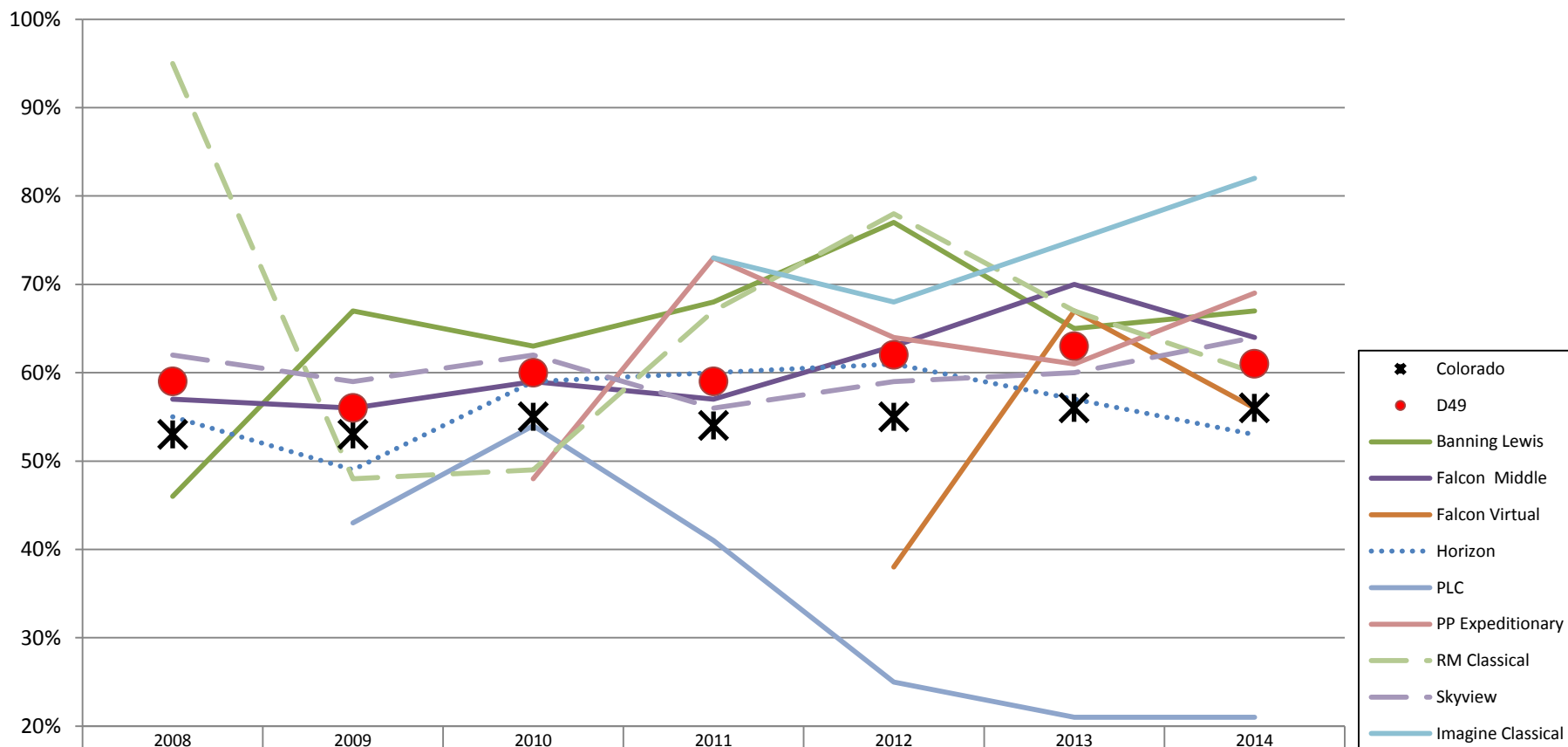
	2008	2009	2010	2011	2012	2013	2014
Colorado	60%	61%	57%	62%	56%	58%	57%
D49	66%	65%	64%	65%	62%	61%	60%
Banning Lewis	74%	67%	86%	71%	57%	80%	71%
Falcon Middle		65%	64%	62%	64%	63%	63%
Falcon Virtual					51%	46%	63%
Horizon	64%	70%	62%	63%	59%	57%	59%
PLC				44%			
PP Expeditionary	52%	76%	52%	63%	70%	53%	64%
RM Classical	67%	87%	58%	78%	64%	74%	84%
Skyview	64%	59%	61%	67%	62%	55%	57%
Imagine Classical		82%	80%	70%	75%	76%	50%

7th Grade Writing %PA



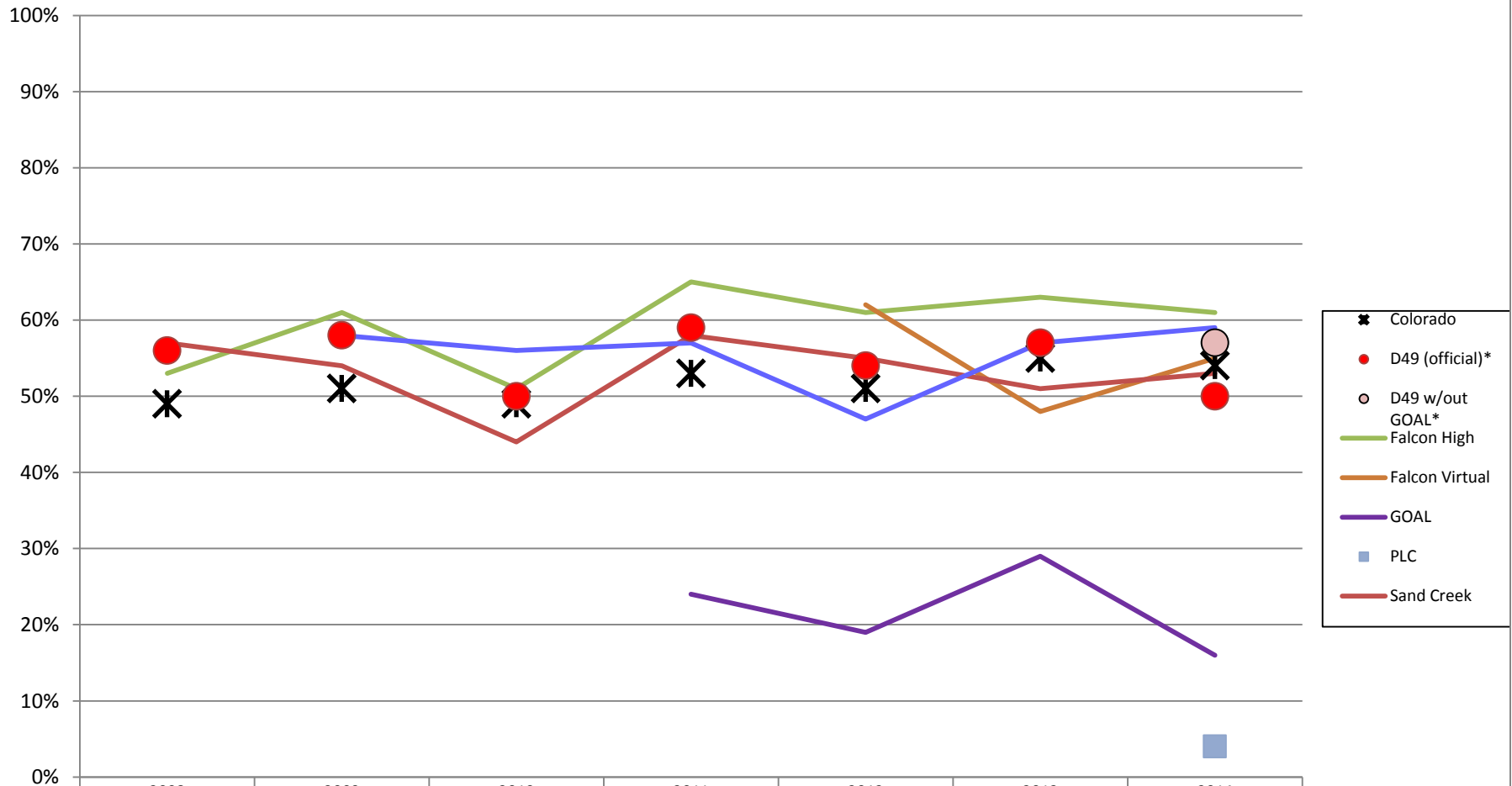
	2008	2009	2010	2011	2012	2013	2104
Colorado	58%	62%	58%	59%	62%	61%	61%
D49	61%	68%	64%	64%	70%	66%	63%
Banning Lewis	67%	76%	74%	75%	77%	69%	74%
Falcon Middle	60%	66%	67%	64%	74%	70%	62%
Falcon Virtual					59%	62%	56%
Horizon	65%	74%	67%	65%	70%	67%	63%
PLC		64%		24%		24%	
PP Expeditionary		58%	67%	61%	69%	80%	70%
RM Classical	71%	66%	74%	68%	81%	57%	69%
Skyview	58%	64%	58%	62%	65%	60%	60%
Imagine Classical			76%	71%	79%	82%	79%

8th Grade Writing %PA



	2008	2009	2010	2011	2012	2013	2014
Colorado	53%	53%	55%	54%	55%	56%	56%
D49	59%	56%	60%	59%	62%	63%	61%
Banning Lewis	46%	67%	63%	68%	77%	65%	67%
Falcon Middle	57%	56%	59%	57%	63%	70%	64%
Falcon Virtual					38%	67%	56%
Horizon	55%	49%	59%	60%	61%	57%	53%
PLC		43%	54%	41%	25%	21%	21%
PP Expeditionary	72%		48%	73%	64%	61%	69%
RM Classical	95%	48%	49%	67%	78%	67%	60%
Skyview	62%	59%	62%	56%	59%	60%	64%
Imagine Classical				73%	68%	75%	82%

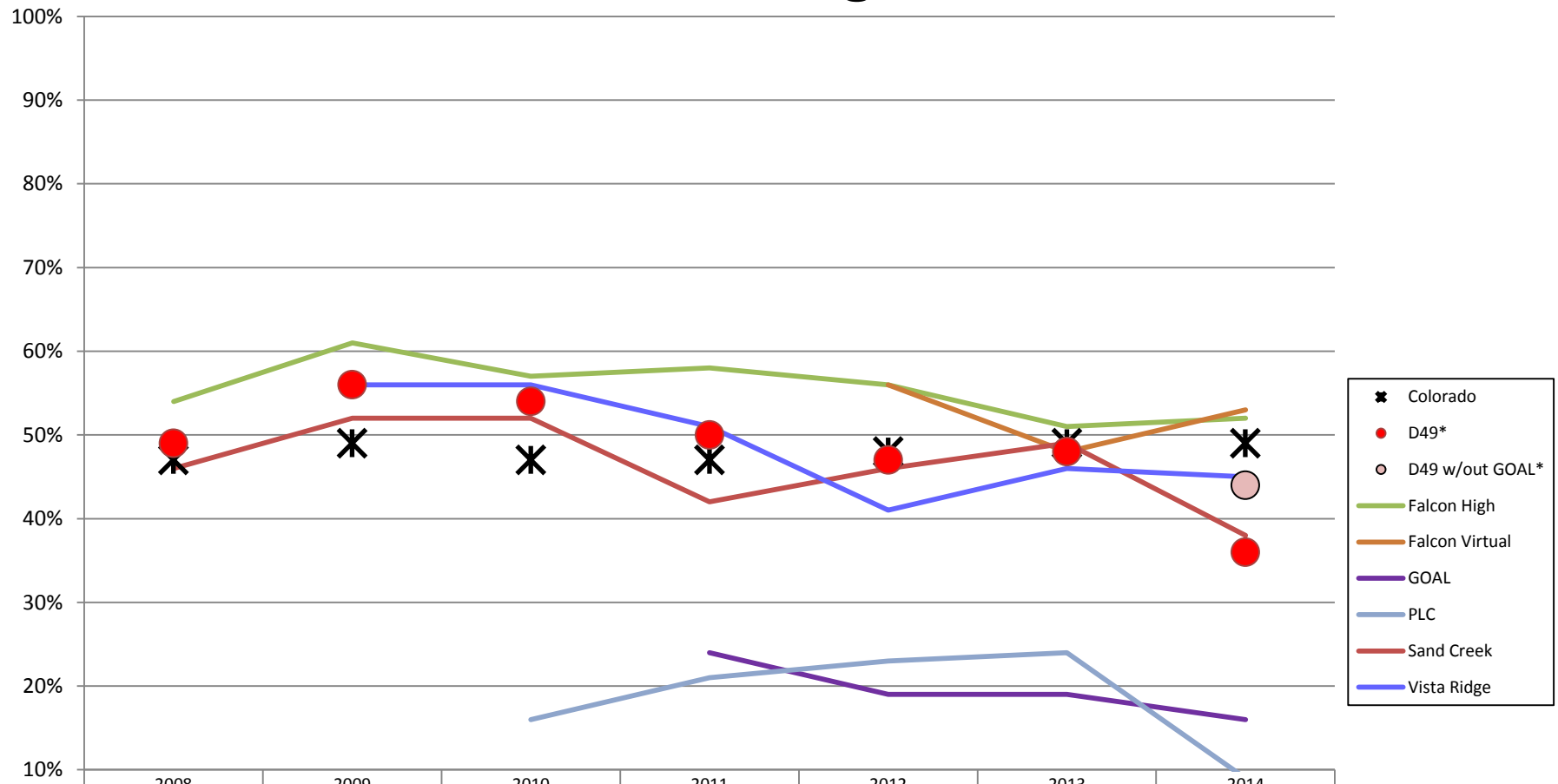
9th Grade Writing %PA



	2008	2009	2010	2011	2012	2013	2014
Colorado	49%	51%	49%	53%	51%	55%	54%
D49 (official)*	56%	58%	50%	59%	54%	57%	50%
D49 w/out GOAL*							57%
Falcon High	53%	61%	51%	65%	61%	63%	61%
Falcon Virtual					62%	48%	55%
GOAL				24%	19%	29%	16%
PLC							4%
Sand Creek	57%	54%	44%	58%	55%	51%	53%
Vista Ridge		58%	56%	57%	47%	57%	59%

Please note that GOAL's scores were not included in the district average until 2014.

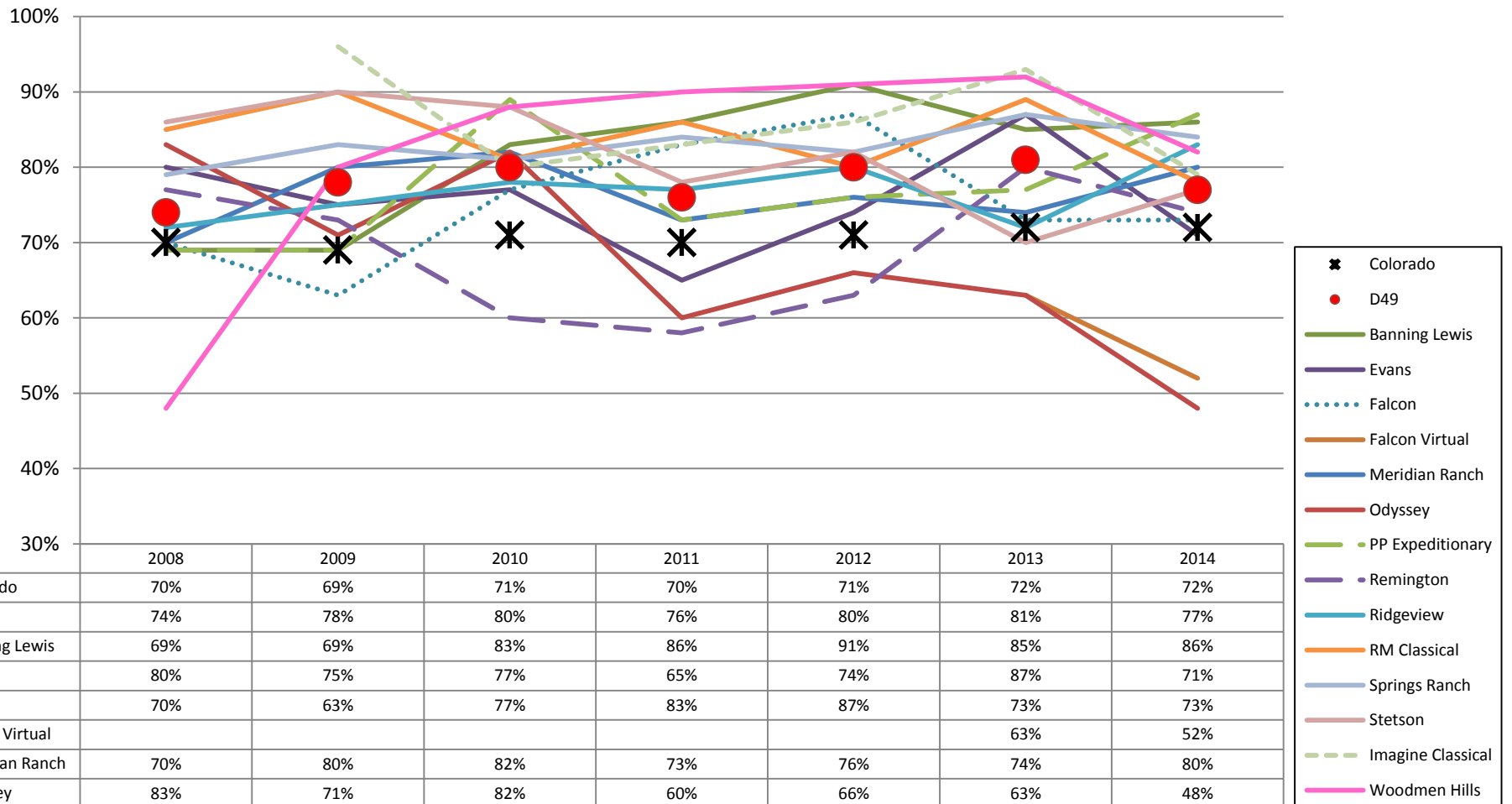
10th Grade Writing %PA



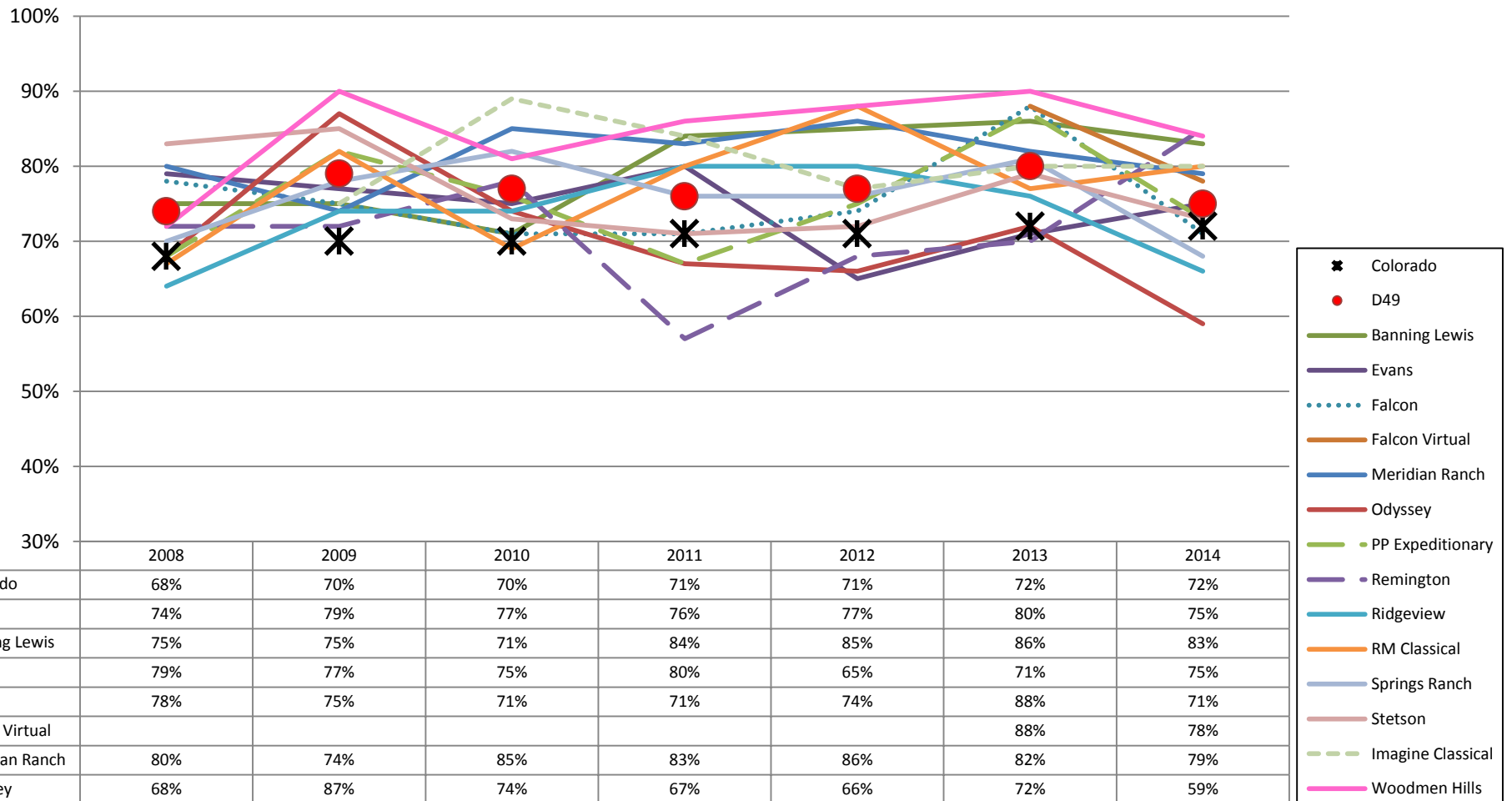
	2008	2009	2010	2011	2012	2013	2014
Colorado	47%	49%	47%	47%	48%	49%	49%
D49*	49%	56%	54%	50%	47%	48%	36%
D49 w/out GOAL*							44%
Falcon High	54%	61%	57%	58%	56%	51%	52%
Falcon Virtual					56%	48%	53%
GOAL				24%	19%	19%	16%
PLC			16%	21%	23%	24%	9%
Sand Creek	46%	52%	52%	42%	46%	49%	38%
Vista Ridge		56%	56%	51%	41%	46%	45%

*Please note that GOAL's scores were not included in the district average until 2014.

3rd Grade Math %PA

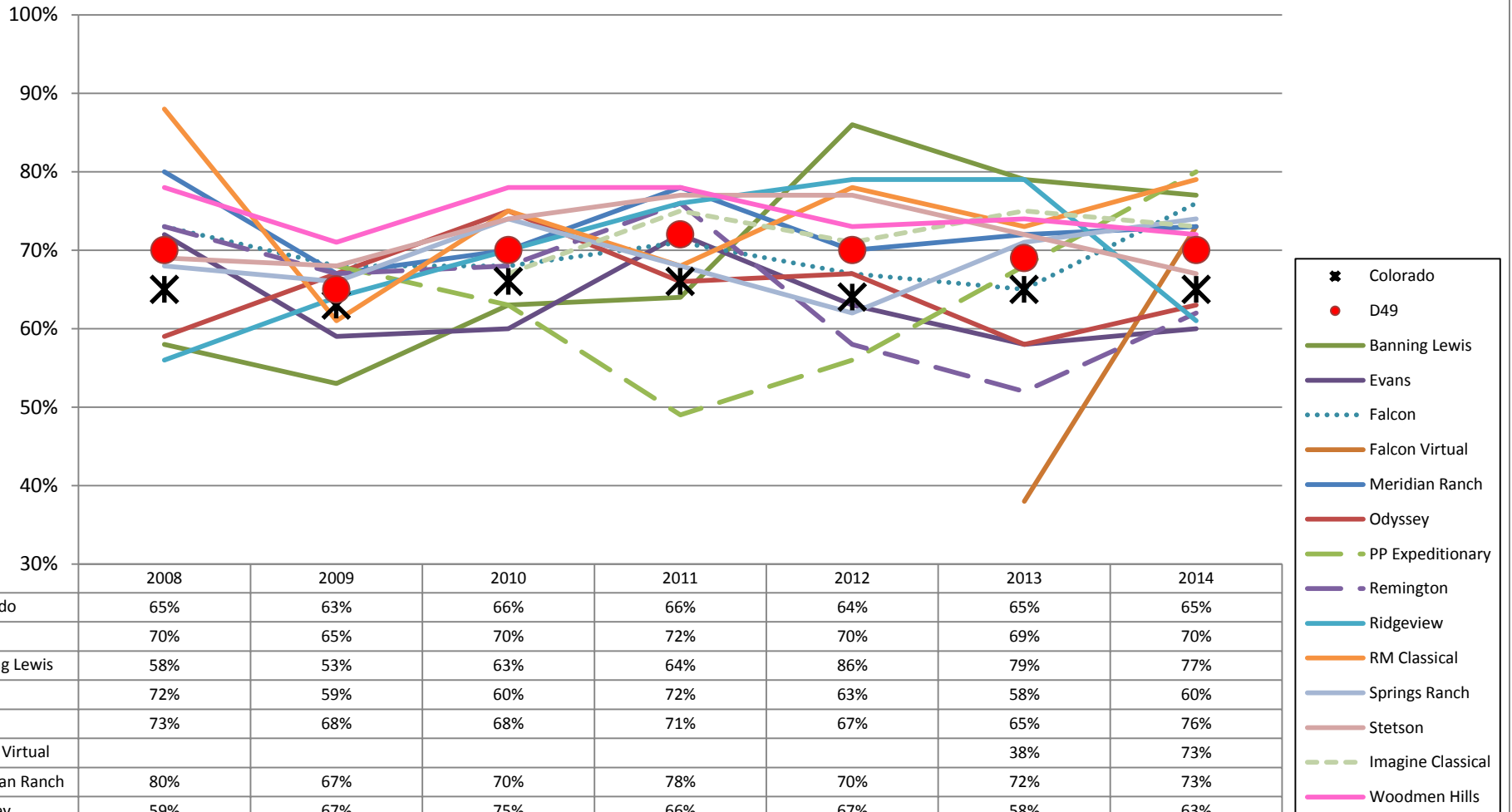


4th Grade Math %PA

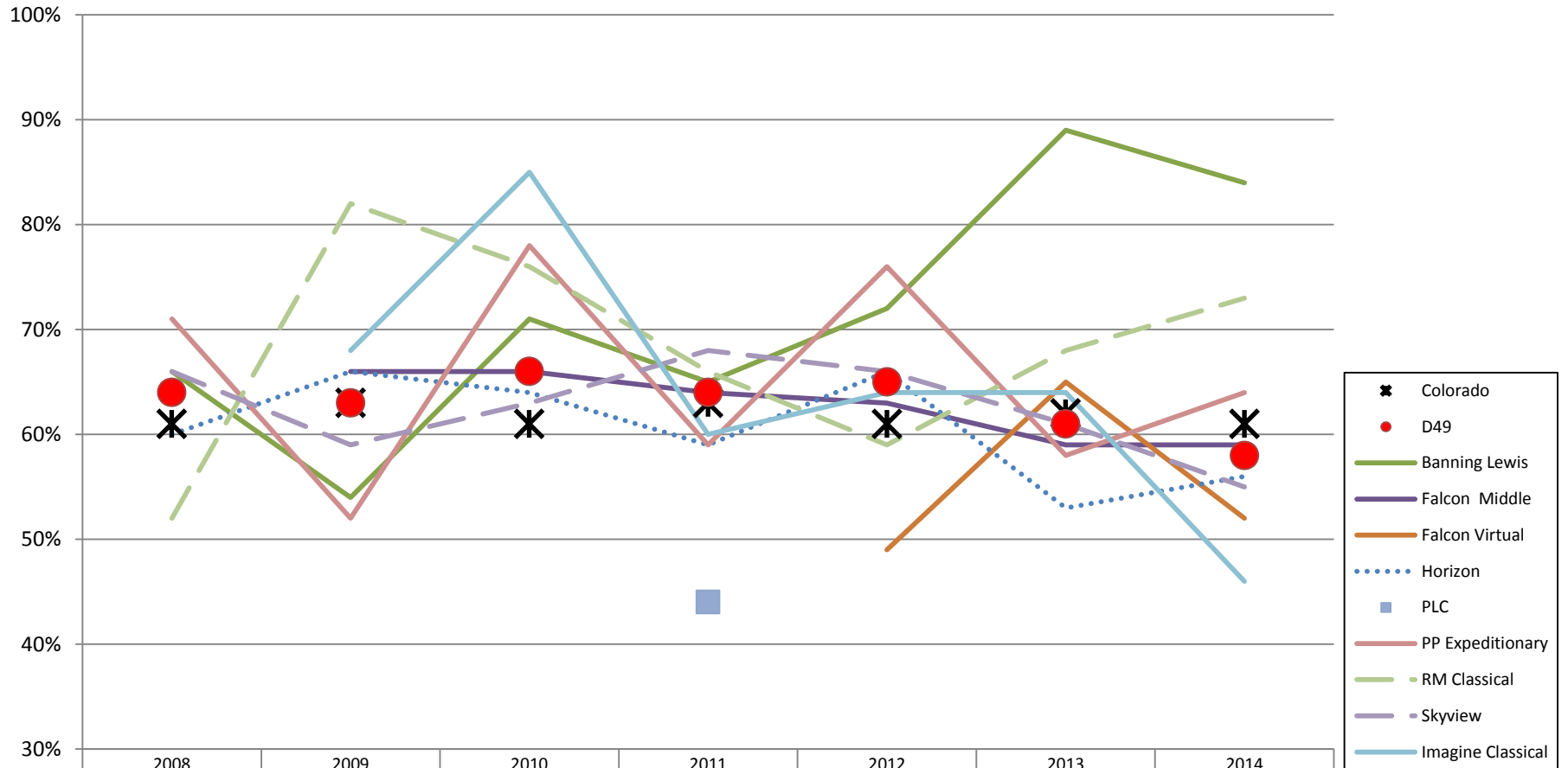


	2008	2009	2010	2011	2012	2013	2014
Colorado	68%	70%	70%	71%	71%	72%	72%
D49	74%	79%	77%	76%	77%	80%	75%
Banning Lewis	75%	75%	71%	84%	85%	86%	83%
Evans	79%	77%	75%	80%	65%	71%	75%
Falcon	78%	75%	71%	71%	74%	88%	71%
Falcon Virtual						88%	78%
Meridian Ranch	80%	74%	85%	83%	86%	82%	79%
Odyssey	68%	87%	74%	67%	66%	72%	59%
PP Expeditionary	68%	82%	76%	67%	75%	87%	73%
Remington	72%	72%	78%	57%	68%	70%	85%
Ridgeview	64%	74%	74%	80%	80%	76%	66%
RM Classical	67%	82%	69%	80%	88%	77%	80%
Springs Ranch	70%	78%	82%	76%	76%	81%	68%
Stetson	83%	85%	73%	71%	72%	79%	73%
Imagine Classical		75%	89%	84%	77%	80%	80%
Woodmen Hills	72%	90%	81%	86%	88%	90%	84%

5th Grade Math %PA

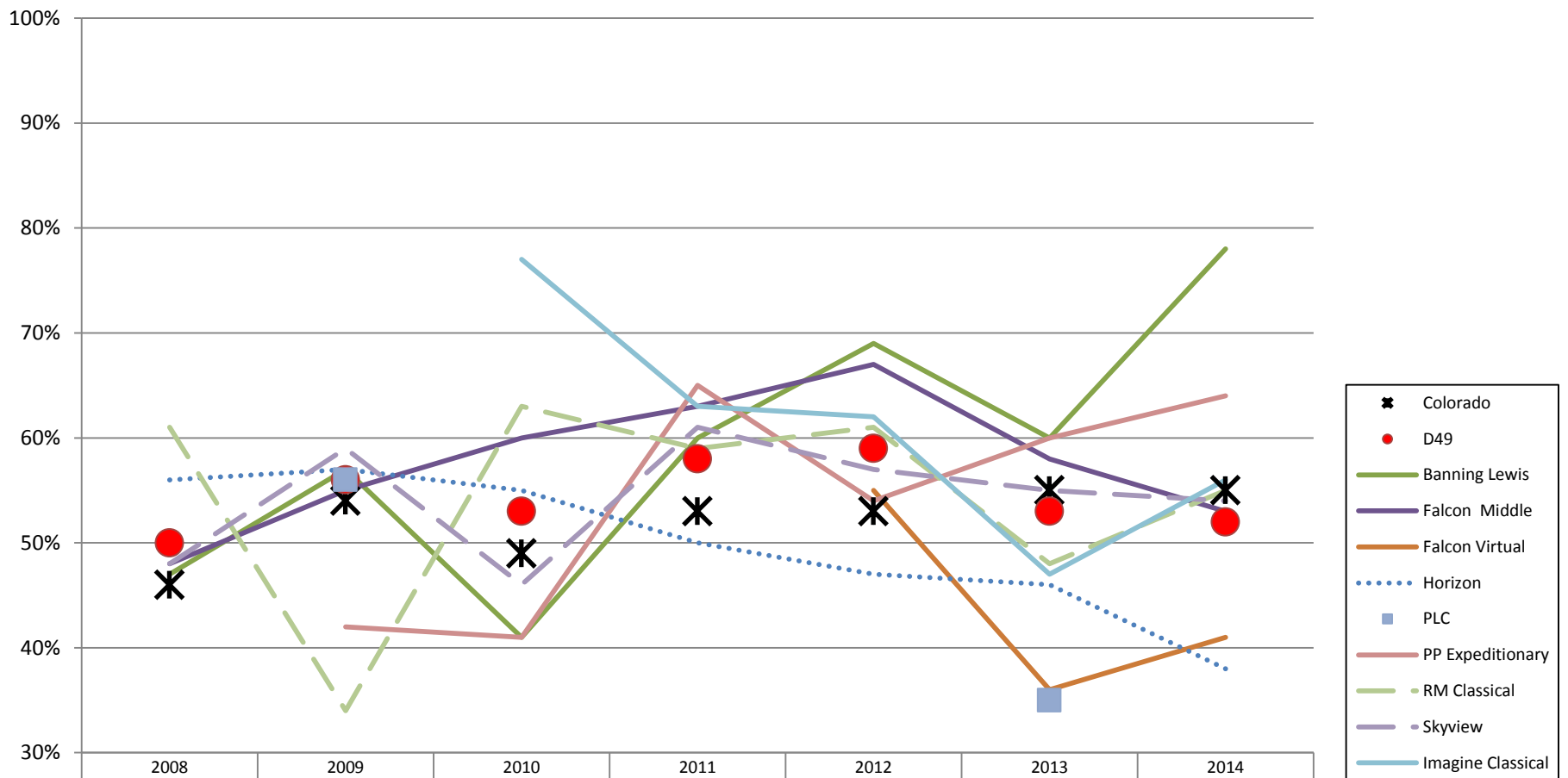


6th Grade Math %PA



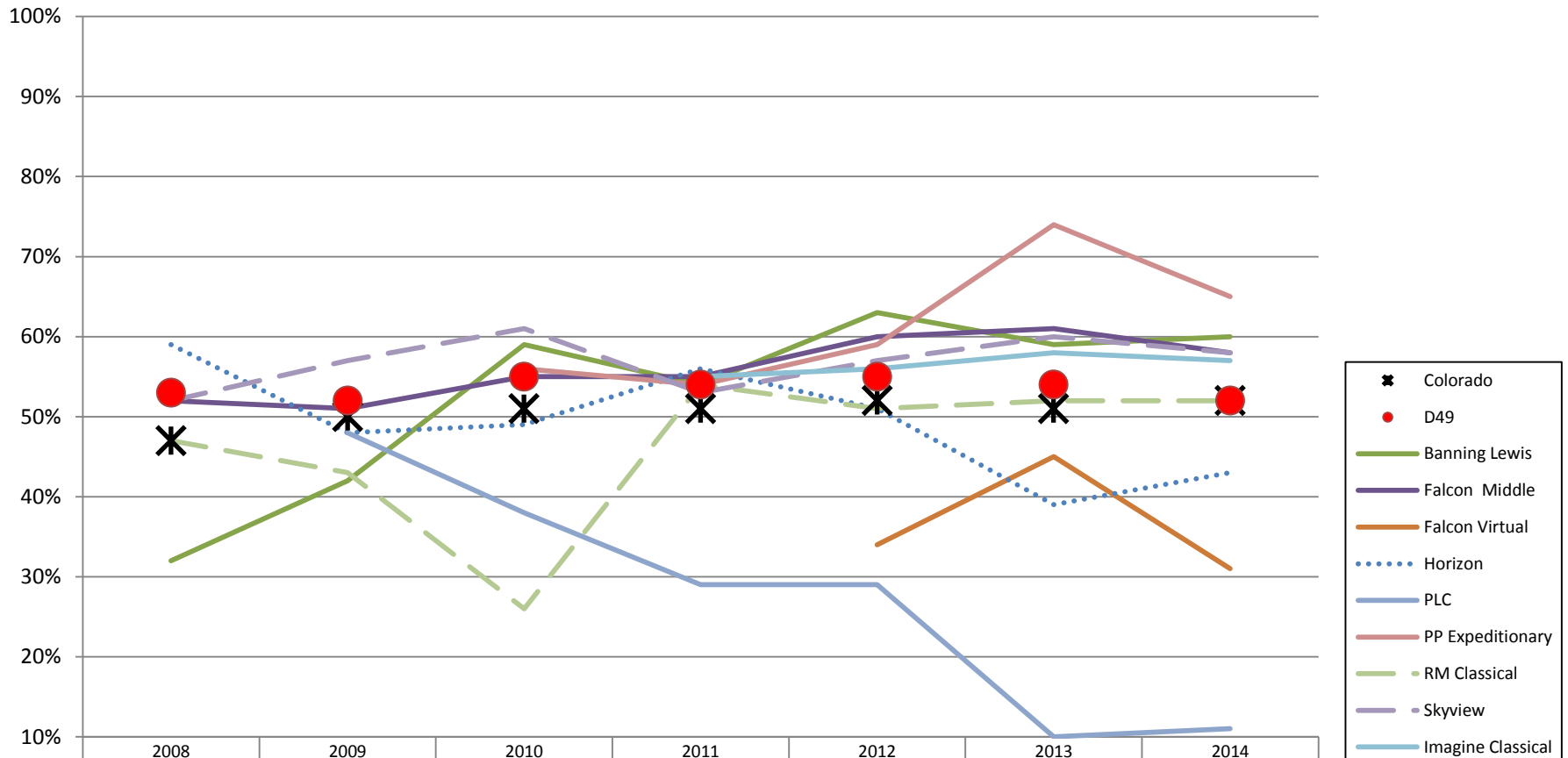
	2008	2009	2010	2011	2012	2013	2014
Colorado	61%	63%	61%	63%	61%	62%	61%
D49	64%	63%	66%	64%	65%	61%	58%
Banning Lewis	66%	54%	71%	65%	72%	89%	84%
Falcon Middle		66%	66%	64%	63%	59%	59%
Falcon Virtual					49%	65%	52%
Horizon	60%	66%	64%	59%	66%	53%	56%
PLC				44%			
PP Expeditionary	71%	52%	78%	59%	76%	58%	64%
RM Classical	52%	82%	76%	66%	59%	68%	73%
Skyview	66%	59%	63%	68%	66%	61%	55%
Imagine Classical		68%	85%	60%	64%	64%	46%

7th Grade Math %PA



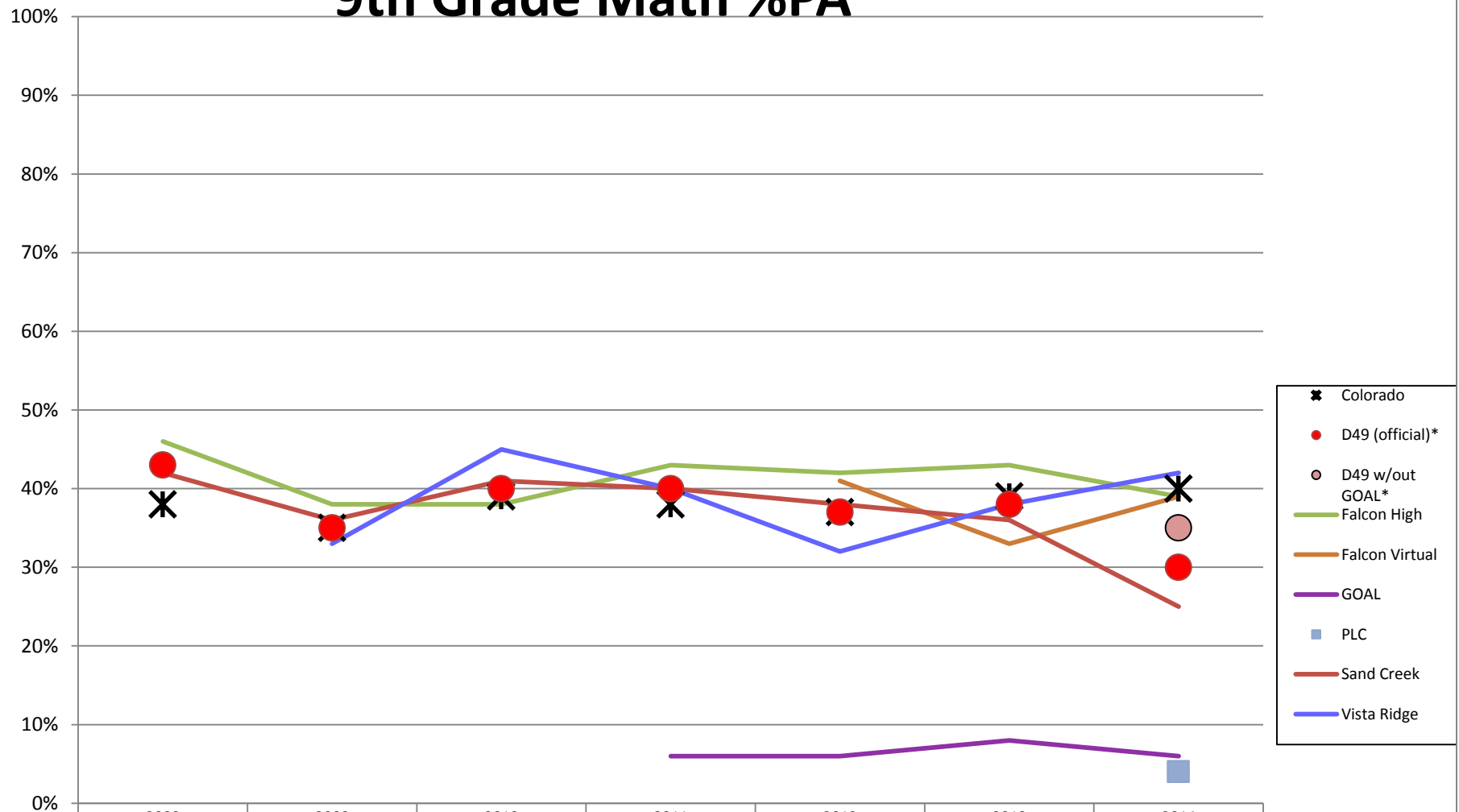
	2008	2009	2010	2011	2012	2013	2014
Colorado	46%	54%	49%	53%	53%	55%	55%
D49	50%	56%	53%	58%	59%	53%	52%
Banning Lewis	47%	57%	41%	60%	69%	60%	78%
Falcon Middle	48%	55%	60%	63%	67%	58%	53%
Falcon Virtual					55%	36%	41%
Horizon	56%	57%	55%	50%	47%	46%	38%
PLC		56%		16%		35%	
PP Expeditionary		42%	41%	65%	54%	60%	64%
RM Classical	61%	34%	63%	59%	61%	48%	55%
Skyview	48%	59%	46%	61%	57%	55%	54%
Imagine Classical			77%	63%	62%	47%	56%

8th Grade Math %PA



	2008	2009	2010	2011	2012	2013	2014
Colorado	47%	50%	51%	51%	52%	51%	52%
D49	53%	52%	55%	54%	55%	54%	52%
Banning Lewis	32%	42%	59%	54%	63%	59%	60%
Falcon Middle	52%	51%	55%	55%	60%	61%	58%
Falcon Virtual					34%	45%	31%
Horizon	59%	48%	49%	56%	51%	39%	43%
PLC		48%	38%	29%	29%	10%	11%
PP Expeditionary	56%		56%	54%	59%	74%	65%
RM Classical	47%	43%	26%	54%	51%	52%	52%
Skyview	52%	57%	61%	53%	57%	60%	58%
Imagine Classical				55%	56%	58%	57%

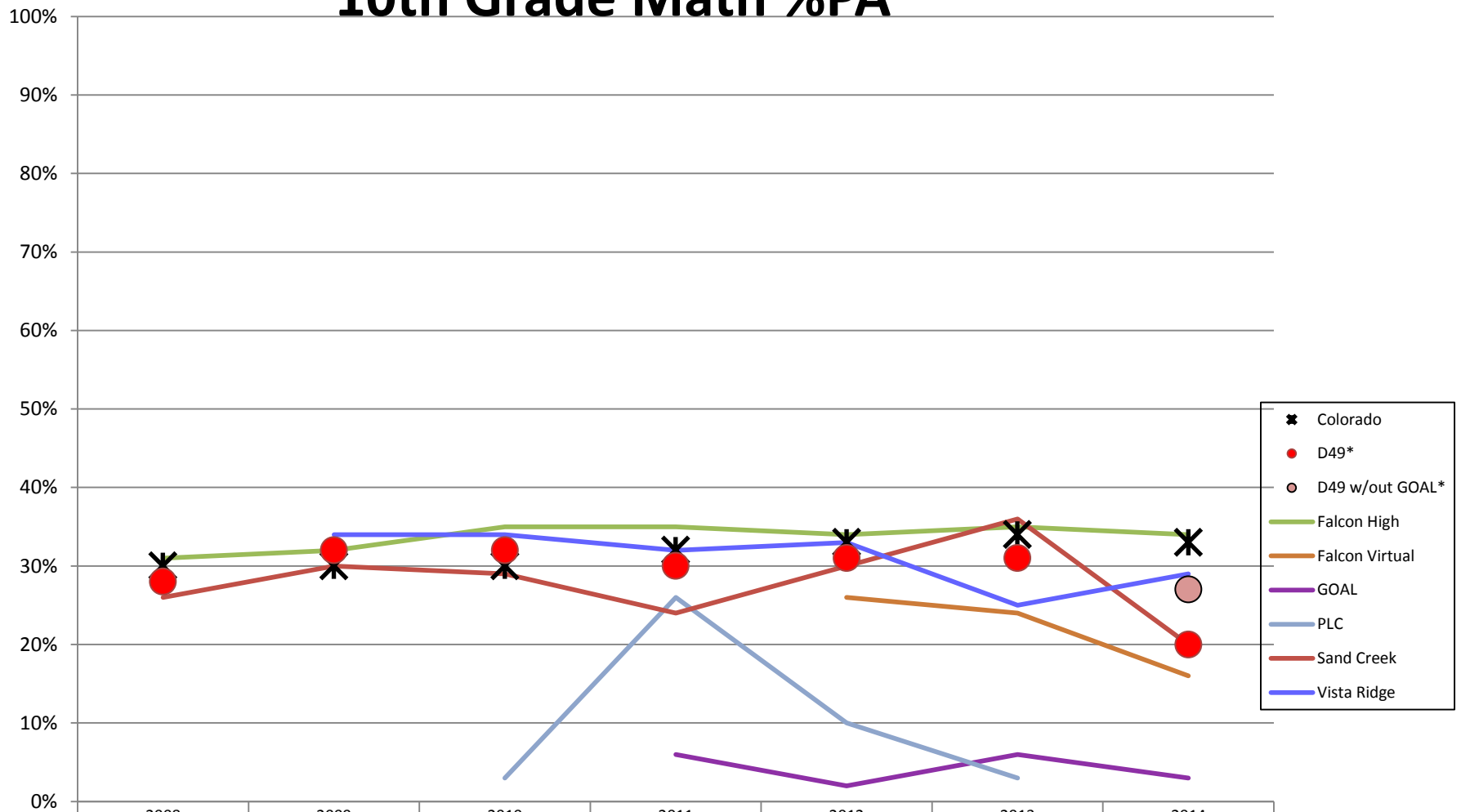
9th Grade Math %PA



	2008	2009	2010	2011	2012	2013	2014
Colorado	38%	35%	39%	38%	37%	39%	40%
D49 (official)*	43%	35%	40%	40%	37%	38%	30%
D49 w/out GOAL*							35%
Falcon High	46%	38%	38%	43%	42%	43%	39%
Falcon Virtual					41%	33%	39%
GOAL				6%	6%	8%	6%
PLC							4%
Sand Creek	42%	36%	41%	40%	38%	36%	25%
Vista Ridge		33%	45%	40%	32%	38%	42%

*Please note that GOAL's scores were not included in the district average until 2014.

10th Grade Math %PA



*Please note that GOAL's scores were not included in the district average until 2014.



- VRHS outperformed the district average in all areas and the state in all but 10th grade writing and 10th grade math.
- SMS continued their upward trend in 8th grade writing, reaching a 6-year high.
- OES had improved scores in 5th grade for all subjects, rebounding from 6-year lows in writing and math from the previous year.
- SES is above the state average for all grades and subject areas (with the exception of 5th grade reading).
- RVES had improved scores for 3rd graders in all subjects with 6-year highs in writing and math and was in fact the only non-charter school to show an increase in 3rd grade reading.

Ridgeview Elementary School									
● Low ● Hi	09	10	11	12	13	14	D49	CO	
3 rd Reading							77	73	72
4 th Reading							69	74	67
5 th Reading							74	79	71
3 rd Writing							64	57	51
4 th Writing							43	52	52
5 th Writing							42	61	55
3 rd Math							83	77	72
4 th Math							66	75	72
5 th Math							61	70	65



Sand Creek Zone Program Performance

Sand Creek High School									
●Low ●Hi	09	10	11	12	13	14		D49	CO
9 th Reading							66	62	66
10 th Reading							60	61	69
9 th Writing							53	50	54
10 th Writing							38	36	49
9 th Math							25	30	40
10 th Math							20	20	33

- While there was a decline in almost all areas tested, SCHS saw their ELL students performing comparatively well.
- HMS has been targeting the reading skills of students with an IEP and saw improvement for these students though the schools overall scores largely decreased.
- EIES had 6-year highs in both 4th and 5th grade reading which could be a result of their focus on small group instruction for reading and writing though this does not appear to have had the same degree of impact on writing scores.
- RES experienced success with departmentalizing learning in the 5th grade with increases in all subject areas and had 6-year highs in 4th grade reading and math.
- For the 2nd year, SRES had increased in 5th grade scores for all subject areas, with 6-year highs in reading and math.

Horizon Middle School								
●Low ●Hi	09	10	11	12	13	14	D49	CO
6 th Reading		74	75	71				
7 th Reading		67	73	69				
8 th Reading		62	70	66				
6 th Writing		59	60	57				
7 th Writing		63	63	61				
8 th Writing		53	61	56				
6 th Math		56	58	61				
7 th Math		38	52	55				
8 th Math		43	52	52				

Evans International Elementary								
●Low ●Hi	09	10	11	12	13	14	D49	CO
3 rd Reading		67	73	72				
4 th Reading		74	74	67				
5 th Reading		73	79	71				
3 rd Writing		47	57	51				
4 th Writing		50	52	52				
5 th Writing		57	61	55				
3 rd Math		71	77	72				
4 th Math		75	75	72				
5 th Math		60	70	65				

Remington Elementary School									
●Low ●Hi	09	10	11	12	13	14		D49	CO
3 rd Reading		74	73	72					
4 th Reading		79	74	67					
5 th Reading		71	79	71					
3 rd Writing		54	57	51					
4 th Writing		53	52	52					
5 th Writing		59	61	55					
3 rd Math		74	77	72					
4 th Math		85	75	72					
5 th Math		62	70	65					

Springs Ranch Elementary School								
●Low ●Hi	09	10	11	12	13	14	D49	CO
3 rd Reading		75	73	72				
4 th Reading		65	74	67				
5 th Reading		86	79	71				
3 rd Writing		66	57	51				
4 th Writing		46	52	52				
5 th Writing		71	61	55				
3 rd Math		84	77	72				
4 th Math		68	75	72				
5 th Math		74	70	65				

Falcon High School												
•Low •Hi	09	10	11	12	13	14		D49	CO			
9 th Reading							72	62	66			
10 th Reading							79	61	69			
9 th Writing							61	50	54			
10 th Writing							52	36	49			
9 th Math							39	30	40			
10 th Math							34	20	33			



- While scores at FHS were generally trending downward (with the exception of 10th grade reading and writing), they are still above district and state averages.
- FMS designated improvement of scores for students on an IEP in their UIP. This focus appears to have been effective as there was improvement in these student's scores.
- FES is in the second year of placing emphasis on writing with implementation of ECAW. Increases were seen in both 5th and 3rd grade writing with a 6-year high in writing.
- At MRES, performance trends were not consistent (though scores were above district and state averages) but 6-year highs were seen in 4th and 5th grade reading and 3rd grade writing.
- At WHES, though all subjects/grade levels (with the exception of 5th grade reading) saw a decline from the previous year, scores were still at/above the state average and above the district average in the majority of areas assessed.

Falcon Middle School												
•Low •Hi	09	10	11	12	13	14		D49	CO			
6 th Reading							74	75	71			
7 th Reading							73	73	69			
8 th Reading							73	70	66			
6 th Writing							63	60	57			
7 th Writing							62	63	61			
8 th Writing							64	61	56			
6 th Math							59	58	61			
7 th Math							53	52	55			
8 th Math							58	52	52			

Falcon Elementary School												
•Low •Hi	09	10	11	12	13	14		D49	CO			
3 rd Reading							60	73	72			
4 th Reading							62	74	67			
5 th Reading							82	79	71			
3 rd Writing							53	57	51			
4 th Writing							46	52	52			
5 th Writing							58	61	55			
3 rd Math							73	77	72			
4 th Math							71	75	72			
5 th Math							76	70	65			

Meridian Ranch Elementary School												
•Low •Hi	09	10	11	12	13	14		D49	CO			
3 rd Reading							76	73	72			
4 th Reading							83	74	67			
5 th Reading							87	79	71			
3 rd Writing							63	57	51			
4 th Writing							58	52	52			
5 th Writing							63	61	55			
3 rd Math							80	77	72			
4 th Math							79	75	72			
5 th Math							73	70	65			

Woodmen Hills Elementary												
•Low •Hi	09	10	11	12	13	14		D49	CO			
3 rd Reading							72	73	72			
4 th Reading							84	74	67			
5 th Reading							80	79	71			
3 rd Writing							54	57	51			
4 th Writing							65	52	52			
5 th Writing							59	61	55			
3 rd Math							82	77	72			
4 th Math							84	75	72			
5 th Math							72	70	65			

- Scores for IIR were stable and above the district and state averages in many areas. 8th grade had 6-year highs in reading and writing.
- FVA experienced 6-year highs in 7 of the grade/content areas. 10th grade writing scores were the highest in the district.
- RMCA had 90% PA in 6th grade reading. Their scores were higher than district averages in most grade/content areas.



Program Performance

- Though not currently designated as an AEC, GOAL's scores are in line with AEC averages.
- PLC had 100% participation and is able to attribute some of the decrease in scores to misadministrations.
- PPSEL generally outperformed the district/state averages and had 6-year highs in 5 grade/content areas.
- BLRA had fairly stable achievement, which was generally higher than state district averages.

Imagine Indigo Ranch								
●Low ●Hi	09	10	11	12	13	14	D49	CO
3 rd Reading		82	73	72				
4 th Reading		74	74	67				
5 th Reading		75	79	71				
6 th Reading		72	75	71				
7 th Reading		84	73	69				
8 th Reading		89	70	66				
3 rd Writing		60	57	51				
4 th Writing		55	52	52				
5 th Writing		54	61	55				
6 th Writing		50	60	57				
7 th Writing		79	63	61				
8 th Writing		82	61	56				
3 rd Math		79	77	72				
4 th Math		80	75	72				
5 th Math		73	70	65				
6 th Math		46	58	61				
7 th Math		56	52	55				
8 th Math		57	52	52				

Rocky Mountain Classical Academy									
●Low ●Hi	09	10	11	12	13	14		D49	CO
3 rd Reading							71	73	72
4 th Reading							74	74	67
5 th Reading							84	79	71
6 th Reading							90	75	71
7 th Reading							76	73	69
8 th Reading							78	70	66
3 rd Writing							56	57	51
4 th Writing							53	52	52
5 th Writing							69	61	55
6 th Writing							84	60	57
7 th Writing							69	63	61
8 th Writing							60	61	56
3 rd Math							78	77	72
4 th Math							80	75	72
5 th Math							79	70	65
6 th Math							73	58	61
7 th Math							55	52	55
8 th Math							52	52	52

Pike Peak School of Expeditionary Learning									
●Low ●Hi	09	10	11	12	13	14	D49	CO	
3 rd Reading							85	73	72
4 th Reading							80	74	67
5 th Reading							80	79	71
6 th Reading							79	75	71
7 th Reading							85	73	69
8 th Reading							81	70	66
3 rd Writing							70	57	51
4 th Writing							53	52	52
5 th Writing							64	61	55
6 th Writing							64	60	57
7 th Writing							70	63	61
8 th Writing							69	61	56
3 rd Math							87	77	72
4 th Math							73	75	72
5 th Math							80	70	65
6 th Math							64	58	61
7 th Math							64	52	55
8 th Math							65	52	52

Falcon Virtual Academy					
•Low •Hi	12	13	14	D49	CO
3 rd Reading			52	73	72
4 th Reading			70	74	67
5 th Reading			93	79	71
6 th Reading		81	75	71	
7 th Reading		74	73	69	
8 th Reading		76	70	66	
9 th Reading		87	62	66	
10 th Reading		69	61	69	
3 rd Writing			19	57	51
4 th Writing			52	52	52
5 th Writing			70	61	55
6 th Writing		63	60	57	
7 th Writing		56	63	61	
8 th Writing		56	61	56	
9 th Writing		55	50	54	
10 th Writing		53	36	49	
3 rd Math			52	77	72
4 th Math			78	75	72
5 th Math			73	70	65
6 th Math		52	58	61	
7 th Math		41	52	55	
8 th Math		31	52	52	
9 th Math		39	30	40	
10 th Math		16	20	33	

GOAL Academy									
●Low ●Hi	09	10	11	12	13	14		D49	CO
9 th Reading							35	62	66
10 th Reading							42	61	69
9 th Writing							16	50	54
10 th Writing							16	36	49
9 th Math							6	30	40
10 th Math							3	20	33

Patriot Learning Center										
●Low ●Hi	09	10	11	12	13	14		D49	CO	
6 th Reading								75	71	
7 th Reading								73	69	
8 th Reading							32	70	66	
9 th Reading								4	62	66
10 th Reading							15	61	69	
6 th Writing								60	57	
7 th Writing								63	61	
8 th Writing							21	61	56	
9 th Writing								4	50	54
10 th Writing							9	36	49	
6 th Math								58	61	
7 th Math								52	55	
8 th Math							11	52	52	
9 th Math								4	30	40
10 th Math							0	20	33	



Banning Lewis Ranch Academy									
●Low ●Hi	09	10	11	12	13	14		D49	CO
3 rd Reading							81	73	72
4 th Reading							72	74	67
5 th Reading							88	79	71
6 th Reading							85	75	71
7 th Reading							86	73	69
8 th Reading							75	70	66
3 rd Writing							70	57	51
4 th Writing							47	52	52
5 th Writing							79	61	55
6 th Writing							71	60	57
7 th Writing							74	63	61
8 th Writing							67	61	56
3 rd Math							86	77	72
4 th Math							83	75	72
5 th Math							77	70	65
6 th Math							84	58	61
7 th Math							78	52	55
8 th Math							60	52	52

Colorado Measures of Academic Success

The Transition to New State Assessments

Colorado assessments are changing in order to accurately assess student mastery of the new Colorado Academic Standards. With the standards being more focused, coherent and rigorous, assessments must adapt to align with them. The Transitional Colorado Assessment Program (TCAP) is being phased out and replaced by the Colorado Measures of Academic Success, the state's new English language arts, mathematics, science and social studies assessments.

PARCC-Developed English Language Arts and Mathematics

Colorado is a governing member of a multi-state assessment consortium called the Partnership for Assessment of Readiness for College and Careers (PARCC). Involvement in this consortium allows the Colorado Department of Education staff, along with staff from the Colorado Department of Higher Education and Colorado educators, to collaborate with individuals from across the U.S. to develop assessments for English language arts and mathematics.

Beginning in the 2014-2015 school year, these new computer-based assessments will be administered in grades 3-11 for English language arts and in grades 3-8 with three high school assessments for mathematics. Assessments in each content area will be administered in two components: a performance-based assessment administered after approximately 75 percent of the school year and an end-of-year assessment administered **after 90 percent of the school year**.

Colorado-Developed Science and Social Studies

New state science and social studies assessments measuring the Colorado Academic Standards were administered online in Colorado for the first time in the 2013-14 school year. These assessments are being developed collaboratively by the Colorado Department of Education, assessment contractor Pearson and Colorado educators. Elementary (4th grade social studies and 5th grade science) and middle school (7th grade social studies and 8th grade science) assessments were administered in the spring of 2014. High school (12th grade science and social studies) assessments will be administered in the fall of 2014.

Frequently Asked Questions

Why do we have state assessments?

As part of a balanced assessment system, state assessments provide valuable information to students, families, schools, districts, the state and taxpayers. A

State Assessment Timeline

1997-2011: Colorado Student Assessment Program (CSAP)

- Measured student learning of the Colorado Model Content Standards (mathematics, reading, writing and science)

2012-2013: Transitional Colorado Assessment Program (TCAP)

- Measured a blend of Colorado Model Content Standards and the new Colorado Academic Standards
- Allowed school districts to transition their instruction from the old standards to the new ones.

2014: TCAP and Colorado Measures of Academic Success

- TCAP continues for reading, writing and math
- First year of new Colorado-developed science and social studies assessments

2015: Colorado Measures of Academic Success

- First year of new PARCC-developed English language arts and math assessments
- Second year of science and social studies

balanced assessment system is one that contains formative assessments (quick checks for learning conducted by teachers throughout their class), interim assessments (more formal progress monitoring often conducted several times throughout the year to see how students are progressing) and summative assessments (end of course/unit, end of year assessments to find out what students know and can do).

The state assessments are summative assessments. While formative, interim and classroom-based summative assessments inform classroom instruction on a regular basis, state summative assessments are designed to be point-in-time snapshots of what students know and can do in core content areas. The assessment results are used by: parents/families to gauge student progress over time; teachers to inform and improve classroom practice and student placement; and by schools/districts to inform program, school and district improvement. The results are also the backbone of the state's accountability system. They are used to populate the annual school and district performance frameworks which result in accreditation ratings for each school and district. The results are also used for teacher evaluation purposes as one of the multiple measures required under S.B. 10-191. Changes in the assessment system have significant implications for the state's accountability and educator evaluation systems.

Are states required to administer state-wide assessments and what are the minimum requirements?

States that accept federal funds for purposes such as supporting the education of children in poverty, English language learners and students with disabilities are required to administer state-wide assessments to all students. Currently, Colorado receives approximately \$326 million in federal funds for these and related purposes. The minimum required assessments are:

- Grades 3 through 8 for English language arts and mathematics
- At least once in high school for English language arts and mathematics
- At least once in elementary school, once in middle school and once in high school for science

For the assessments noted above, states must give the same assessments to all students and at least 95% of the students must participate in the tests. There are also some required assessments specific to certain populations of students (e.g., language proficiency assessments for English language learners).

How will Colorado's new assessment system compare to the federal minimum?

Colorado's new state-wide summative assessment system, as outlined in state statute, includes the following assessments:

- Grades 3 through 11 for English language arts (above the federal minimum for high school)
- Grades 3 through 8 and three times in high school for math (above the federal minimum for high school)
- Once in elementary, middle and high school for science (at federal minimum)
- Once in elementary, middle and high school for social studies (no federal requirement)
- ACT in 11th grade (no federal requirement)

A key rationale from education practitioners and policymakers for having additional assessments at the high school level was based on the desire to have an early signal of whether students were on track to graduate college/career ready (the 9th grade assessments) and to then have an assessment that gave a closer approximation to their readiness (the 10th grade assessment) followed by the measure of college and career readiness accepted by colleges and universities, the 11th grade assessment. Social studies was added through feedback on the importance of this content area from practitioners, policymakers and the State Board of Education.

Are we adding to the number of state-administered assessments?

The new state assessments are comparable to the previous TCAP system with the statutory additions of: social studies in grades 4, 7 and 12; and 11th grade testing in English language arts and math. The addition of 11th grade (also known as the culminating) PARCC assessments allows students to use the results of those assessments for higher education course placement purposes (and, for Colorado institutions, for admissions purposes).

How much time will the tests take?

The testing time for the typical student in TCAP versus CMAS is comparable. Testing times are largely the same with the exception of 3rd and 11th grade. Overall, the estimated amount of testing time on CMAS is expected to be less than 1.5 percent of typical students' total instructional time. Administering tests online can take more time from a scheduling standpoint than paper/pencil tests as schools need to cycle students through their computer labs. The fewer computer devices a school has, the lengthier the window that is needed to complete the online testing. Colorado participated in PARCC field testing and also administered the Colorado-developed social studies and science tests in the spring of 2014 to help uncover the challenges from a scheduling/administration standpoint. These lessons learned are helping to develop online test administration strategies moving forward which will minimize overall impact on schools.

What is Colorado's involvement with PARCC?

Colorado is an active member of PARCC. Over 50 educators, including higher education and K-12, are involved in a range of assessment design and review committees. In addition, Commissioner Hammond serves as a member of the Executive Committee, the key decision making body on PARCC. Over 100 Colorado districts participated in field testing the PARCC assessments in preparation for spring 2015 administration.

What states/jurisdictions are actively participating in PARCC?

The following jurisdictions participate in PARCC: AZ, AR, CO, Washington D.C., IL, LA, MD, MA, MS, NY, NM, NJ, OH and RI.

How is PARCC engaging higher education?

In total, 640 colleges and universities have committed to participate in PARCC. These colleges and universities, including many flagship universities and most of the largest state systems, have pledged to participate in the development of the new college-ready assessments in mathematics and English language arts/literacy and have signed on to ultimately use these tests as college placement tools.

What are the benefits of PARCC participation?

- PARCC received \$180 million to develop a high quality test that measures higher order thinking. No single state would be able to devote those resources to develop its own test of comparable quality.
- In our highly mobile society, students and their families need to know that if they move from Colorado to another state, they will not miss a beat in their learning progression. They need to be able to have performance measures that allow them to compare how they are performing with their peers in other states. The PARCC tests will provide a basis for measuring student progress in attaining the standards and their performance relative to their Colorado peers and PARCC peers.



- Colorado's new higher education admissions and remediation policies allow institutions to use PARCC scores for both course placement and admissions purposes. The multi-state aspect of PARCC provides another basis for comparison of Colorado students to their peers as colleges consider their college readiness.
- The comparability of the test results and the basis of the test on the Common Core State Standards (which Colorado adopted along with 44 other states) make it far superior to a state-developed test.

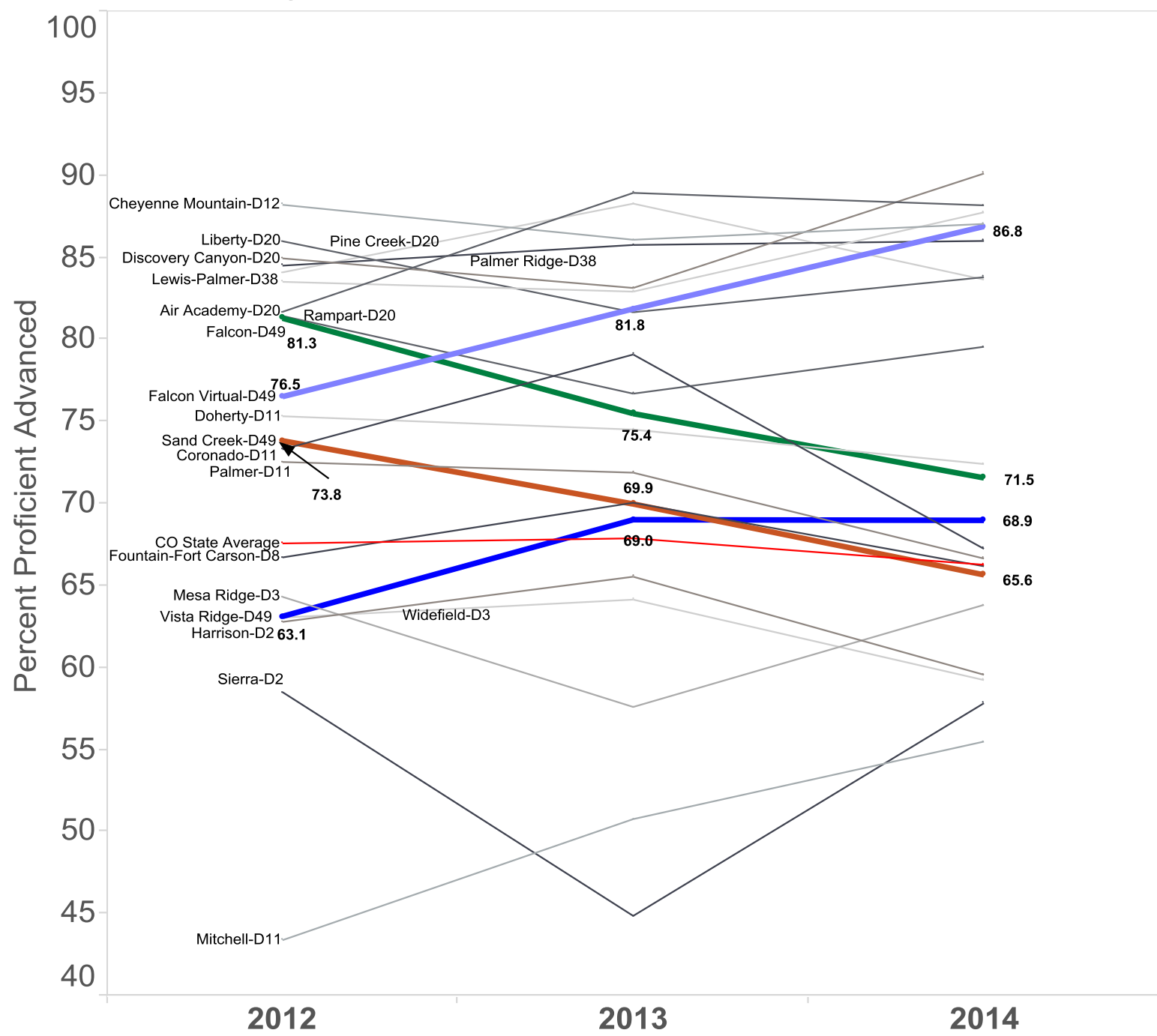
Are we testing too much?

In addition to the state-required tests, districts administer a range of local assessments from teacher-developed assessments to district-purchased assessments. In many cases, these assessments account for 50-70 percent of the overall testing occurring. The question of the appropriate balance of state and district assessments in our learning system is a good one. As we move to new tests, the change fosters a healthy dialog about why we are testing, what role the tests play, how do the tests connect with local assessments, etc. These are the right questions to be asking. CDE has engaged WestEd, a nonprofit education research agency, to conduct a multi-phase study of these very issues about how/where the state can relieve the testing burden (e.g., phasing in the movement to online tests, making some of our non-federally required tests optional or done on a sampling basis, etc.), while still maintaining the important role of shared assessments that provide accountability for our system.

Where can I learn more?

- CDE assessment website: www.cde.state.co.us/Assessment
- CDE standards website: www.cde.state.co.us/standardsandinstruction
- To view all CDE fact sheets: www.cde.state.co.us/Communications/factsheetsandfaq

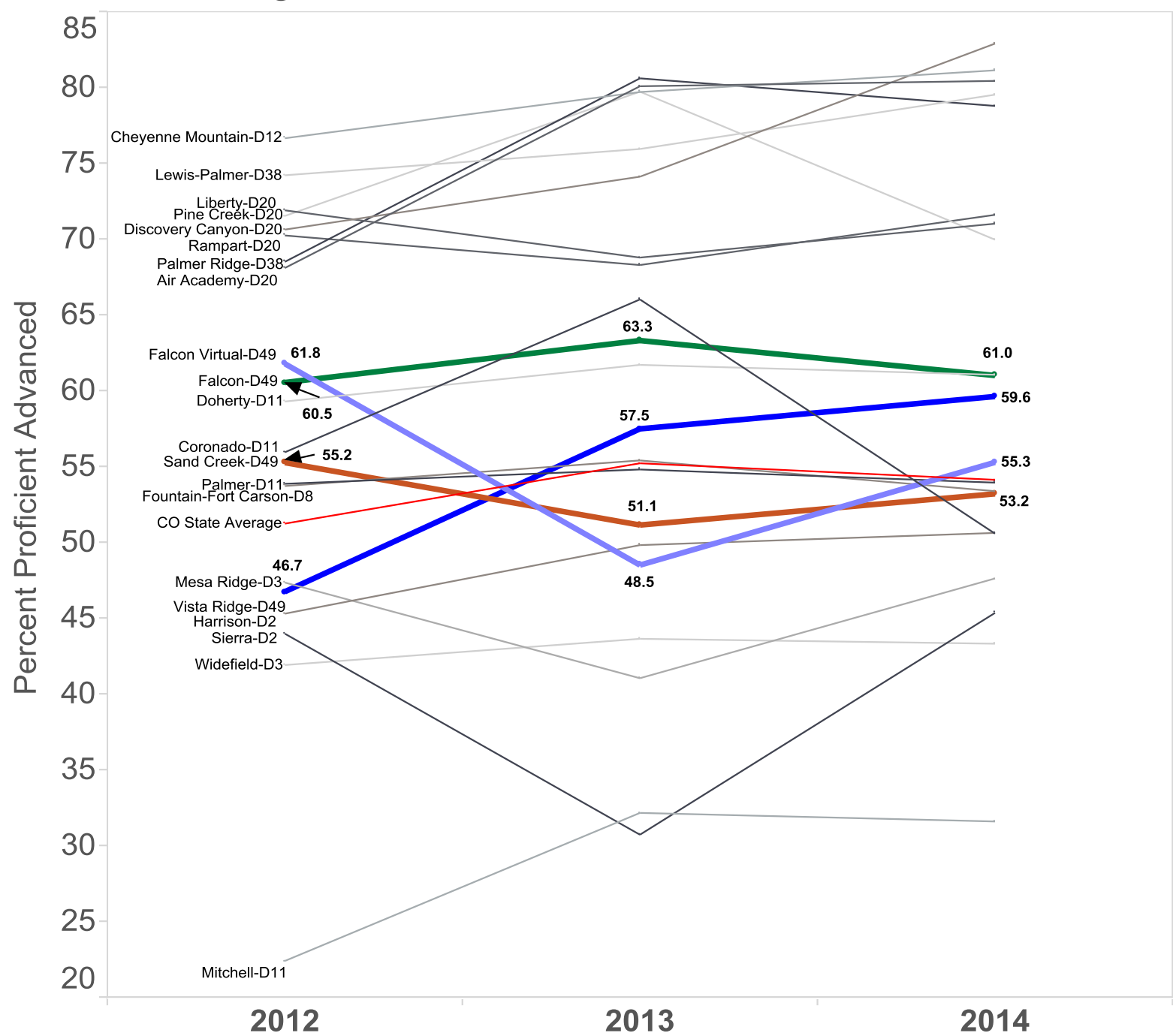
9th Grade Reading TCAP



Schools in 2014 Rank Order

School	Academic Year		
	2012	2013	2014
Discovery Canyon-D20	84.9	83.1	90.1
Air Academy-D20	81.6	88.9	88.1
Lewis-Palmer-D38	83.5	82.9	87.7
Cheyenne Mountain-D12	88.2	86.0	87.0
Falcon Virtual-D49	76.5	81.8	86.8
Palmer Ridge-D38	84.5	85.7	86.0
Liberty-D20	85.9	81.6	83.8
Pine Creek-D20	84.0	88.2	83.6
Rampart-D20	81.4	76.6	79.5
Doherty-D11	75.3	74.5	72.4
Falcon-D49	81.3	75.4	71.5
Vista Ridge-D49	63.1	69.0	68.9
Coronado-D11	73.3	79.0	67.2
Palmer-D11	72.5	71.8	66.6
CO State Average	67.5	67.8	66.2
Fountain-Fort Carson-D8	66.7	70.0	66.1
Sand Creek-D49	73.8	69.9	65.6
Mesa Ridge-D3	64.3	57.5	63.8
Harrison-D2	62.7	65.5	59.5
Widefield-D3	63.0	64.1	59.2
Sierra-D2	58.5	44.8	57.8
Mitchell-D11	43.3	50.7	55.4

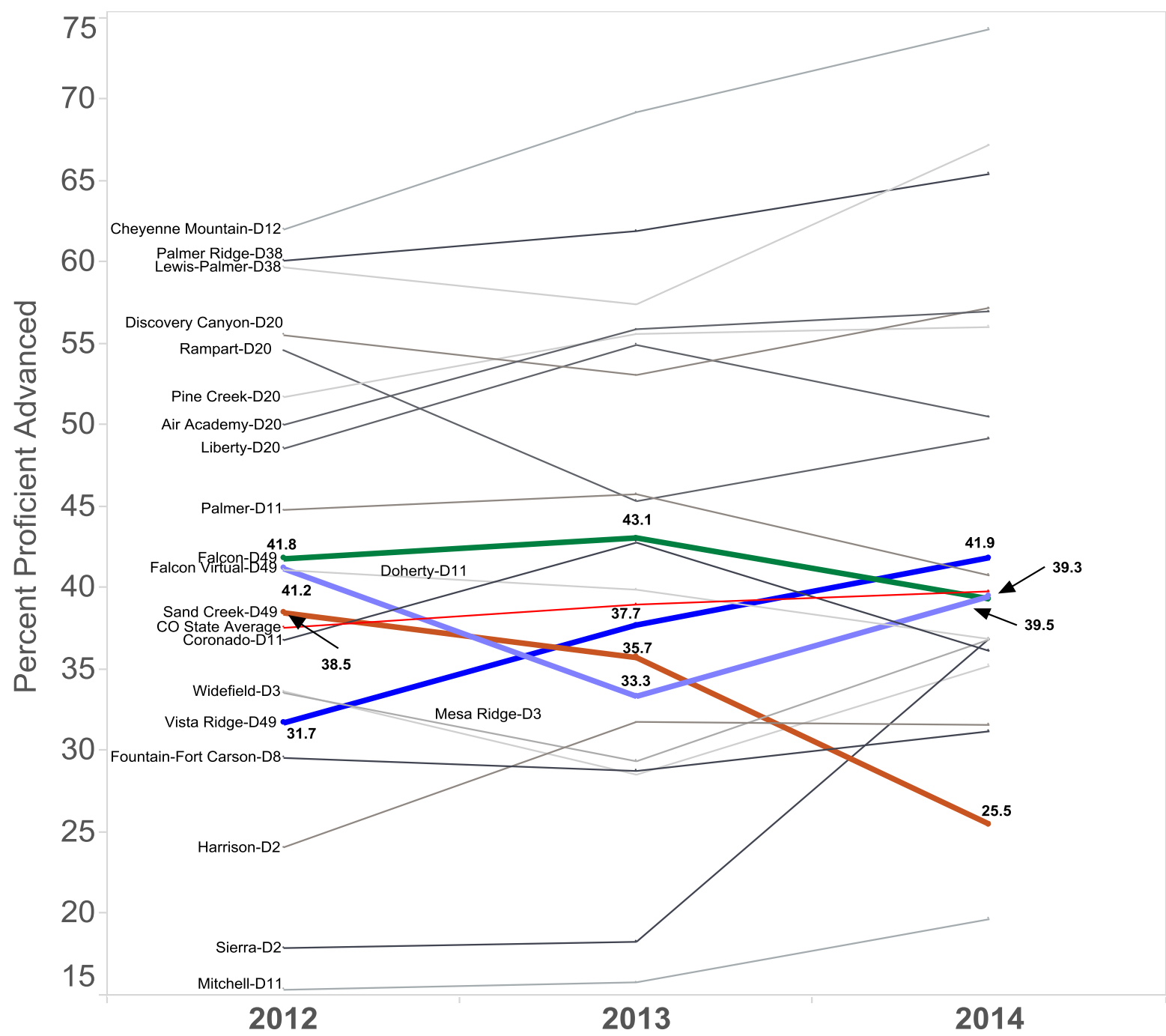
9th Grade Writing TCAP



Schools in 2014 Rank Order

School	Academic Year		
	2012	2013	2014
Discovery Canyon-D20	70.6	74.1	82.9
Cheyenne Mountain-D12	76.6	79.7	81.1
Air Academy-D20	68.1	80.1	80.4
Lewis-Palmer-D38	74.2	75.9	79.5
Palmer Ridge-D38	68.5	80.6	78.8
Rampart-D20	70.2	68.3	71.6
Liberty-D20	71.9	68.8	71.0
Pine Creek-D20	71.5	79.7	69.9
Doherty-D11	59.3	61.7	61.0
Falcon-D49	60.5	63.3	61.0
Vista Ridge-D49	46.7	57.5	59.6
Falcon Virtual-D49	61.8	48.5	55.3
CO State Average	51.2	55.2	54.1
Fountain-Fort Carson-D8	53.8	54.8	53.9
Palmer-D11	53.7	55.4	53.4
Sand Creek-D49	55.2	51.1	53.2
Harrison-D2	45.3	49.8	50.6
Coronado-D11	55.9	66.0	50.6
Mesa Ridge-D3	47.3	41.0	47.6
Sierra-D2	44.0	30.7	45.3
Widefield-D3	41.9	43.6	43.3
Mitchell-D11	22.4	32.1	31.6

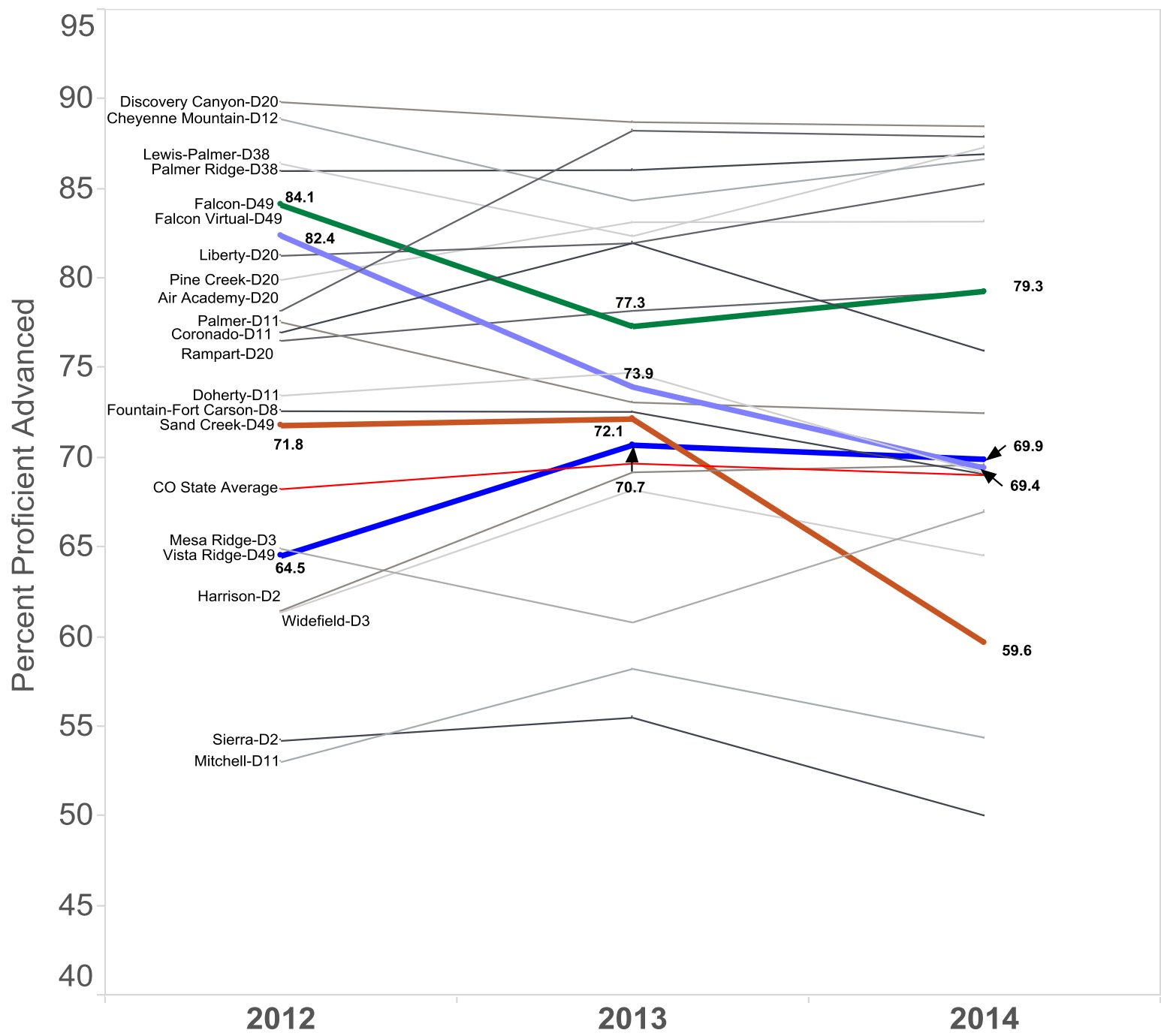
9th Grade Math TCAP



Schools in 2014 Rank Order

School	Academic Year		
	2012	2013	2014
Cheyenne Mountain-D12	62.0	69.2	74.3
Lewis-Palmer-D38	59.7	57.4	67.2
Palmer Ridge-D38	60.1	61.9	65.4
Discovery Canyon-D20	55.5	53.1	57.2
Air Academy-D20	50.0	55.9	57.0
Pine Creek-D20	51.7	55.6	56.0
Liberty-D20	48.5	54.9	50.5
Rampart-D20	54.6	45.3	49.2
Vista Ridge-D49	31.7	37.7	41.9
Palmer-D11	44.8	45.7	40.8
CO State Average	37.5	39.0	39.8
Falcon Virtual-D49	41.2	33.3	39.5
Falcon-D49	41.8	43.1	39.3
Sierra-D2	17.9	18.3	36.9
Doherty-D11	41.1	39.9	36.9
Mesa Ridge-D3	33.5	29.3	36.8
Coronado-D11	36.8	42.8	36.1
Widefield-D3	33.6	28.5	35.2
Harrison-D2	24.1	31.8	31.6
Fountain-Fort Carson-D8	29.6	28.8	31.2
Sand Creek-D49	38.5	35.7	25.5
Mitchell-D11	15.3	15.8	19.6

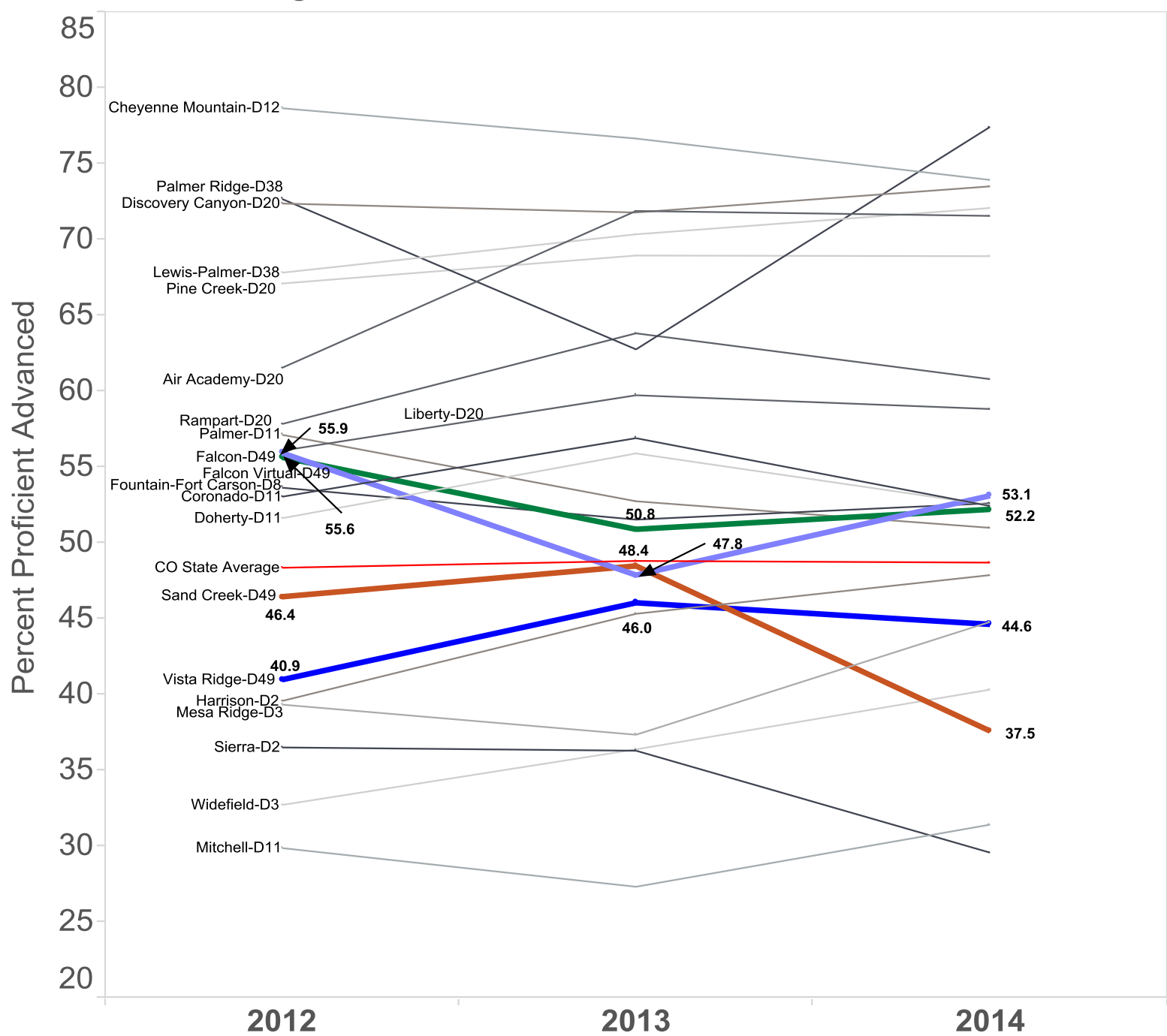
10th Grade Reading TCAP



Schools in 2014 Rank Order

School	Academic Year		
	2012	2013	2014
Discovery Canyon-D20	89.8	88.7	88.5
Air Academy-D20	78.2	88.2	87.9
Lewis-Palmer-D38	86.4	82.3	87.3
Palmer Ridge-D38	86.0	86.0	86.9
Cheyenne Mountain-D12	88.9	84.3	86.6
Liberty-D20	81.2	81.9	85.2
Pine Creek-D20	79.9	83.1	83.1
Falcon-D49	84.1	77.3	79.3
Rampart-D20	76.5	78.2	79.3
Coronado-D11	76.9	81.9	75.9
Palmer-D11	77.5	73.1	72.5
Vista Ridge-D49	64.5	70.7	69.9
Harrison-D2	61.4	69.2	69.6
Falcon Virtual-D49	82.4	73.9	69.4
Doherty-D11	73.4	74.7	69.1
Fountain-Fort Carson-D8	72.6	72.5	69.0
CO State Average	68.2	69.6	69.0
Mesa Ridge-D3	64.9	60.8	67.0
Widefield-D3	61.3	68.2	64.5
Sand Creek-D49	71.8	72.1	59.6
Mitchell-D11	53.0	58.2	54.3
Sierra-D2	54.2	55.5	50.0

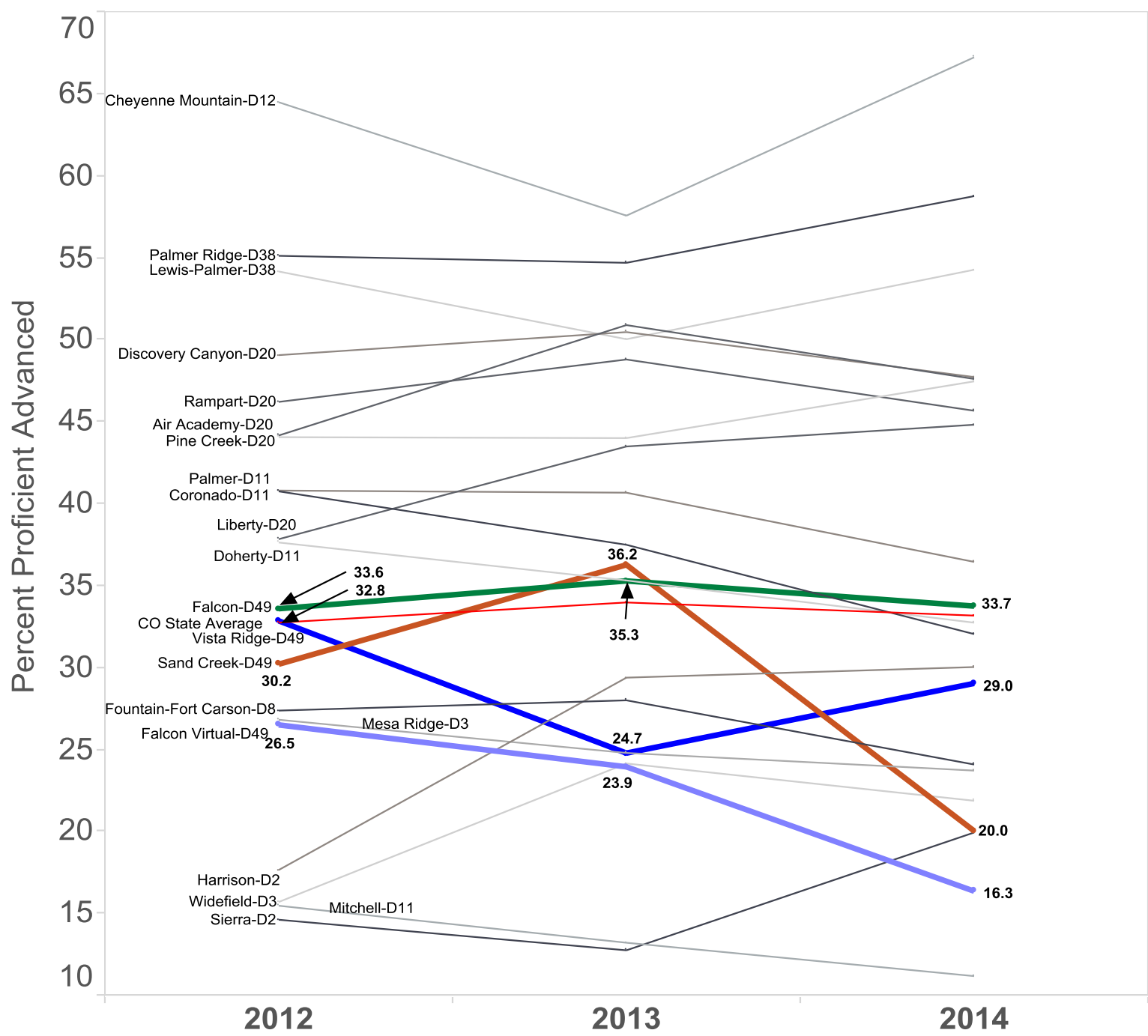
10th Grade Writing TCAP



Schools in 2014 Rank Order

School	Academic Year		
	2012	2013	2014
Palmer Ridge-D38	72.6	62.7	77.4
Cheyenne Mountain-D12	78.6	76.6	73.9
Discovery Canyon-D20	72.3	71.7	73.5
Lewis-Palmer-D38	67.8	70.3	72.0
Air Academy-D20	61.5	71.8	71.5
Pine Creek-D20	67.1	68.9	68.9
Rampart-D20	57.8	63.8	60.8
Liberty-D20	56.0	59.7	58.8
Falcon Virtual-D49	55.9	47.8	53.1
Fountain-Fort Carson-D8	55.6	50.8	52.6
Doherty-D11	51.6	55.8	52.4
Coronado-D11	53.0	56.9	52.4
Falcon-D49	55.6	50.8	52.2
Palmer-D11	57.1	52.7	50.9
CO State Average	48.3	48.8	48.7
Harrison-D2	39.5	45.3	47.8
Mesa Ridge-D3	39.3	37.3	44.7
Vista Ridge-D49	40.9	46.0	44.6
Widefield-D3	32.7	36.3	40.3
Sand Creek-D49	46.4	48.4	37.5
Mitchell-D11	29.8	27.3	31.4
Sierra-D2	36.5	36.2	29.5

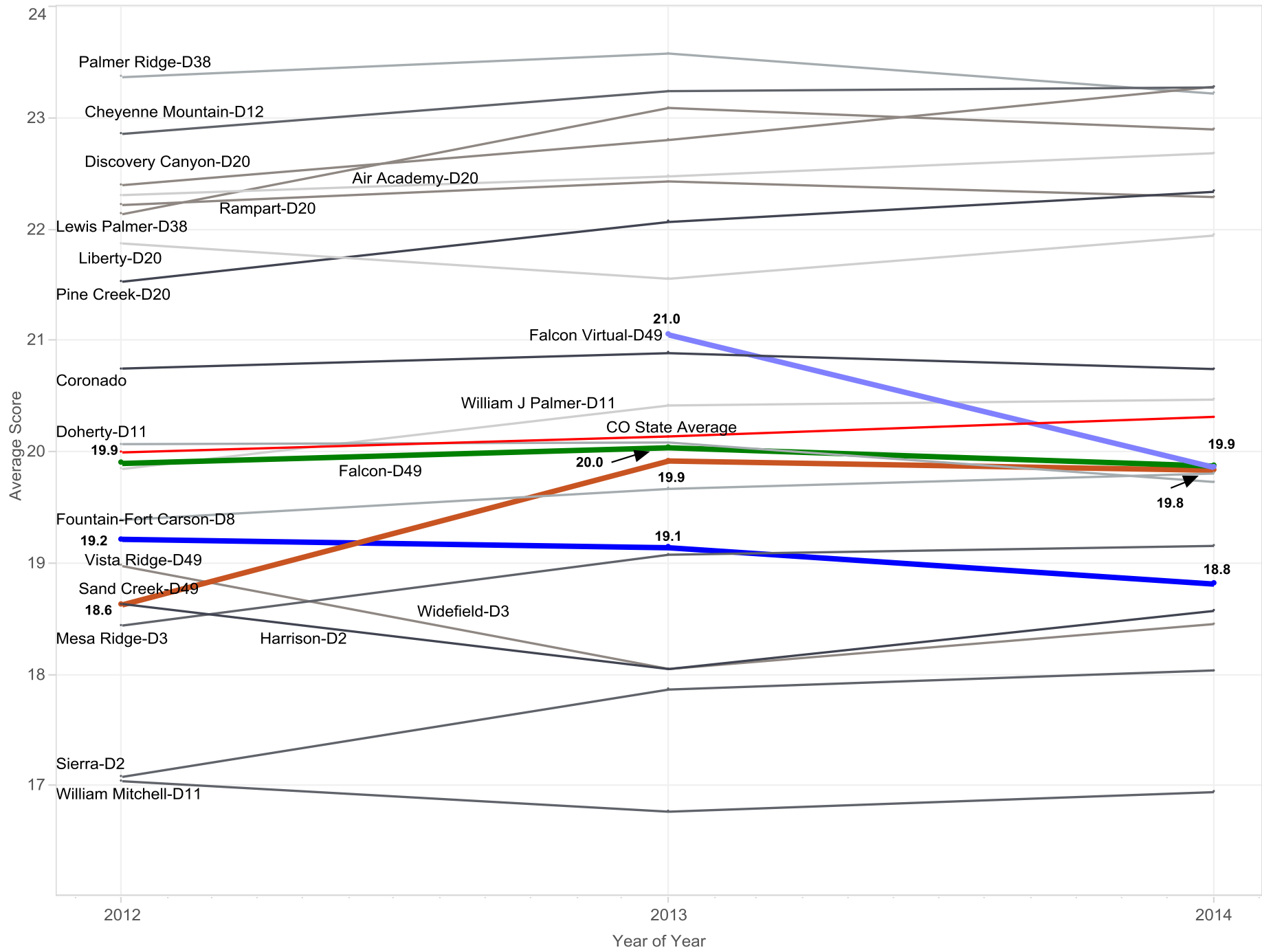
10th Grade Math TCAP



Schools in 2014 Rank Order

School	Academic Year		
	2012	2013	2014
Cheyenne Mountain-D12	64.5	57.5	67.2
Palmer Ridge-D38	55.1	54.7	58.7
Lewis-Palmer-D38	54.1	50.0	54.2
Discovery Canyon-D20	49.0	50.4	47.7
Air Academy-D20	44.1	50.9	47.6
Pine Creek-D20	44.0	44.0	47.4
Rampart-D20	46.2	48.8	45.6
Liberty-D20	37.8	43.5	44.8
Palmer-D11	40.8	40.6	36.4
Falcon-D49	33.6	35.3	33.7
CO State Average	32.7	33.9	33.1
Doherty-D11	37.6	35.3	32.7
Coronado-D11	40.7	37.5	32.0
Harrison-D2	17.6	29.4	30.0
Vista Ridge-D49	32.8	24.7	29.0
Fountain-Fort Carson-D8	27.3	28.0	24.1
Mesa Ridge-D3	26.8	24.8	23.7
Widefield-D3	15.7	24.1	21.8
Sand Creek-D49	30.2	36.2	20.0
Sierra-D2	14.6	12.7	19.9
Falcon Virtual-D49	26.5	23.9	16.3
Mitchell-D11	15.4	13.2	11.1

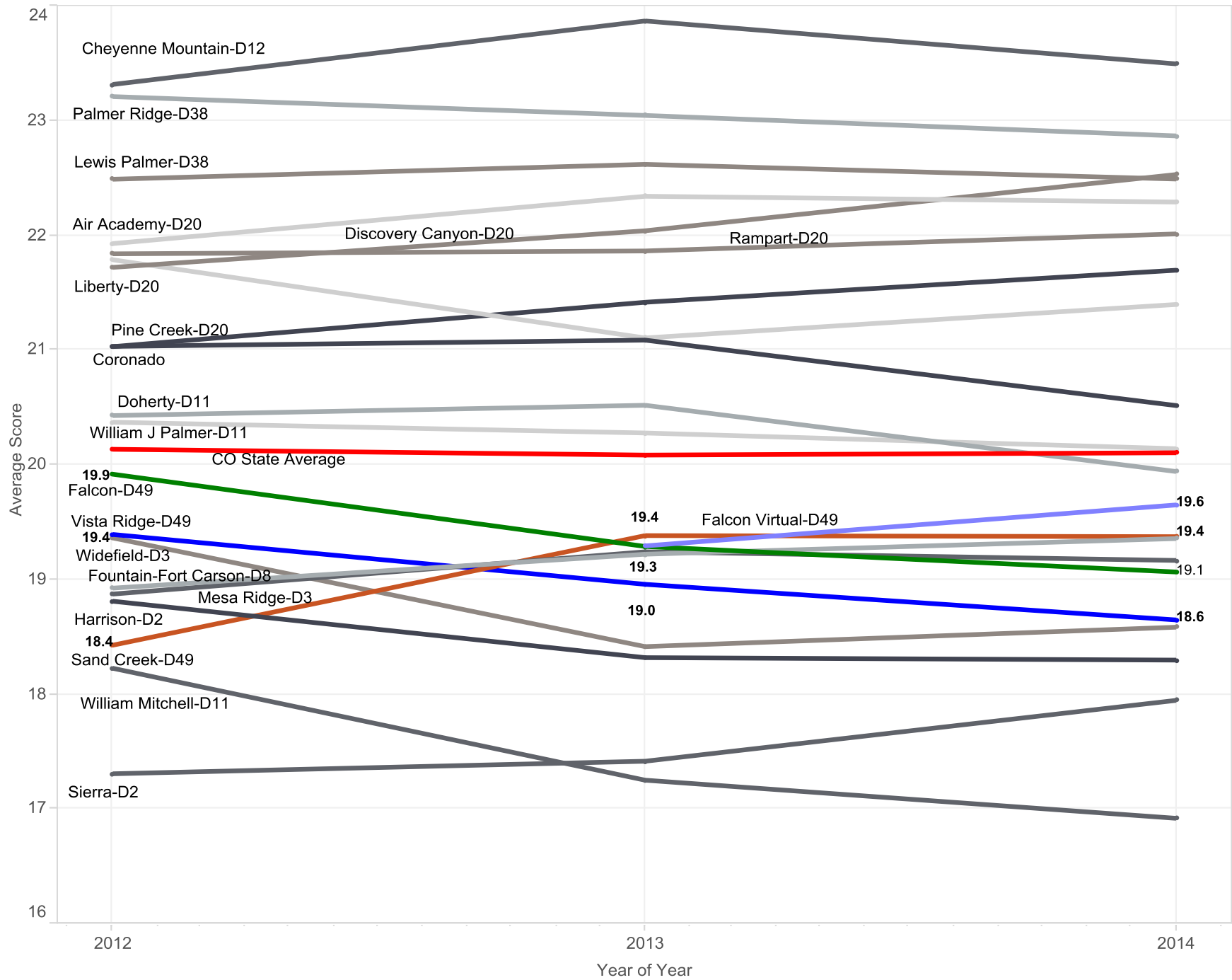
Composite ACT Scores



Schools in 2014 Rank Order

School Name	Year of Year		
	2012	2013	2014
Discovery Canyon-D20	22.4	22.8	23.3
Cheyenne Mountain-D12	22.9	23.2	23.3
Palmer Ridge-D38	23.4	23.6	23.2
Lewis Palmer-D38	22.1	23.1	22.9
Air Academy-D20	22.3	22.5	22.7
Pine Creek-D20	21.5	22.1	22.3
Rampart-D20	22.2	22.4	22.3
Liberty-D20	21.9	21.6	21.9
Coronado	20.7	20.9	20.7
William J Palmer-D11	19.8	20.4	20.5
CO State Average	20.0	20.1	20.3
Falcon-D49	19.9	20.0	19.9
Falcon Virtual-D49		21.0	19.9
Sand Creek-D49	18.6	19.9	19.8
Fountain-Fort Carson-D8	19.4	19.7	19.8
Doherty-D11	20.1	20.1	19.7
Mesa Ridge-D3	18.4	19.1	19.2
Vista Ridge-D49	19.2	19.1	18.8
Harrison-D2	18.6	18.0	18.6
Widefield-D3	19.0	18.0	18.4
Sierra-D2	17.1	17.9	18.0
William Mitchell-D11	17.0	16.8	16.9

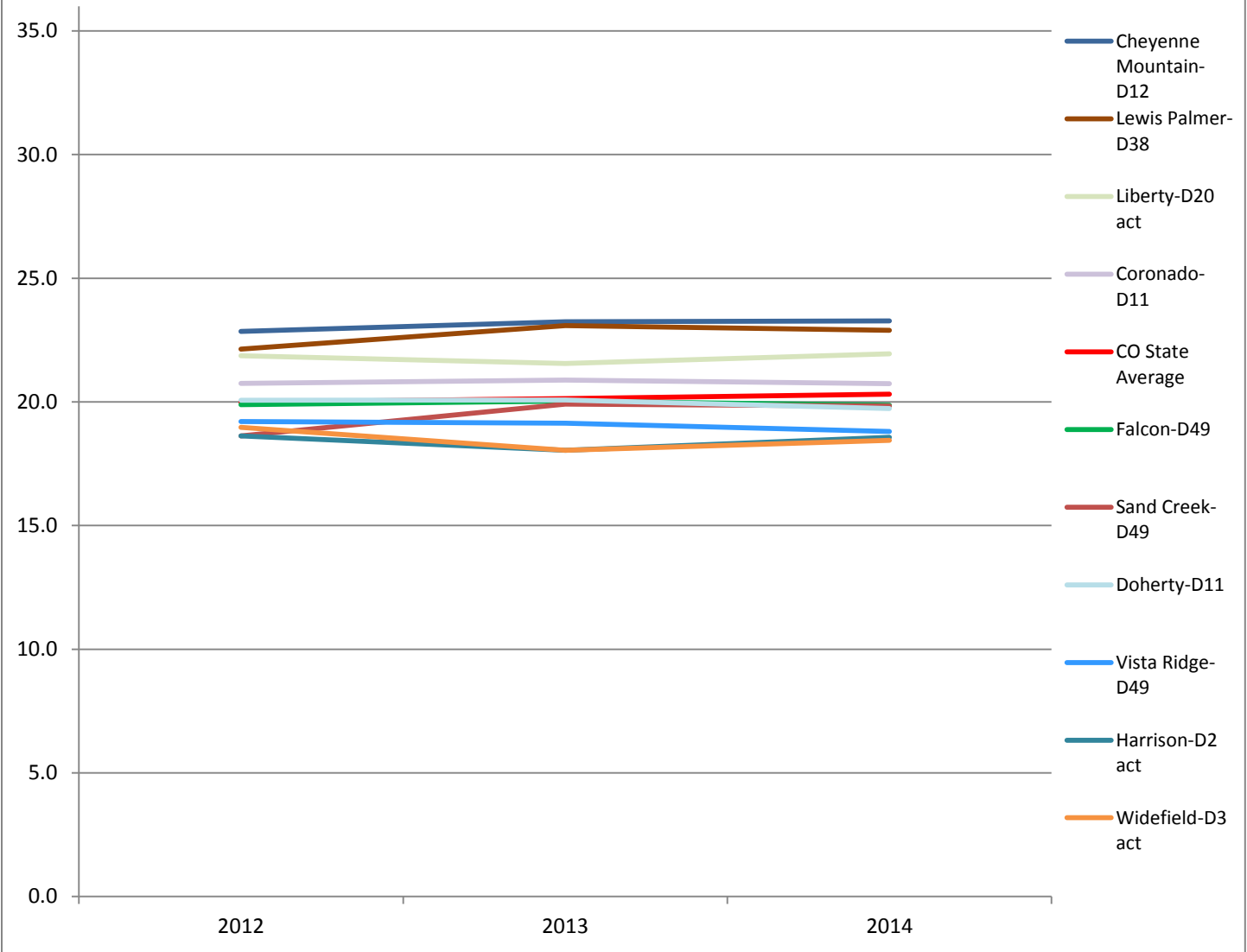
Math ACT Scores



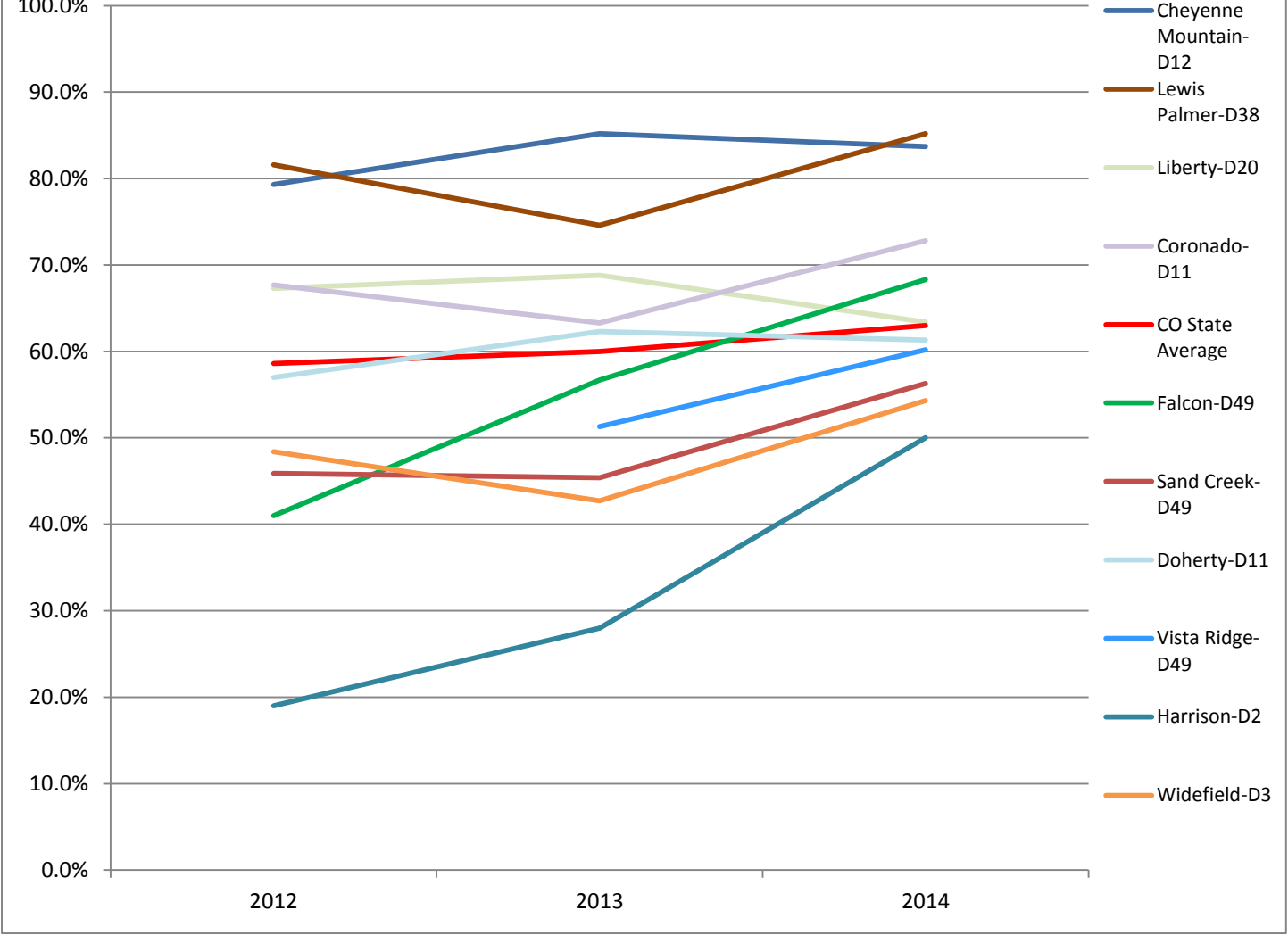
Schools in 2014 Rank Order

School Name	Year of Year		
	2012	2013	2014
Cheyenne Mountain-D12	23.3	23.9	23.5
Palmer Ridge-D38	23.2	23.0	22.9
Discovery Canyon-D20	21.7	22.0	22.5
Lewis Palmer-D38	22.5	22.6	22.5
Air Academy-D20	21.9	22.3	22.3
Rampart-D20	21.8	21.9	22.0
Pine Creek-D20	21.0	21.4	21.7
Liberty-D20	21.8	21.1	21.4
Coronado	21.0	21.1	20.5
William J Palmer-D11	20.4	20.3	20.1
CO State Average	20.1	20.1	20.1
Doherty-D11	20.4	20.5	19.9
Falcon Virtual-D49		19.3	19.6
Sand Creek-D49	18.4	19.4	19.4
Fountain-Fort Carson-D8	18.9	19.2	19.3
Mesa Ridge-D3	18.9	19.2	19.2
Falcon-D49	19.9	19.3	19.1
Vista Ridge-D49	19.4	19.0	18.6
Widefield-D3	19.4	18.4	18.6
Harrison-D2	18.8	18.3	18.3
Sierra-D2	17.3	17.4	17.9
William Mitchell-D11	18.2	17.2	16.9

ACT Composite Scores



College Readiness



Home, Community, Classroom, and Compensation Resources

Free and Reduced Lunch

Discovery Canyon	7.3%
Palmer Ridge	7.5%
Pine Creek	8.0%
Lewis Palmer	8.5%
Cheyenne Mountain	9.4%
Liberty	10.7%
Air Academy	11.8%
Rampart	14.6%
Falcon	14.7%
Vista Ridge	20.4%
Sand Creek	28.0%
Widefield	32.6%
Mesa Ridge	35.2%
Doherty	37.0%
Fountain-Fort Carson	40.7%
Coronado	42.6%
Palmer	46.9%
Sierra	68.3%
Mitchell	69.3%
Harrison	70.0%
Falcon Virtual	N/A

Local Contribution

Coronado	\$4,047
Palmer	\$4,047
Doherty	\$4,047
Mitchell	\$4,047
Cheyenne Mountain	\$3,799
Palmer Ridge	\$3,794
Lewis Palmer	\$3,794
Discovery Canyon	\$3,492
Air Academy	\$3,492
Rampart	\$3,492
Pine Creek	\$3,492
Liberty	\$3,492
Harrison	\$2,159
Sierra	\$2,159
Widefield	\$1,705
Mesa Ridge	\$1,705
Falcon	\$1,690
Sand Creek	\$1,690
Vista Ridge	\$1,690
Falcon Virtual	\$1,690
Fountain-Fort Carson	\$449

Students per Teacher

Cheyenne Mountain	15.5
Harrison	15.5
Sierra	15.5
Discovery Canyon	16.6
Air Academy	16.6
Rampart	16.6
Pine Creek	16.6
Liberty	16.6
Coronado	17.0
Palmer	17.0
Doherty	17.0
Mitchell	17.0
Widefield	17.7
Mesa Ridge	17.7
Fountain-Fort Carson	18.0
Falcon	18.9
Sand Creek	18.9
Vista Ridge	18.9
Falcon Virtual	18.9
Palmer Ridge	19.5
Lewis Palmer	19.5

Teacher Salary

Coronado	\$45,995
Palmer	\$45,995
Doherty	\$45,995
Mitchell	\$45,995
Fountain-Fort Carson	\$45,225
Discovery Canyon	\$44,496
Air Academy	\$44,496
Rampart	\$44,496
Pine Creek	\$44,496
Liberty	\$44,496
Widefield	\$44,381
Mesa Ridge	\$44,381
Cheyenne Mountain	\$44,298
Palmer Ridge	\$43,843
Lewis Palmer	\$43,843
Harrison	\$41,362
Sierra	\$41,362
Falcon	\$40,980
Sand Creek	\$40,980
Vista Ridge	\$40,980
Falcon Virtual	\$40,980



BOARD OF EDUCATION AGENDA ITEM 9.02

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Sean Dorsey
TITLE OF AGENDA ITEM:	6 th Grade I Squared Program
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In looking at enrollment and achievement data it is apparent that a unique, research-affirmed transition program for targeted 6th graders as they make the transition into middle school is necessary.

RATIONALE: Sixth grade is a key transition year for our students. Hence, to provide students the best opportunity to make a successful transition to middle school, the SC Zone is in the midst of creating and implementing an educational program steeped in 21st century skills and experiential learning.

RELEVANT DATA AND EXPECTED OUTCOMES: Increased student achievement as well as attract families who normally choose to enroll their students in other zones and districts.

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	<u>Major Impact</u>

FUNDING REQUIRED: Zone funds will be used to implement and sustain the program.

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information item

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: August 29, 2014



Innovation Institute

i²



The three orbits are:



Scientific Problem Solving



Collaboration



21st Century Technology



The three electrons are:



Students



Parents





Community



The nucleus is the Innovation Institute





What is the Innovation Institute?

-  Scientific project based problem solving school using 21st century technology.
-  Innovation Institute is a sixth grade school of two classrooms located on HMS Campus.

Why the Innovation Institute?

- 20% of SRES students left the district.
- 27% of SRES students that were supposed to attend HMS went to charter schools.
- 65% of SRES students supposed to go to HMS went to SVMS
- Two kids from SRES went to HMS
- Alleviate overcrowding at sixth grade level
- Innovative way to keep families in zone and district
- Some students struggle in middle school model
- Need for 1 to 1 ratio of technology

Project Based Problem Solving

-  **Common Core Units**
 -  Each week there is a different scientific focus
 -  All other content areas will integrate and align with this Common Core focus
-  **Project Fridays**

Technology

- **Accountability of knowledge for students and parents**
 - **e-portfolios**
 - **Schoology**
- **iPad/tablets**
 - **21st century needs**
 - **Digital textbooks**
 - **Audio and visual recording of learning**
 - **Share of individual and group knowledge with Apple TV**

What will it require?

- 🌐 **Modulars at HMS**
- 🌐 **Outdoor Space for outdoor classroom, projects, and teambuilding**
- 🌐 **Use of HMS facilities**
 - 🌐 **Bathroom, Cafeteria, Specials**
- 🌐 **Cost**
 - 🌐 **Grants, per pupil funding, zone funds**

Future Plans and Aspiration

-  **Model after School in the Woods**
-  **Expansion and Success**

Sand Creek Zone Board Letter

Esteemed Board Members,

My science partner and I are excited to share with you an ongoing project at Horizon Middle School. Through collaboration with community businesses, a possible Falcon Education Foundation Grant, and additional supporters, we are hoping to build an aquaponics based greenhouse and experimental learning space for our students at Horizon. The long term planning and implementation of the project is primarily built around student exploration and management. Working closely with our PRIDE classes, teachers and students have designed, surveyed, calculated, budgeted, and modeled how we will develop the space and gather the needed supplies. From here we would like to start building the basic structure as soon as possible and continue in the second semester by starting small-scale aquaponics and soil base environments. This space will host plant-based experiments for science classes across all three grades, and provides easy opportunities cross-curricular instruction and supporting IB curriculum. As the space develops, we look towards expanding the environments and providing local field trip opportunities for elementary schools within our district. Furthermore, this experimental learning space is intended to be a community service project where the bounty we reap in produce or flowers will be redistributed to the community through various avenues. Not only will the greenhouse provide a unique, hands-on, experimental space for our students, but it will also become an avenue for community involvement showcasing the efforts and success of our students. We look forward to sharing more details with you as the project develops and hope to present again before the end of the academic year. Thank you for your time and support.

BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Board/DAAC Advisory Role
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Legislative changes to the accountability system merit revisions to our DAAC-Board relationships.

RATIONALE: Revising the DAAC bylaws, reviewing the statute, and considering legal inputs will help us optimize our district accountability structure.

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	Along with the SEAC and the Falcon Educational Foundation, the DAAC is a critical connection to our larger community. Strong Board-DAAC relationships have a major impact on community 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: Forward revisions to the DAAC bylaws as a proposal for the DAAC executive committee and full DAAC to discuss at their meeting in September. Anticipate that a joint DAAC—Administration proposal for bylaw revisions will come back to the board for approval.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: September 3, 2014

Falcon School District # 49

Accountability Advisory Committee (DAAC) Bylaws

Article I – Name

District Accountability Advisory Committee or DAAC.

Article II – Mission

To enhance communication with ~~the other~~ District Advisory ~~Council~~**Committees and Councils**, School Advisory ~~Councils~~**Committees**, and the community by providing guidance and counsel to the Board on matters related to budget, improvement priorities, and student achievement.

Article III – Responsibilities

DAAC shall fulfill the responsibilities of a school district accountability committee as defined by the Colorado Department of Education (CDE) as established by [Statute 22-711-104-302 C.R.S.] and District 49 Policy BDF - Advisory Committees. Responsibilities are jointly established by DAAC and the Falcon School District Board of Education;

CRS 22-11-302 specifically enumerates the responsibilities of a District Accountability Committee as:

(1) Each school district accountability committee has the following powers and duties:

- a. Recommending spending priorities to the board**
- b. Submitting recommendations to the board regarding the district's accountability plan**
- c. Reviewing any charter school application received by the board**
- d. Providing advisory input to principals concerning assessment tools for evaluating student academic growth related to teacher evaluations**
- e. Considering input from the SAC's to facilitate the evaluation each school principal's performance**
- f. Providing input to the board concerning the creation and enforcement of its school conduct and discipline code**
- g. Increasing the level of parent engagement in the school district**

(2) School board and DAAC, at least annually, shall cooperatively determine the areas and issues, in addition to budget issues, that the DAAC shall study and concerning which the committee may make recommendations to the board

~~DAAC will advise the Board on the adequacy and efficiency of educational programs including school charters, school improvement goals and objectives offered by the district. Areas identified in the legal guidelines for the Falcon School District accountability committee include, but are not limited to, accountability guidelines, school goals, district planning, budget, safe school plan, educational programs, charter schools, waivers, and areas included in all other board policies that are relevant to the work of the district accountability committee. All findings and recommendations of the DAAC are advisory in nature.~~

~~The District Advisory Accountability Committee (DAAC) shall review and recommend for approval the District's Unified Improvement Plan, which contains the District's goals, objectives and implementation and monitoring strategies, before its submission to the Board of Education of the district.~~

~~In addition, the DAAC shall make recommendations to the Board of Education relative to the expenditures of school district funds, review and prioritize. District Advisory Accountability Committee shall consult with the~~

school advisory councils in the school district. The Board of Education shall consider such recommendations in adopting the budget.

~~The DAAC shall be responsible for working cooperatively with the administration to establish the process for considering charter schools in D49 and will work with the committee and administration liaison to review any charter school application submitted to the local Board, utilizing the needs, standards and criteria established in a community survey. The DAAC will conduct a feasibility study at a minimum every three years to identify the educational/academic needs.~~

Article IV – Membership

~~The DAAC committee~~ is composed of one member from each of the School Advisory ~~Councils-Committees~~ (SAC's) in the district, as well as no more than five (5) at large members **and administrative appointees described below**. Any member of a school's SAC may submit an application to the DAAC Executive committee. **The Executive committee will consider which will be recommended for consideration candidates and recommend approved candidates to the Board** for appointment to the DAAC, ~~along with the Executive Committee's recommendations~~. The Executive Committee will first consider for DAAC membership those members of the school's SAC, but may recommend any person that meets the ~~CDE-statutory~~ guidelines to fill any position at any time. The Board of Education will identify a Board Member and an alternate as a liaison to DAAC prior to the first meeting of the school year.

~~All DAAC mMembers are~~ **must be** approved by the Board of Education. Applications ~~shall be submitted by August 20~~ **should be submitted in time for the Board to approve members prior to the first DAAC meeting—usually in late September. The Board will expedite consideration and approval of candidates nominated after the first DAAC meeting.** Terms will begin in September. ~~DAAC mMembers~~ will serve a minimum two (2) year term.

It is strongly encouraged that membership in DAAC be comprised ~~by of~~ a majority of parents/community members. **The composition of the DAAC must include;** at least three (3) parents, one (1) teacher, one (1) school administrator and one community member who is not employed by the school district, who resides within the district, and who does not have children in Falcon School District 49.

~~A.—Any DAAC member who is no longer a school representative may submit an application for continued service as an Aat-L—large member. (See B below) The Board of Education will have final approval on all representatives on DAAC.~~

~~A.—~~

~~B. Applications for at large members will be reviewed by the DAAC Executive Committee and sent to the Board of Education for approval. The Executive committee will consider~~ **At-Large candidates and recommend approved At-Large candidates to the Board for appointment to the DAAC.**

~~B.—At-large members will be sought for the purpose of broadening community representation on DAAC. At-large members will consist of no less than one and no more than five (5) community members.~~

~~C.~~

~~C.D.~~ If a member of DAAC is unable to attend a meeting, they may select an alternate to attend for them.

The Administrative Liaison (~~superintendent's~~ **Chief Education Officer** or designee) shall serve as a resource to DAAC. The ~~Superintendent~~ **Chief Education Officer** or the administrative ~~Administrative Liaison~~ may also appoint one teacher and one elementary, middle, high and charter school administrator to serve on DAAC.

A. In the event a DAAC member resigns, the Vice Chairman will initiate a request to either the appropriate SAC **Chair** or if the resigned ~~member was~~ **is** an At-Large ~~Member~~ **member or administrative appointee**, the ~~Superintendent~~ **Chief Education Officer** or Administrative Liaison, to

nominate a suitable replacement. The Executive committee will consider replacement candidates and recommend approved candidates to the Board for appointment to the DAAC.
~~representative to the Executive Committee, who shall consider that name and any alternative applicants, and submit their final selection for approval by the BOE.~~

Membership responsibilities include:

- A. Attend all DAAC and subcommittee meetings that are scheduled. If a member must miss a meeting, he/she should contact any officer or the Administrative Liaison for an excused absence. **The Vice Chair will contact** ~~a~~Any member ~~having~~**who accumulates** three absences from regularly scheduled meetings ~~will be contacted by the Vice Chairman~~ to see if that person wishes to remain on **the** DAAC.
- B. DAAC members are encouraged to participate on at least one subcommittee and/or serve as an elected DAAC Officer or a liaison to another organization. Each member shall notify the ~~Chairman~~ of his/her preference for a Subcommittee or liaison position.
- C. Members will maintain communication with their local School Advisory ~~Council~~**Committee**.
- D. Members must abide by the **bylaws**~~by laws~~.

The DAAC Executive Committee may revoke membership status if a member violates the bylaws.

Members: Voting and Non-voting

a) Voting Members

- SAC School Representatives
- Teacher and ~~Principal~~**Administrator** Representative(s)
- At-Large Members
- Alternate Members (only when representing the approved DAAC member in their absence)
- - Alternates should be members of the local SAC and approved/~~appointed~~ by the local SAC. **Names of alternates** must be submitted to the DAAC ~~chairperson~~**Executive Committee whenever the need for an alternate arises**. ~~annually by August 20th. The membership year will be from September through August.~~

b) Non-Voting Members

- BOE ~~member~~ Liaison
- Superintendent ~~Chief Education Officer or~~ ~~or his/her~~ Administrative Liaison

~~Alternates~~

- ~~Central office~~**District-Level** Administrators

~~At the district's discretion~~ **of the Chief Education Officer or Administrative Liaison**, a **district** staff member ~~may will be provided assigned by the District to ensure~~ that all minutes and attendance records of all meetings are distributed to all DAAC members, as well as copied to ~~the district and building administration~~**administrators. A** ~~If so assigned, the staff member will post a copy of the bylaws, agenda, and minutes will be posted on the D49 website. Publicize all meetings as required, and maintain membership list. The staff member will be a non-voting member.~~

Article V – Officers

The officers of this organization shall be elected by the voting membership of DAAC annually—at the first meeting of the school year—typically in late September.:-

~~Chairman, Vice Chairman and Secretary~~

Titles, Duties and Qualifications of the officers:

~~Chairman~~**Chair:**

Duties—The Chair shall:

1. Preside over all meetings
2. Be the official representative of DAAC
3. Have the authority to appoint the members to subcommittees, as necessary
4. Preside over all meetings of the DAAC Executive committee

Qualifications

- 4.—
5. ~~Shall be chaired by~~**The DAAC Chair must be** a parent or community member.

~~Vice-Chairman~~**Chair:**

1. Duties—The Vice-Chair shall:

- ~~1-2.~~Shall be responsible for the duties of the ~~chairman~~**Chair** in his/her absence.
- ~~2-3.~~In the event the ~~Chairman~~**Chair** resigns, the ~~Vice-Chairman~~**Chair** will assume the responsibilities of the ~~Chairman~~**Chair**
4. Work with School Advisory ~~Councils~~**Committees** and the Board of Education to ensure representation from all SACs to DAAC, including notifying appropriate SACs in April when their member's term will expire.

Qualifications

- ~~3-5.~~**The DAAC Vice-Chair must be a parent or community member.**

Secretary:

Duties—The Secretary shall:

1. —Record minutes of all DAAC meetings, including attendance.
2. —Maintain electronic files of the DAAC: ~~bBy Laws~~**laws**, handbook, meeting minutes, attendance, and other documents as needed.
3. —Be prepared to read the records of any previous meetings, DAAC correspondence.
4. **Maintain a membership list.**

Qualifications

5. **The DAAC Secretary may be any member of the DAAC in good standing.**

~~3.~~—

ARTICLE VI – SUB-COMMITTEES

Standing sub-committees of DAAC shall be Budget, Community/Parent Engagement, , District Unified Improvement Plan and the Executive Committee .

The DAAC may act to form a~~Additional sub-committees may be formed from the membership as it deems~~**med necessary.**

- A. The ~~Chairman~~**Chair** shall appoint members to subcommittees as necessary.
- B. **The ~~Chairman~~Chair may select and appoint a standing Special Projects Committee that serves as a ready functioning group for special or one--time projects.**^[PH1]

The composition of the Executive Committee shall be the officers of DAAC, the Administrative Liaison and the Board of Education Liaison/or alternate. All listed committee members are voting members of the Executive Committee.

The Executive Committee shall meet once per month. Additional meetings may be called as necessary.

Executive Committee Responsibilities:

- A. ~~Conduct DAAC business between regularly scheduled DAAC meetings to~~ Create DAAC agenda as necessary **for regular and special meetings**
- B. Provide **procedural** guidance to DAAC
- C. Determine the annual calendar **of DAAC meetings and planned action** ~~for DAAC and the agenda for meetings~~
- D. Resolve disputes regarding a member's violations of the ~~by-laws~~ **bylaws**
- E. Serve as the ~~rules and vacancy~~ **membership** committee.
- F. Ensure that each member is provided with a copy of the bylaws.
- G. Ensure **the** by-laws are reviewed **and** approved bi-annually.

ARTICLE VII – LIAISONS

The ~~person designated by the Superintendent~~ **Chief Education Officer** ~~or as administrative~~ **Administrative Liaison** will serve ~~as~~ **a non-voting member of DAAC. He/she will also inform the DAAC of District and State policies, activities, and decisions from the state legislature and Colorado Department of Education; seek necessary financial and administrative support for –DAAC activities; facilitate communication between the DAAC and the administration; and organize, coordinate, and disseminate information and training among SACs, the DAAC, and the Board of Education.**

ARTICLE VIII – MEETINGS

The DAAC shall meet at a regularly scheduled time. All meetings ~~are~~ **shall be** open to the public. Meeting notices will be posted in the same manner as notices of the BOE meetings ~~and in school buildings~~. The Executive committee may develop a calendar of alternate or additional meetings. Special meetings may be called by the ~~Chairman~~ **Chair**. Subcommittee meetings will be called by the Subcommittee ~~Chairman~~ **Chair**

Notification of DAAC meetings will be sent to all DAAC members, all principals, **all** Board of Education Members, and appropriate administration officials.

~~Dates of regular and special meetings of the DAAC will be provided in public announcements and made available in printed and/or electronic form to the public.~~

Consensus, as determined by the presiding officer, may guide decisions of DAAC. ~~Voting may be used when an issue has received a motion and a second~~ **Any member of the DAAC may call for a formal vote, at which time the DAAC shall act following a standard parliamentary sequence of motion, second, discussion, and vote.** Only current DAAC members or the designated alternate in good standing may vote.

Draft reports will be reviewed and approved at a regular DAAC meeting before they are sent to the Board of Education.

Quorum and Voting:

Proper notice having been given, the members present will constitute a quorum in order for information to be shared and for discussions to take place during a DAAC Meeting.

A quorum of at least two- thirds of the current membership and one DAAC Officer, Board of Education Representative or Administrative Liaison must be present to conduct DAAC business that requires a ~~vote~~**action**.

Agenda:

The agenda should **adhere to the following** ~~be followed in the order of business presented:~~

1. Call meeting to order
—
—Introductions
- 2.
3. Approval of agenda
4. Approval of minutes
5. Administration and Board update
6. Speakers (if applicable)
7. Unfinished business
8. New business
9. School reports
10. Other
11. Public Forum
12. Adjournment

It is the desire of the DAAC that members of the public have an opportunity to express their interests and concerns to the DAAC. The “public forum” portion of the agenda provides that opportunity.

DAAC Work Sessions may be scheduled to permit substantive discussions of DAAC activities, findings, and recommendations.

The DAAC will report once annually during the school year to the Board of Education regarding progress toward district goals and objectives, or at the request of the BOE or the ~~Chairman~~**Chair** of the DAAC Executive Committee.

DAAC recommendations will be ~~presented~~**reported** to the Board of Education after a majority of DAAC members have approved the content of the report. The ~~Chairman~~**Chair** or designee shall present DAAC reports and/or recommendations to the Board of Education and/or to the general public. Requests for information from district staff are to be submitted by the Chair or DAAC Executive Committee. Individual DAAC members may certainly communicate with staff and Board of Education members, but they may not state that they represent the views of the DAAC.

ARTICLE IX - BYLAW CHANGES

Proposed Bylaw changes will be submitted to the ~~Chairman~~**Executive Committee** of the DAAC at least two weeks before a regularly scheduled meeting for circulation to DAAC members. Changes or additions to the

bylaws will then be discussed at the next regular meeting. ~~There must be a~~ A two-thirds affirmative vote of the total voting membership **is required** to approve changes in bylaws. Since **the** DAAC is an advisory committee to the BOE, the BOE may make changes or additions to these by-laws by majority ~~consent~~ **action** per board policy.

DEFINITIONS

~~Unless inconsistent with the context, words signifying any one gender shall include the others, words signifying the singular shall include the plural and vice versa.~~

~~Use of the word Chairman shall be understood to include both men and women as equal members of the human family. The formal address to the chairman may be Mr. Chairman or Madam Chairman depending on the chairman's preference.~~

General Rules adopted by Committee: November 11, 1987

Revised by Committee vote: October 12, 1988

Revised by Committee vote: March 10, 1993

Revised by Committee vote: March 12, 1997

Revised by Committee vote: May 12, 1998

Revised by Committee vote: August 24, 1999

Revised by Committee vote: February 11, 2003

Revised by the Board of Education: December 11th, 2008

Revised by Committee vote: October 26, 2010

Revised by Committee vote: September 24, 2013

Revised by Committee action: December 3, 2013

COLORADO REVISED STATUTES

*** This document reflects changes current through all laws passed at the First Regular Session of the Sixty-Ninth General Assembly of the State of Colorado (2013) ***

TITLE 22. EDUCATION
GENERAL AND ADMINISTRATIVE
ARTICLE 11. ACCREDITATION
PART 3. SCHOOL DISTRICT AND INSTITUTE ACCOUNTABILITY

C.R.S. 22-11-302 (2013)

22-11-302. School district accountability committee - powers and duties

(1) Each school district accountability committee has the following powers and duties:

(a) To recommend to its local school board priorities for spending school district moneys. Whenever the school district accountability committee recommends spending priorities, it shall make reasonable efforts to consult in a substantive manner with the school accountability committees of the school district. The local school board shall consider the school district accountability committee's recommendations in adopting the school district budget for each fiscal year pursuant to article 44 of this title.

(b) To advise its local school board concerning preparation of, and annually submit to the local school board recommendations regarding the contents of, a district performance, improvement, priority improvement, or turnaround plan, whichever is required based on the school district's accreditation category. In advising and preparing the recommendations, the school district accountability committee shall make reasonable efforts to consult in a substantive manner with the school accountability committees of the school district and shall compile and submit to the local school board the school performance, improvement, priority improvement, and turnaround plans submitted by the school accountability committees pursuant to sections 22-11-403 to 22-11-406.

(c) If the local school board receives a charter school application, to review the charter application prior to consideration by the local school board as provided in section 22-30.5-107 (1);

(d) To provide input and recommendations on an advisory basis to principals concerning the development and use of assessment tools used for the purpose of measuring and evaluating student academic growth as it relates to teacher evaluations;

(e) To consider input and recommendations from the school accountability committee of each school of the school district to facilitate the evaluation of the performance of the school's principal for the purposes of article 9 of this title;

(f) To provide input to the local school board concerning the creation and enforcement of its school conduct and discipline code; and

(g) To increase the level of parent engagement in the school district and in the public schools of

the school district, especially the engagement of parents of students in the populations described in section 22-11-301 (3). The committee's activities to increase parent engagement must include, but need not be limited to:

(I) Publicizing opportunities to serve and soliciting parents to serve on the school district accountability committee and school accountability committees. In soliciting parents to serve on the school district and school accountability committees, the school district accountability committee shall direct the outreach efforts to help ensure that the parents who serve on the district and school accountability committees reflect the student populations that are significantly represented within the school district and the school, as provided in section 22-11-301 (3).

(II) Assisting the school district in implementing the parent engagement policy adopted by the local school board pursuant to section 22-32-142; and

(III) Assisting school personnel to increase parents' engagement with educators, including but not limited to parents' engagement in creating students' READ plans pursuant to part 12 of article 7 of this title, in creating individual career and academic plans pursuant to section 22-32-109 (1) (oo), and in creating plans to address habitual truancy pursuant to section 22-33-107 (3).

(2) The local school board and the school district accountability committee shall, at least annually, cooperatively determine the areas and issues, in addition to budget issues, that the school district accountability committee shall study and concerning which the committee may make recommendations to the local school board.

HISTORY: Source: L. 2009: Entire article R&RE, (SB 09-163), ch. 293, p. 1490, § 1, effective May 21.L. 2010: (1)(d) and (1)(e) added, (SB 10-191), ch. 241, p. 1069, § 8, effective May 20.L. 2012: (1)(e) amended and (1)(f) added, (HB 12-1345), ch. 188, p. 744, § 27, effective May 19.L. 2013: IP(1), (1)(e), and (1)(f) amended and (1)(g) added, (SB 13-193), ch. 355, p. 2070, § 1, effective May 28.

Editor's note: This section, as it existed prior to 2009, was relocated to § 22-11-602.

Cross references: (1) For the legislative declaration stating the purpose of and the provision directing legislative staff agencies to conduct a post-enactment review pursuant to § 2-2-1201 scheduled in 2016, see sections 21 and 46, Session Laws of Colorado 2012. To obtain a copy of the review, once completed, view Colorado Legislative Council's web site.

(2) For the legislative declaration in the 2012 act amending subsection (1)(e) and adding subsection (1)(f), see section 21 of chapter 188, Session Laws of Colorado 2012.



[About LexisNexis](#) | [Privacy Policy](#) | [Terms & Conditions](#) | [Contact Us](#)

Copyright © 2014 LexisNexis, a division of Reed Elsevier Inc. All rights reserved.

**MINUTES OF AUGUST 14, 2014 REGULAR BOARD OF EDUCATION MEETING
EXHIBIT B**

From: [Kevin Butcher - BOE](#)
To: [Donna Richer](#)
Cc: [Tammy Harold - BOE](#); [Peter Hilts](#)
Subject: FW: Authority of District Accountability Committee
Date: Sunday, August 31, 2014 8:27:23 PM

Donna:

I would like to add a copy of CRS 22.11.302 and this email as to the minutes of the meeting for the purpose of clarifying the presentation that was given by DAAC. If it is possible to highlight the actual powers and duties of the DAAC it would be helpful.

Thank

you,

Kevin

From: Brad Miller <brad@bradmillerlaw.com>
Date: Thursday, August 28, 2014 at 9:00 PM
To: Tammy Harold <tharold@d49.org>, Marie LaVere-Wright <mlavere-wright@d49.org>, Chuck Irons <chuckirons@d49.org>, David Moore <davidmoore@d49.org>, Kevin Butcher <kevinbutcher@d49.org>
Cc: Peter Hilts <philts@d49.org>, Brett Ridgway <bridgway@d49.org>, Jack Bay <jbay@d49.org>
Subject: Fwd: Authority of District Accountability Committee

Board,

I asked the attorney general's office to respond to questions I had about the role of the DAAC as presented at a recent meeting. In particular, I asked about a statement related to the DAAC's role (if any) related to evaluation of personnel. Below please find the response.

Brad
Miller
719-
338-
4189

Begin forwarded message:

From: Tony Dyl

<Tony.Dyl@state.co.us> **Date:**

August 28, 2014 at 2:14:47 PM MDT

To: 'Brad Miller'

<brad@bradmillerlaw.com>

Subject: Authority of District Accountability Committee

Dear Brad,

Thank you for bringing this to our attention. As you correctly noted, the language in the 2014 District Accountability Handbook suggesting that the DAC meet at least quarterly to discuss whether district leadership, personnel and infrastructure are advancing or impeding implementation of the district's accreditation plan was not meant to suggest that the DAC has a statutory or regulatory responsibility to evaluate the performance of district leadership or personnel. CDE believes, however, that with the agreement of the school board, it would be a good practice for a DAC, in an advisory capacity, to provide input and recommendations on district leadership and personnel to the school board.

Under current regulation, a DAC is responsible for providing input and recommendations on an advisory basis to principals concerning the development and use of assessment tools used for the purpose of measuring and evaluating student academic growth as it related to teacher evaluations. However, nothing in statute or regulation mandates that a DAC provides input on the evaluation ratings of specific district personnel, but rather to provide input on the general tools and methods used to evaluate those positions.

The Department is currently reevaluating the language used in the 2014 District Accountability Handbook, and is considering changing it to avoid any further confusion.

Thank you for bringing this to our attention. If you have any further questions or concerns, please don't hesitate to give me a call.

Antony B. Dyl
Senior Assistant Attorney General and Assistant Solicitor General
Colorado Department of Law
Office of the Attorney General
Education Unit, 6th Floor
Ralph L. Carr Colorado Judicial Center
1300 Broadway, 10th Floor
Denver, Colorado 80203
(720) 508-6000 Main
(720) 508-6177 Direct



BOARD OF EDUCATION AGENDA ITEM 9.04

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Enrollment Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Under current statute, Colorado school districts' program formula funding is largely based on the 'October Count' of full time equivalent students (SFTE). Like many districts, we try and monitor how enrollment is trending as compared to the adopted budget.

RATIONALE: SFTE is the largest variable in determining program formula funding and since program formula funding accounts for 93% of our total general fund revenue budget, and since we are continuing to move toward a full student-based funding model, it is very appropriate to monitor SFTE early in the school year to determine what issues may come from fluctuations to the adopted budget in terms of SFTE by school.

RELEVANT DATA AND EXPECTED OUTCOMES: The actual October Count result will be the driving factor in compiling the amended budget, to be approved by the Board of Education prior to January 31, 2015. Estimates of how the October Count will unfold, and how that will affect each school and zone in turn, in terms of financial impacts, will be used in strategic decisioning throughout the course of the fall semester.

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>Presenting such information in an open and transparent manner validates the importance placed on community trust.</i>
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	<i>Informed decision making and organizational agility are key strategies we continue to pursue.</i>
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: \$118,855.33

AMOUNT BUDGETED: N/A

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

APPROVED BY: Brett Ridgway, Chief Business Officer,

DATE: September 2, 2014

FALCON SCHOOL DISTRICT 49
2014-2015 PROJECTED-AMENDED BUDGET

Historical Funding Pattern		Authorized Student Count	Student Count % Change over Prior Year	Funded Count	Funded Count % Change over Prior Year	
	FY 04-05	10,072		9,544.50	14.59%	
	FY 05-06	10,680	6.04%	10,132.50	6.16%	
	FY 06-07	12,256	14.76%	11,580.50	14.29%	
	FY 07-08	12,783	4.30%	12,221.50	5.54%	
	FY 08-09	13,616	6.52%	12,984.30	6.24%	
	FY 09-10	14,398	5.74%	13,697.98	5.50%	
	FY 10-11	14,824	2.96%	14,027.84	2.41%	
	FY 11-12	14,463	-2.44%	14,201.66	1.24%	
	FY 12-13	15,487	7.08%	14,572.86	2.61%	
	FY 13-14	18,880	21.91%	17,932.98	23.06%	transfer in of GOAL Academy
	FY 14-15	19,487	3.22%	18,472.35	3.01%	

		FY '14		FY '15					
		Actual		Budget	Curr Estimate	Difference			
Capital & Insurance Reserve Allocation		\$	215.72	\$	296.74	\$	292.15	\$	(4.59)
Funded Counts	Allocation Out	Funded Count	Growth	Funded Count	Funded Count	Funded Count			
Coordinated Schools									
Capital and Insurance Reserve Funds	\$	2,187,322	12,052.56	1.36%	12,216.07	12,408.07	192.00	1.57%	
Colorado Preschool Program	\$	391,303	62.50	-0.80%	62.00	62.00	-	0.00%	
Charter Schools									
Pikes Peak School of Expeditionary Learning	\$	2,283,207	364.68	4.94%	382.68	356.08	(26.60)	(6.95%)	
GOAL Academy	\$	19,608,982	3,132.00	11.75%	3,500.00	3,500.00	-	0.00%	
Banning Lewis Ranch Academy	\$	4,498,421	718.50	0.10%	719.24	680.24	(39.00)	(5.42%)	
Rocky Mountain Classical Academy	\$	5,459,712	872.04	6.61%	929.64	851.62	(78.02)	(8.39%)	
Imagine Indigo Ranch Academy	\$	4,966,106	793.20	2.27%	811.20	676.34	(134.86)	(16.62%)	
Total Charter Allocation Out	\$	36,816,428	5,880.42	7.86%	6,342.76	6,064.28	(278.48)	(4.39%)	
Affiliated Schools	\$	2,181,030	348.36	0.76%	351.00	1,049.47	698.47	198.99%	
Total Charter & Affiliated Allocations	\$	38,997,458	18,281.34	3.44%	18,909.83	19,521.82	611.99	3.24%	

TOTAL PROGRAM FUNDING		FY '14		FY '15			
		Actual	Bridge to Budget	Budget	Curr Estimate	Difference	% Diff
Per Pupil Funding		\$ 6,260.85	390.74	\$ 6,651.59	\$ 6,654.26	\$ 2.67	6.24%
Funded Pupil Count		18,281.34	628.49	18,909.83	19,521.82	611.99	3.44%
Gross Program Funding	\$ 112,275,698	\$ 114,456,728	11,323,711	\$ 125,780,439	\$ 129,903,299	\$ 4,122,860	9.89%
less: Charter Schools + Affiliated Schools' Allocation		(38,997,458)	(5,526,691)	(44,524,149)	(47,336,753)	(2,812,604)	14.17%
Subtotal - Coordinated Schools		\$ 75,459,270	5,797,020	\$ 81,256,290	\$ 82,566,546	\$ 1,310,256	7.68%
less: Capital and Insurance Reserve Allocation*		(2,600,000)	(1,025,000)	(3,625,000)	(3,625,000)	-	39.42%
Colorado Preschool Program		(391,303)	(21,096)	(412,399)	(412,564)	(166)	5.39%
Net General Fund Program Funding		\$ 72,467,967	4,750,924	\$ 77,218,891	\$ 78,528,982	\$ 1,310,090	6.56%

FALCON SCHOOL DISTRICT 49

2014-2015 PROJECTED-AMENDED BUDGET

Funded Pupil Counts			FY '14		FY '15			Potential Exp Δ	sFTE
Coordinated Schools			Actual-Final		Budget	Curr Estimate	sFTE Diff vs. Bud	\$ Diff vs. Budget schools @ (5/6) PPR	% Diff
Falcon Innovation Zone			principal	budgeted change					
132	Falcon Elementary School	Malinda Keck	294.40	(11.90)	282.50	290.18	7.68	42,587	2.65%
134	Meridian Ranch Elementary School	Kim Leon	639.10	21.63	660.73	698.32	37.60	208,483	5.38%
137	Woodmen Hills Elementary School	Kelly Warren	668.18	27.00	695.18	672.20	(22.98)	(127,429)	(3.42%)
220	Falcon Middle School	Brian Smith	902.00	25.00	927.00	935.00	8.00	44,362	0.86%
310	Falcon High School	Cheryl DeGeorge	1,241.00	30.02	1,271.02	1,294.01	22.99	127,511	1.78%
312	Total Zone	Monty Lammers	3,744.68	91.74 2.4%	3,836.42	3,889.71 1.4% 3.9%	53.29	295,513	1.37%
Sand Creek Innovation Zone									
131	Evans International Elementary Schl	Michelle Slyter	605.58	1.26	606.84	610.32	3.48	19,297	0.57%
135	Remington Elementary School	Mark Brown	520.08	(31.00)	489.08	514.02	24.93	138,252	4.85%
138	Springs Ranch Elementary School	Kim Mariotti	592.26	(1.19)	591.07	505.45	(85.62)	(474,780)	(16.94%)
225	Horizon Middle School	Dustin Horras	610.00	(2.00)	608.00	624.00	16.00	88,723	2.56%
315	Sand Creek High School	Ron Hamilton	1,236.00	(48.02)	1,187.98	1,250.90	62.92	348,931	5.03%
317	Total Zone	Sean Dorsey	3,563.92	(80.95) -2.3%	3,482.97	3,504.69 0.6% -1.7%	21.72	120,424	0.62%
POWER Zone									
136	Ridgeview Elementary School	Theresa Ritz	636.44	20.09	656.53	712.62	56.10	311,075	7.87%
139	Stetson Elementary School	Jeff Moulton	547.36	4.82	552.18	546.82	(5.36)	(29,708)	(0.98%)
140	Odyssey Elementary School	Pam Weyer	516.08	10.56	526.64	518.02	(8.62)	(47,800)	(1.66%)
230	Skyview Middle School	Cathy Tinucci	1,021.50	41.92	1,063.42	1,099.40	35.98	199,509	3.27%
320	Vista Ridge High School	Bruce Grose	1,227.00	15.55	1,242.55	1,307.64	65.08	360,906	4.98%
322	Total Zone	Mike Pickering	3,948.38	92.94 2.4%	4,041.32	4,184.50 3.5% 6.0%	143.18	793,981	3.42%
iConnect Innovation Programs									
510	Patriot Learning Center (w/ Nt Schl)	Tom Wilke	248.50	13.46	261.96	231.58	(30.38)	(168,455)	(13.12%)
464	Falcon Virtual Academy	Dave Knoche	484.28	13.40	497.68	509.17	11.49	63,716	2.26%
	Homeschool Program	Jessica McCallister	62.80	32.92	95.72	88.42	(7.30)	(40,480)	(8.26%)
522	Total Zone	Kim McClelland	795.58	59.78 7.5%	855.36	829.17 -3.1% 4.2%	(26.19)	(145,220)	(3.16%)
Internal Service & Vendor Groups								245,392	
Total Coordinated Schools			Peter Hilts	12,052.56 1.4%	163.51 1.6% 2.9%	12,216.07	12,408.07	192.00	1,310,090 1.55%

13/14 - 14/15 Revenue Bridge (excl. charters)

13 / 14 Budget Funding \$	72,467,967
Change to Allocations	(1,025,000)
Vol Variance (student count)	1,023,713
Rate Variance (PPR rate)	4,752,212
Net Change	4,750,924
14 / 15 Budget Funding \$	77,218,891

Funded Pupil Change Across District by School Level

	FY '14	FY '15 Curr Estimate	Change
Elem Schools	5,019.48	5,067.95	48.47
Midd Schools	2,533.50	2,658.40	124.90
High Schools	3,704.00	3,852.55	148.55
Multi Schools	795.58	829.17	33.59
Coord. Schools	12,052.56	12,408.07	355.51

14/15 Bud. - 14/15 Est. Revenue Bridge (excl. charters)

14 / 15 Budget Funding \$	77,218,891
Change to Allocations	-
Vol Variance (student count)	1,277,126
Rate Variance (PPR rate)	32,965
Net Change	1,310,090
14 / 15 Budget Funding \$	78,528,982



BOARD OF EDUCATION AGENDA ITEM 9.05

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Marie LaVere-Wright, Secretary, Board of Education
TITLE OF AGENDA ITEM:	Proposed CASB Resolutions and Direction to Board Delegate
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: CASB's Delegate Assembly is the foundation of CASB's governance structure and provides critical direction as CASB represents members' interests before state and national policymakers.

RATIONALE: School boards should carefully review and discuss the resolutions and amendments proposed in the 74th Annual Delegate Assembly booklet.

RELEVANT DATA AND EXPECTED OUTCOMES: District 49's board representative at the Delegate Assembly should understand the issues that come before the assembly for action and be prepared to vote on these issues on behalf of the board.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Legislative action can help or hinder action at local level due to determination of funding and mandates
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Legislative action can help or hinder action at local level due to determination of funding and mandates
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Legislative action can help or hinder action at local level due to determination of funding and mandates
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Legislative action can help or hinder action at local level due to determination of funding, regulatory hurdles, and mandates
Rock #5 — Customize our educational systems to launch each student toward success	Legislative action can help or hinder action at local level due to determination of funding, regulatory hurdles, and mandates

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Board members should review proposed resolutions and amendments from CASB to provide direction to the board's representative at the CASB Delegate Assembly.

APPROVED BY: Marie LaVere-Wright, BOE

DATE: September 2, 2014



74th Annual Delegate Assembly

Saturday, September 27, 2014
8 a.m. – Noon

Pueblo Marriott and Convention Center
Pueblo, CO



Colorado Association of School Boards
www.casb.org



Colorado Association of School Boards

Dear CASB Member:

State testing. School finance. “Sin tax” initiatives. Student data privacy. PARCC. Student count models. School readiness assessments. These are a few of the issues we’ll be debating at CASB’s 74th Annual Delegate Assembly on Sept. 27 in Pueblo. If your local board wants to influence the CASB position on these critical education issues, and have a voice in what promises to be one of the most lively and diverse deliberations in recent Delegate Assembly history, you must send a representative to the assembly.

I encourage school boards to carefully review and discuss the resolutions and amendments proposed in this booklet. Voting delegates will debate – and ultimately determine – CASB’s advocacy agenda for the coming year. Active participation in the Delegate Assembly allows your board to take an active role in establishing how CASB will address issues that impact local boards of education, including resolutions to:

- reform school finance (page 9)
- develop a more equitable student count model (page 19)
- oppose citizen-led “sin tax” initiatives (page 20)
- pull out of the PARCC consortium (page 27)
- scale state testing back to federal minimums (page 28)
- put stringent parameters on student data collection (page 29)
- allow local districts flexibility around school readiness assessments and planning (page 29)

It is vital that your representative understands the issues that come before the assembly for action, and that your representative is prepared to vote on these issues on behalf of your board. Although only one board member from each district may be a delegate, all interested members are welcome to attend and witness the proceedings at the General Assembly.

Thank you for helping guide the advocacy work of the CASB Board of Directors and staff!

Sincerely,

Jan Tanner
CASB President

Note: CASB will send one hard copy of this booklet to each school board via the superintendent secretary of each district. A PDF is available for download on CASB’s website at www.casb.org.

About CASB's Delegate Assembly

The Delegate Assembly is the foundation of CASB's governance structure and provides critical direction as CASB represents members' interests before state and national policymakers. Working with CASB's advocacy staff and the Legislative Resolutions Committee, designated delegates from local boards help ensure that CASB reflects the interests of boards of education across the state.

The Delegate Assembly is made up of approximately 178 delegates who are appointed/designated by their local school boards in 12 geographic regions throughout Colorado (see pages 42-43). Your board's representation at the Delegate Assembly is of the utmost importance to both your district and to CASB. It is vital that your representative understands the issues that come before the assembly for action, and that your representative is prepared to vote on these issues on behalf of your board. The decisions made by the assembly will set the course for CASB for the coming year.

The Delegate Assembly charts CASB's future in three significant ways:

- elects CASB's board of directors
- amends CASB's bylaws to ensure a responsive and effective association
- adopts CASB's advocacy agenda, the legislative "roadmap" for issues critical to public education for the foreseeable future

What Does it Mean to be a Delegate?

Roles & Responsibilities

- attend two annual Delegate Assembly meetings (held during the fall conference and annual convention)
- help formulate CASB's legislative priorities and activities and adopt resolutions to guide the legislative agenda
- provide a communications link between local board members and the Legislative Resolutions Committee
- elect CASB directors
- keep CASB informed about issues of interest to local school boards
- provide written or oral testimony and input on critical issues
- adopt CASB's bylaws
- support CASB's activities and events

Table of Contents

2014 CASB Legislative Resolutions Committee	i
2014 Delegate Assembly Agenda.....	ii
Proposed Rules of Procedure	iii
Resolution Process	iv
Resolutions	
Presentation of Resolutions	1
Governance.....	2
Board Leadership	5
Finance	9
Student Achievement.....	21
Personnel	30
Community	34
Federal Issues	37
CASB Regions Map	42
CASB Board of Directors	44



2014 CASB Legislative Resolutions Committee

1

Chairman: Lyndon Burnett Agate 300

Sean Ash	Weld RE-4
Jennie Belval	Boulder Valley School District
Sherryl Dillon	Cheyenne Mountain 12
Regina “Jo” Dorenkamp	Granda RE-1
Diane Fox	Montezuma-Cortez RE-1
Tina Freel	Moffat Consolidated #2
Ray Garcia	Mapleton Public Schools
Matthew Hamilton	Roaring Fork RE-1
Christi Herrick	Liberty J-4
Tracey Johnson	Academy 20
Debbie Lammers	St. Vrain Valley RE-1J
Cheryl Miller	Telluride R-1
Patricia Milner	Pueblo City Schools
Mary Nichols	Littleton Public Schools
Greg Piotraschke	School District 27J
Rosemary Rodriguez	Denver Public Schools
John Sampson	Strasburg 31J
Nancy Sarchet	Weld County RE-1
Donald Scott	East Grand School District
JulieMarie Shepherd	Aurora Public Schools
Nancy Tellez	Poudre R-1
Candace Velduizen	Weld County RE-3J
Erin Young	Summit RE-1

Ex-Officio

Jim O’Brien	Cherry Creek Schools
<i>FRN Chairperson</i>	
Jan Tanner	Colorado Springs D-11
<i>CASB Board President</i>	

Friends of Legislative Resolutions Committee

Dale McCall	Colorado BOCES Association
Paula Stephenson	Colorado Rural Schools Alliance

Colorado Council of School Board Attorneys

Jerome DeHererra	Denver Public Schools
David Olson	Colorado School District Self Insurance Pool
Adele Reester	Lyons Gaddis Kahn & Hall
Toni Wehman	Caplan and Earnest LLC

CASB Legislative Contacts

Kathleen Sullivan	CASB Chief Counsel
Jane W. Urschel, Ph.D.	CASB Deputy Executive Director
Michelle Murphy	Of Counsel

Agenda

8 – 9 a.m.	Delegate Assembly briefing
9 a.m. – Noon	Delegate Assembly convenes Report of the CASB President Report of the CASB Executive Director Adopt rules Presentation of report from Legislative Resolutions Committee
Noon	Assembly adjourns



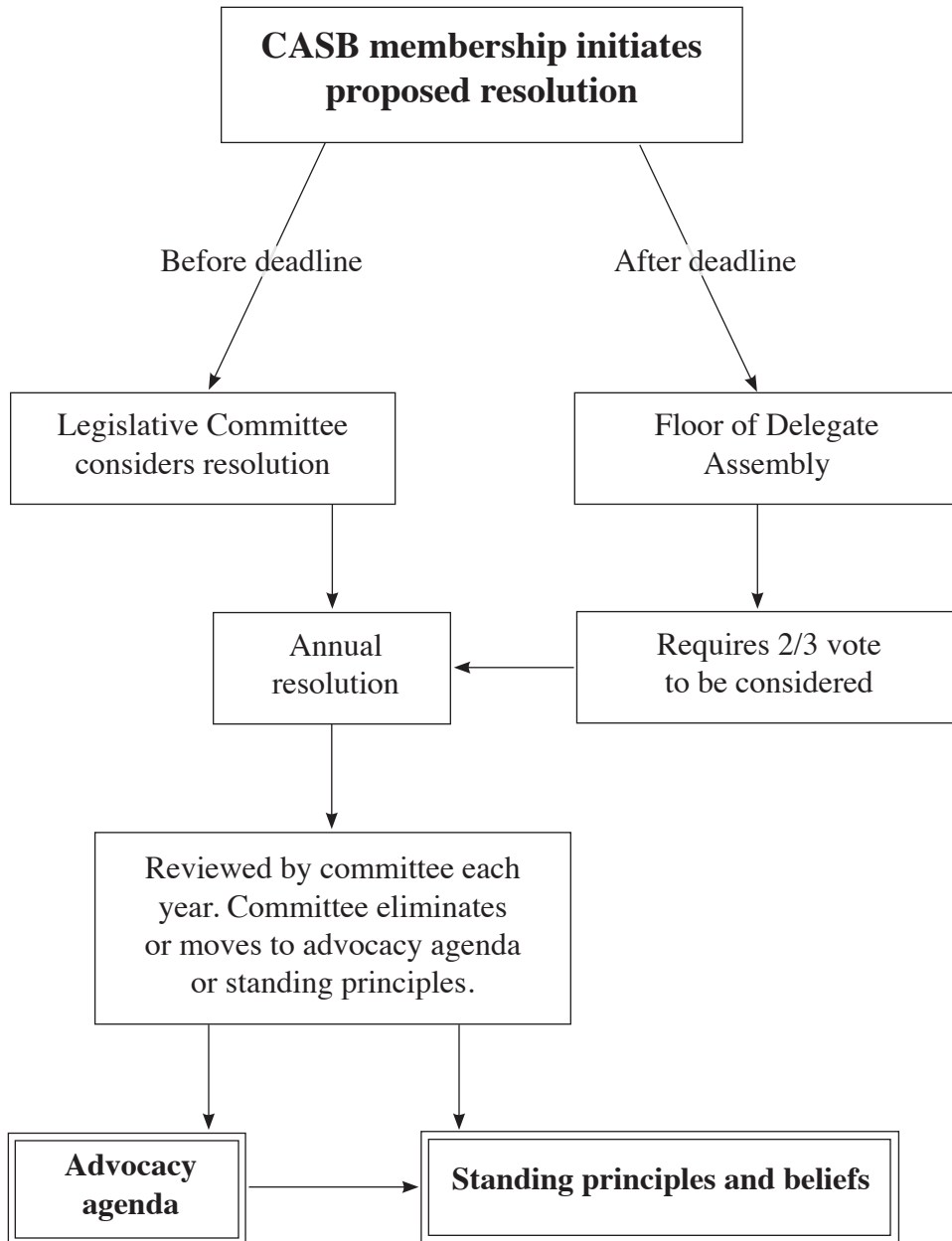
Proposed Rules of Procedure for CASB Delegate Assembly

The rules are adopted at the onset of the deliberations of the Delegate Assembly, at which time they are subject to discussion and amendment.

The following rules of procedure are proposed for adoption by the Delegate Assembly:

1. Except as modified below, the assembly shall operate by the rules prescribed in “Robert’s Rules of Order, Newly Revised.”
2. Amendments to resolutions shall be in writing and presented to the CASB president or designee prior to discussion of the amendment in the Delegate Assembly.
3. In speaking to a motion, a delegate will be limited to three minutes. A delegate shall identify herself/himself before speaking on an issue.
4. A delegate who has spoken once on a question will not be recognized again for the same question until others who wish to speak have spoken. At that time, the delegate will be allowed two minutes for rebuttal.
5. All voting shall be by a show of hands or other provided voting mechanism. Upon request of a member of the Delegate Assembly or at the discretion of the presiding officer, tellers will count the vote. A quorum shall consist of the boards represented and voting.
6. Any resolution not published and distributed to members in this booklet shall be considered a resolution from the floor. To present a resolution from the floor, a delegate shall submit the proposed resolution in writing to the president or designee prior to consideration. If possible, the delegate shall provide sufficient copies of the resolution to be distributed to all delegates. When recognized by the president, the delegate shall make a motion that the resolution be considered. If the motion is seconded, the delegate offering the floor resolution shall be allowed three minutes to speak to the motion. The motion to consider a resolution from the floor requires an affirmative vote of two-thirds of the boards represented and voting. If the motion to consider passes, the floor resolution will then be considered on its merits in the same manner as any other resolution. A floor resolution adopted by the delegates will be considered an annual resolution.

Resolution Process



CASB Resolutions

Proposed September 27, 2014

1

CASB's standing resolutions represent philosophy and belief statements that are core to the work of local school boards. The legislative agenda establishes CASB's legislative priorities. These resolutions provide the foundation for CASB's advocacy work and demonstrate the ongoing commitment of local boards of education to fundamental principles and beliefs.

The control of public school systems is best governed by locally elected boards of education, and not legislated at the state or federal level. Local school boards are elected by their communities to ensure accountability in meeting student needs, provide effective oversight of educational programs and determine the efficient use of resources.

Governance

In accordance with the Colorado Constitution, Article IX, Sections 15 and 16, local boards of education are responsible for the organization of the learning environment; the implementation of curriculum; the selection of textbooks; and the configuration of school facilities, staffing and necessary programs in which to create safe and academically rich opportunities for students.

Standing resolutions

1.1 Local control

~~CASB believes~~ The principle of local control is derived from the involvement of the local community, and the local board is the sole and final guarantor of educational quality.

1.2 Diverse nature of school districts

~~CASB believes one of the major reasons~~ Local control of instruction is the most effective approach to school governance DUE TO the diverse nature of Colorado school districts.

1.3 Charter schools

~~CASB believes~~ The constitutional principle that local control of instruction is vested in locally elected boards of education means local boards must retain the requisite authority to approve, ~~continue~~ RENEW or ~~discontinue~~ NONRENEW charter schools and all local choice options. ~~CASB believes~~ Local boards recognize the benefits of positive relationships with charter schools and ~~will~~ make decisions that are in the best interests of their students.

1.4 Accountability program

~~CASB believes~~ It is the responsibility of each local board of education to monitor and report to the public with regard to the district's progress towards accomplishing LOCALLY DEFINED goals and objectives identified through the state's accountability program.

1.5 Choice with accountability

CASB supports the principle of school choice with accountability, believing that all education institutions supported by public funds should be required to meet the same legislatively established requirements as all other public schools. It is important that the demographic makeup of the local community is reflected in all schools of choice supported by public funds.

Rationale: Charter schools are eligible for waivers, and/or eligible to obtain waivers from numerous state and federal requirements including educator licensure, evaluation and dismissal. All public schools should have access to such waivers under the same standards applied to charter schools.

Legislative agenda

1.6 Local control

CASB opposes efforts to shift control over public schools away from local boards of education, whether by state or federal legislative action, regulation, court decision or initiative. CASB supports efforts to maintain the decision-making authority of locally elected school boards.

Rationale: Control of instruction is vested in local boards of education by Article IX, Section 15 of the Colorado Constitution. Local boards of education are accountable to the local electorate and are in the best position to make decisions regarding curriculum, textbooks and materials, instructional delivery, personnel, fiscal management and local choice options. CASB's legislative efforts should focus on protecting local decision-making authority by opposing "one-size-fits-all" state laws.

1.7 Respect unique differences among school districts

CASB opposes the imposition of universal solutions in response to district-specific issues.

Rationale: School districts in Colorado are unique and extremely diverse, ranging from urban and suburban districts to small rural districts. Beyond the size differences, school districts have different technology resources, student populations and staffing structures. This diversity is a primary reason that local control of instruction is the most effective approach to school governance in Colorado.

1.8 Colorado Department of Education

CASB supports the Colorado Department of Education's work to provide technical assistance, support and training to all school districts as they work to implement state reforms. CASB will continue to partner with the state to develop and provide resources to help local boards of education understand the requirements of state laws, as well as their role in local implementation.

Rationale: Under the leadership of Commissioner Robert Hammond, the Colorado Department of Education is providing technical assistance and support to school districts rather than functioning solely as a compliance agency. CASB appreciates the department's collaborative approach to this work and will continue to partner with the department to help local school boards better understand their role in implementing state laws.

1.9 Focus new laws on desired outcomes

CASB ~~urges the General Assembly to refrain from enacting~~ OPPOSES prescriptive legislation that restricts the ability of school districts' ~~to maintain~~ autonomy in developing and utilizing innovative methods to achieve educational goals. State policymakers MAY SPECIFY DESIRED OUTCOMES BUT SCHOOL DISTRICTS MUST RETAIN THE AUTHORITY TO DETERMINE ~~CASB urges state policymakers to specify the outcomes desired in legislation rather than the means by which the~~ THOSE outcomes will be accomplished.

Rationale: An outcome-based approach to legislation allows districts to determine the best way to achieve the stated goals in a way that makes the most sense locally.

1.10 Charter schools

CASB urges the General Assembly to re-establish a local board's authority in charter school matters, by authorizing the local board to make ~~such~~ decisions related to district charter schools without reversal by the state board absent substantial evidence of an arbitrary or capricious decision by the local board.

Rationale: Members of local school boards are in the best position to evaluate the costs and benefits of proposed charter schools within their communities. Those decisions should receive deference from the State Board of Education, given the Colorado Constitution's provisions concerning local control of instruction. Relationships between district charter schools, the local board of education and the community will benefit if issues are worked out locally without undue intervention from the state.

1.11 Flexibility in new laws and regulations

CASB urges state policymakers, including the General Assembly, the State Board of Education and the Colorado Department of Education, to ensure that new laws and regulations will give particular consideration to the unique needs of small and rural school districts, allowing the flexibility these communities may require for sensible implementation.

Rationale: Though Colorado's population center is in the Front Range metropolitan areas, Colorado's cultural richness comes, too, from its small and rural communities. State policymakers often do not consider this diversity and develop laws and regulations without sufficient regard for the needs of small and rural school districts. With thoughtful development of law and regulation, state policymakers can liberate small and rural districts to focus on achieving results for students rather than crafting contortionist responses to state mandates.

Board Leadership

Boards of education demonstrate responsible, ethical and professional leadership in all aspects of their work.

Standing resolutions

2.1 Open deliberation

CASB encourages open deliberation by boards of education, in accordance with the spirit and intent of state law.

2.2 School board training

CASB encourages SCHOOL BOARD MEMBERS TO RECEIVE ONGOING training and professional development IN ORDER TO MAINTAIN AN UNDERSTANDING OF THE COMPLEX ISSUES RELATED TO PUBLIC EDUCATION. CASB SUPPORTS SUCH TRAINING through STATE AND REGIONAL workshops, conferences and governance development opportunities.

2.3 Leadership team

CASB supports the incorporation of the superintendent in board of education training and team building as a means of augmenting the work of the school district.

2.4 Leadership in planning and budgeting

CASB encourages board of education leadership in strategic planning and budget development that reflects the community's values and diverse needs.

2.5 Participation in organizations supportive of public education

CASB encourages boards of education to participate in and support professional activities and organizations that provide unified leadership for grassroots support and advocacy for public education.

2.6 Participation in the political process

CASB encourages school board members to actively engage in the political process to influence decision makers in support of public education AND INVITE POLICYMAKERS INTO THEIR DISTRICTS TO HIGHLIGHT LOCAL SUCCESSES AND PROVIDE A CLEAR UNDERSTANDING OF THE CHALLENGES CREATED BY OVERREACHING POLICIES AND UNFUNDED MANDATES.

Rationale for revision: School board members are increasingly engaging their legislators and, by doing so, have begun to positively influence public policy and shape legislation like never before. School board members must continue and expand this effort by inviting legislators into their districts to highlight their success and increase awareness of the serious and unique challenges each district is facing as they work to implement current state mandates with limited resources.

2.7 Student involvement in governance

CASB encourages local boards of education to examine best practices for considering student opinion when making decisions at the school and district level.

2.8 Scheduling of school activities

CASB encourages Local school boards and the Colorado High School Activities Association to demonstrate a commitment to diversity by refraining from scheduling events that might interfere with a local student's ability to observe a major spiritual holiday.

Rationale for deletion: Moved to 6.4

2.9 Greening of schools

CASB supports the leadership of local boards of education in their efforts to adopt and implement energy management and conservation plans for the purpose of reducing energy consumption, increasing energy efficiency and increasing the use of renewable energy sources.



2.10 Promote social and cultural proficiency

CASB encourages boards of education to recognize and celebrate the diverse social and cultural backgrounds of all students, parents/guardians and district personnel and to make a conscious effort to build healthy and diverse teaching and learning environments where all people feel welcome and are treated with dignity and respect.

Rationale: Diversity enriches the educational experience and promotes personal growth and a healthy society by challenging stereotypes, encouraging critical thinking and helping students and staff learn to communicate effectively with people of varied backgrounds. Diversity enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century requires us to make effective use of the talents and abilities of all our citizens in work settings that bring together individuals from diverse backgrounds and cultures.

Submitted by Colorado Springs D-11

Forwarded with recommendation by the Legislative Resolutions Committee

Legislative agenda

2.11 Political party affiliation

CASB opposes any effort to have school board director candidates stand for election based upon a political party platform or affiliation.

Rationale: It is not in the best interest of public education to have partisan politics become a factor in school board elections or decision-making. Education of children should not become a political issue. It is important that school board candidates make their views on K-12 education known prior to the election and not be bound by a political party platform.

2.12 Term limitation: local action

CASB opposes the limitation of two terms that may be served by a school board member and encourages local boards to submit a question to their electors to extend the number of terms for school board directors in keeping with their local communities.

Rationale: Colorado is one of only a handful of states to impose term limits on local officials. Term limits have an impact on local school boards, as school board members who are still willing and able to serve are unable to seek office after serving two terms. As uncompensated volunteers, school board members acquire essential skills and knowledge during their service and this expertise is lost when experienced members are barred from continuing to serve.

2.13 High cost of conducting elections

CASB urges the General Assembly to address issues that contribute to the escalating costs of conducting local elections with the goal of reducing these expenses. Because the election process is fundamental in our democracy, CASB urges the state to subsidize the cost of conducting elections at the local level because of the significant financial impact of elections on local entities such as school districts that participate in the process but have no say over factors related to cost nor an ability to forecast how much to budget for an election because of all the variables involved.

Rationale: School districts are required by state law to pay a pro rata share of a county's election expenses following any election in which they have candidates or issues on the ballot. This is an expense that cannot be accurately forecast for budget purposes because it varies from county to county and from election to election. Among the many factors that determine how much the election will cost in any year are the number of public entities that participate in the election and whether the state will have a question on the ballot. The current system for allocating election expenses needs a massive overhaul that includes a new funding mechanism and changes to law that will result in cost savings.

2.14 Student health and wellness

~~CASB believes that~~ Responsibility and oversight of student health and wellness programs, including nutritional standards and physical education, should be governed primarily by local boards of education. CASB OPPOSES STATE NUTRITIONAL REQUIREMENTS AND encourages local boards of education to develop student health and wellness policies and programs based on the diverse needs of their students and the values of their communities. CASB URGES THE STATE TO TAKE ALL ACTION NECESSARY TO MAXIMIZE LOCAL SCHOOL DISTRICTS' FLEXIBILITY THROUGH WAIVERS FROM FEDERAL NUTRITIONAL AND OTHER HEALTH AND WELLNESS REQUIREMENTS.

Revisions submitted by Woodlin R-104

Forwarded with recommendation by the Legislative Resolutions Committee

Rationale: Increasingly, state and federal laws mandate nutrition, health and wellness standards for local school districts. Many of these well-intended programs are drastically underfunded and do not align with the local needs and values of students and their families. School districts should have the flexibility to engage local stakeholders as they work to develop health and wellness policies. Certain federal laws, including the Healthy, Hunger-Free Schools Act, allow states to grant their local districts waivers from certain federal requirements. CASB urges the state to take any and all action necessary to maximize local flexibility through waivers from the Healthy, Hunger-Free Schools Act and other federal health and wellness requirements.

2.15 Student health, safety and achievement

CASB recognizes the close correlation between student health and safety, and achievement. CASB supports alignment between and among state and local organizations around issues of student health and safety.

Rationale: Students must feel healthy, safe and supported in order to achieve. As districts strive to create and sustain safe and positive learning environments for all individuals, CASB and local districts should work with state and local partner organizations to increase awareness, implement programs and generate resources to enhance student health and safety.

2.16 Behavioral health programs

CASB recognizes students and school district employees have behavioral (mental) health needs that impact the health and safety of school district communities. Local boards are best positioned to determine the extent of those needs and the means and priority of addressing those needs within the K-12 setting through use of education and other community resources. CASB supports alignment between and among state and local organizations around issues of behavioral health.

Rationale: As districts strive to create and sustain safe and positive learning environments for all individuals, CASB and local boards should work with state and local partner organizations to increase awareness of behavioral health needs, implement effective programs, and generate new sources of revenue to support such efforts.

2.17 Coalition for state ballot measure regarding term limits

CASB supports a statewide ballot initiative to remove Colorado's constitutionally imposed term limits for locally elected school directors and other locally elected officials.

Rationale: As recognized in Resolution 2.11, Colorado is one of only a handful of states to impose term limits on local officials. Given the ever-rising costs of local elections and the immense work to be done locally, it is difficult for local school boards to put a term limits exemption on the local ballot and get it passed. An efficient means to solve this ongoing and increasing problem would be a statewide ballot measure in partnership with the Colorado Municipal League and Special District Association of Colorado, among others, carving out school board members and other local officials.

Finance

The state must provide school districts with adequate funding from a reliable source pursuant to a formula that balances state and local revenue sources and is structured to equitably meet the educational needs of all students served by public schools in Colorado.

Standing resolutions

3.1 Use of public moneys for private education programs

~~CASB believes~~ The use of public moneys for private educational programs requires adherence to uniform legislated standards and assessment, accreditation requirements and nondiscrimination in student enrollment and employment policies.

3.2 Amendment 23 AND THE NEGATIVE FACTOR

~~CASB reiterates that~~ The purpose and intent of voter support for Amendment 23 was to phase in school funding to the level that existed in 1988, and should not be construed as adequate and equitable funding. PROVIDE STABLE AND PREDICTABLE FUNDING INCREASES FOR COLORADO SCHOOL DISTRICTS. THE APPLICATION OF THE “NEGATIVE FACTOR” BEGINNING IN THE 2009-10 SCHOOL YEAR FORCED ALL COLORADO SCHOOL DISTRICTS TO MAKE CUTS TO IMPORTANT EDUCATIONAL PROGRAMS AND DESTROYED THE EQUITIES BUILT INTO THE SCHOOL FINANCE FUNDING FORMULA. MOST IMPORTANTLY, THE NEGATIVE FACTOR VIOLATES AMENDMENT 23.

3.3 Needs of students guide reform, finance

~~CASB believes~~ All efforts to restructure and fund public education should be guided by student needs, improved academic achievement and responsible use of financial resources as determined by the locally elected school board, which is accountable to its voters and best able to identify community and district funding priorities.

Legislative agenda

3.4 School finance

CASB supports comprehensive reform of Colorado’s school finance structure that ADDRESSES THE UNIQUE AND CHANGING NEEDS OF LOCAL SCHOOL DISTRICTS TO include:

- a) Per-pupil funding to a level necessary for a ~~regular~~ student ~~(a student without any special needs)~~ to meet ~~state and local academic content~~ THE COLORADO ACADEMIC Standards and other legislated accountability requirements;
- b) ~~Allocating adequate additional funding to support the added costs of delivery of services associated with the school district or the student that require supplementary expenditures, including special education and English Language Learners~~ ADJUSTMENTS TO THE PER-PUPIL BASE FUNDING TO EQUITABLY REFLECT ADDED COSTS OF EDUCATION FOR STUDENTS WITH RISK FACTORS;

- c) ~~Protecting~~ Adjustments to the per-student PUPIL base cost FUNDING ~~that should be~~ based on verifiable indicators that impose costs ~~that are~~ beyond a district's control, such as district size ~~and cost of living~~;
- d) Identification and implementation of a consistent definition for determining the actual number of "at-risk" students for funding purposes USING A GRADUATED FUNDING SCALE;
- e) Funding for factors and categorical programs, INCLUDING FUNDING FOR ENGLISH LANGUAGE LEARNERS, AT-RISK STUDENTS, GIFTED STUDENTS, SPECIAL EDUCATION STUDENTS AND CAREER AND TECHNICAL EDUCATION PROGRAMS, at a level sufficient to cover the costs associated with providing services to students served by those programs;
- f) Funding for transportation that takes into consideration the unique circumstances districts face in transporting students;
- g) Funding for costs associated with enrollment fluctuations and averaging for declining-enrollment districts;
- h) Preservation of local control when allocating resources and flexibility when implementing mandated programs;
- i) Funding for full-day kindergarten, early childhood education and alternative education to ensure that all children have a proper educational foundation to be successful in school;
- j) Adjustment to the per-pupil base funding for school districts to reflect the impact to school districts of public school choice, including, but not limited to the impacts resulting from an immediate loss of student enrollment as well as impacts related to the ongoing oversight of choice programs;
- k) An increase in funding for the lowest funded or "floor" school districts to address the disparity in per-pupil funding among Colorado school districts;
- l) Long-term remedies for funding public education in Colorado, including a solution to the predicted insolvency of the State Education Fund;
- m) A "hold harmless" provision for any changes made to the calculations of school finance per-pupil revenue, factors or categorical so that there are not winners and losers during these difficult budget times.
- n) A "HOLD HARMLESS" PROVISION FOR ENROLLMENT DECREASES IN SCHOOL DISTRICTS WITH 50 TO 200 STUDENTS;
- o) ADJUSTMENTS TO THE PER-PUPIL BASE FUNDING TO REFLECT COSTS RESULTING FROM DISTRICTS' UNIQUE GEOGRAPHY.

Rationale for revisions to sections (a) and (b): Effective education must meet the needs of all students, including students with special needs, at-risk students, English language learners and/or gifted students. However, since 2004, enrollment has grown by 119,331 (16 percent), the number of students eligible for free or reduced-price lunch has jumped by 139,074 (61 percent) and enrollment of English language learners is up 34,999 students (38 percent). The current funding formula does not attend to the concentrations of risk factors and changing demographics of current student populations and, as a result, does not equitably address the needs of school districts across the state. The severe under-funding of categorical programs significantly impacts local districts' ability to fund necessary educational programs. Increases in state funding for these programs/populations should be distributed to districts through annual increases to the appropriate factor/categorical.

Rationale for revisions to section (c): Although the current funding formula was satisfactory when it was developed, the new realities for Colorado's school districts are not adequately addressed. The cost of living factor, in particular, is no longer equitable, as it now costs more to educate students in rural districts. If we protect all the current factors we can't adjust the finance formula as necessary to meet the needs of all students.

Revisions to sections (a), (b) and (c) submitted by Mapleton Public Schools

Rationale for revisions to section (e): Specific categorical programs are delineated for clarity.

Rationale for new section (n): In 2013 the General Assembly established the minimum funded pupil count for any school district at 50. To recognize the challenges of operating a small school district, this resolution supports the establishment of a minimum funded pupil count for any school district with pupil counts from 50 to 200 at their actual enrollment levels for 2014-15. Districts in that enrollment category would receive additional funding if their enrollment increases in subsequent years, but their funding would not decrease if enrollment drops below 2014-15 levels.

Rationale for new section (o): Local geography often results in increased costs for school districts that are not addressed in the current formula. For example, a rural district with a large population center that also includes small, geographically remote communities does not have the benefit of the increased PPR provided to smaller districts.

***Sections (a), (b), (e), (n) and (o) forwarded with recommendation
by the Legislative Resolutions Committee***

***Section (c) forwarded for discussion on the merits
by the Legislative Resolutions Committee***

3.5 Unfunded mandates

CASB urges the General Assembly to ~~make~~ FULLY FUND THE IMPLEMENTATION COSTS FOR ANY STATUTORY OR REGULATORY MANDATES IMPOSED ON SCHOOLS AND DISTRICTS. Compliance with new laws SHOULD BE conditional upon receipt of sufficient funding from the state. School districts should be given the option to partially implement programs to the extent of state funding allocated for this purpose.

Rationale: Every year the state and federal governments pass legislation requiring action by local school districts, without providing funding for these mandates. Without full reimbursement, districts must cut other vital programs to meet the increased costs to stay within the changing legal mandates. It is unrealistic to expect local governments to continue to absorb new requirements that are not fully funded. It is reasonable to expect that if lawmakers fail to provide sufficient funding to implement a mandate, they should not be in a position to enforce the requirement.

Revision submitted by Falcon School District 49

Forwarded with recommendation by the Legislative Resolutions Committee

3.6 Special education

CASB urges the General Assembly to make increased funding for special education a priority until such time as funding is adequate to meet the needs of special education students without diverting funds from other important student services and programs that benefit all students.

Rationale: Inadequate state and federal special education funding results in local districts subsidizing special education costs. The financial impact on school districts from insufficient funding for this state and federal mandate is profound.

3.7 Out-of-district placements

CASB supports full reimbursement by the state of all actual costs of instruction to school districts for nonresident children who are placed by the courts, a government ENTITY, or nonprofit or for-profit agencies in group homes, foster homes or detention facilities within their boundaries or institutions outside of the district.

Rationale: Issues related to students in foster care, group homes and detention facilities have a financial impact on school districts, particularly smaller districts in rural areas. Often these students are sent to foster homes in mid-year or even at the end of the year and have severe problems that require immediate placement into treatment facilities. This is a significant expense for school districts.

3.8 Tuition charge for excess costs

CASB urges the General Assembly to address the financial burden the tuition charge for the excess costs incurred in educating a child with a disability places on the district of residence when parents choose to have their child attend a school other than a school in the district of residence.

Rationale: Because the special education program has never been fully funded by the state and federal government, it must be subsidized to a large extent by a local school district's general fund. As opportunities for education choice continue to expand, the issues associated with DETERMINING which entity is ultimately required to subsidize the unreimbursed expenses associated with special education can be a source of friction between the district of residence and the school the child attends.

3.9 High-cost grant program for special education

Until such time as special education costs are fully reimbursed by the state and federal government, CASB supports increased funding for the high-cost grant program to assist districts in meeting the needs of special education students with severe needs.

Rationale: In the 2006 legislative session, the state created a program to address the expense of high-cost special education students that begins to address this important issue. Although the high-cost pool does not by any means solve the issue, it is an important step and the first of its kind at the state level in Colorado.

3.10 Capital facility needs

CASB urges the General Assembly to ~~maintain current funding levels for~~ ENSURE ADEQUATE FUNDING FOR the Building Excellent Schools Today (BEST) grant program and to increase the program's statutory capacity to allow for the funding of additional matching grants, so long as such action does not threaten the viability of the school land trust and/or other programs funded by the trust.

Rationale: The BEST program was enacted in 2008 to address the disparity among school districts with regard to their ability to pay for capital facilities. Despite its great success, the legislature has implemented increased oversight over BEST funds and failed to increase the statutory cap. As a result, BEST can no longer issue matching grants for new school construction or major renovation projects. Moreover, the revenue generated for BEST by the excise tax on marijuana sales is considerably less than expected and, during the 2014 session, the legislature directed that 12.5 percent of that money be diverted to a fund to support charter school construction in violation of proposition AA and Amendment 64.

3.11 Tax policy reform

CASB urges the General Assembly to commit to finding and placing on the ballot a fair and equitable solution to ~~the state of~~ Colorado's fiscal crisis caused by the following conflicting amendments to the state's constitution: TABOR, Amendment 23 and the Gallagher Amendment.

Rationale: Finding an answer to improved financial support for schools can't be a reality until a solution to the TABOR/Gallagher/Amendment 23 conflict is resolved. Over time, more and more of the responsibility for funding public schools has shifted to the state budget because of these provisions in our state constitution, which also increases the temptation by state policymakers to make decisions that properly belong with the locally elected board of education. In addition, due to the Gallagher Amendment, property taxes for the business community are at a rate nearly four times that placed on residential property owners, often making it difficult for school districts to garner the support of the business community when going to the voters for a mill levy increase. These and other fiscal constraints are compromising the state's ability to provide basic services to its citizens and must be addressed.

3.12 Double TABOR reserve

CASB supports an amendment to the state constitution exempting state money appropriated for school finance from local TABOR reserve requirements because the effect is a double TABOR reserve.

Rationale: Currently, the state must reserve 3 percent of its budget to fulfill the emergency reserve requirements of the TABOR amendment. Each school district also reserves 3 percent of its funds for this purpose. The School Finance Act allows school districts to fulfill their TABOR reserve by leveraging property in lieu of cash reserves. However, the constitutional requirement for a reserve is still in effect. Thus, much of the money that schools receive is reserved at what amounts to a 6 percent rate. Because the state portion of per-pupil operating revenue is merely a transfer of tax money from one government entity to another, it should not be subjected to the same reserve requirement twice.

3.13 School trust lands

CASB supports efforts by a coalition of stakeholders interested in optimizing all aspects of the school trust lands including improving the management and accountability for such lands so that they provide a more substantial and reliable source of revenue over time for the support of public schools.

Rationale: In 1876, when Colorado became a state, the federal government in the state's Enabling Act, granted sections 16 and 36 in every township, or approximately 4.4 million acres, to the state for the support of common schools. The Colorado State Board of Land Commissioners (State Land Board) manages the school trust lands and the state treasurer manages the permanent fund. A coalition has been formed to review issues related to the school trust lands with the goal of increasing revenues for schools. There are both short-term and long-term goals that have surfaced in the discussion. The coalition has had some success with the legislature aimed at increasing the corpus of the permanent fund. However, as part of their effort to balance the state budget, the 2009, 2010 and 2011 legislatures passed legislation that diverts interest income from the permanent fund for fiscal year 2008-09 through fiscal year 2012-13. It is important to protect the corpus of this trust for the benefit of future generations of children.

3.14 Sales and use tax exemption for school construction

CASB encourages legislation that would make school building construction materials exempt from local sales and use taxes.

Rationale: Current financial conditions make it imperative that school districts maximize the value received for all of their expenditures, including investments in capital facilities. Some local governments choose to grant a tax exemption only if these materials are purchased directly by a school district, and impose taxes if building supplies are purchased by a school district's contractor. This practice adds substantial additional costs to school construction projects and can result in a reduction in the size and quality of school facilities promised to taxpayers. Imposition of these taxes upon contractors fails to recognize that school districts lack qualified staff and sufficient human resources to directly make these purchases. Eliminating this loophole will allow school districts to honor facilities commitments made to taxpayers while placing districts and local governments on equal footing in negotiating joint development and use of these facilities.

3.15 Program funding for English language acquisition

CASB urges the General Assembly to increase categorical funding for English language acquisition programs so school districts can better meet the needs of students and the expectations for English language competency imposed by state and federal accountability requirements.

Rationale: State funding for English language acquisition programs covers only a small portion of the cost of providing ELA programs in local school districts. Even with the additional funding provided in 2014 session, state funding has not kept pace with the growing demand for ELA programs as the needs and complexities of services required to serve English language learners continues to increase. The severe lack of state funding for this important categorical program significantly impacts local districts' ability to fund other educational programs.

Rationale for deletion: Additional funding for English Language Learners is addressed in Resolution 3.4. This revision does not reflect a change in CASB's position on this issue.

3.16 Financial support of districts with declining enrollment

CASB urges the General Assembly to provide financial relief and additional resources to support declining enrollment school districts.

Rationale: Demographic changes within the school district are not within the control of a board of education. Each year a board in a district with declining enrollment must consider budget reallocations to offset the loss in per-pupil revenue from declining enrollment. Many of these costs cannot be simply reduced and must be part of a long-range plan including facility needs and personnel. While the General Assembly did add a declining enrollment factor to the School Finance Act, additional remedies to bridge the funding gap must be found, including incentives for cooperation across school districts and/or simplification of the voluntary consolidation process, where feasible.

3.17 Funding for transportation

CASB supports increased funding for transportation because district-provided transportation is essential for student access to education.

Rationale: With the high costs of fuel and related expenses, transportation costs exceed current categorical funding. This has a significant impact on a school district's general fund budget, particularly in school districts that must transport students over vast geographic areas. Although state law now allows school districts to seek additional local revenues for excess costs associated with transporting students, it is not realistic for many communities to seek a property tax increase from voters. Some local districts have been forced to add transportation fees that increase administrative burdens and adversely impact Colorado families.

Rationale for deletion: Increased funding for transportation is addressed in Resolution 3.4. This revision does not reflect a change in CASB's position on this issue.

3.18 Gaming impact grants

CASB urges the General Assembly to make local school districts an "eligible local governmental entity" as that term is defined in state law to receive distribution of the Department of Local Affairs (DOLA) gaming impact funds.

Rationale: Gaming impacts some school districts in the state, particularly those in the regions near where gaming is allowed. These impacts include nontraditional employment hours of parents that can affect student-parent interaction and parental involvement in their child's learning.

3.19 Transparency in school district budgets

To foster a better and more complete understanding of government in action, CASB ~~encourages school districts to take affirmative steps to~~ SUPPORTS THE use OF modern technology to inform citizens about how SCHOOL DISTRICTS prioritize and expend public funds BUT ONLY to the extent THAT ongoing and timely disclosure of information can be provided without creating an undue administrative and economic burden ON LOCAL DISTRICTS, PARTICULARLY SMALL DISTRICTS WITH LIMITED STAFF TO SATISFY THE REQUIREMENTS.

Rationale: As public entities, school districts are subject to laws requiring that records relating to expenditure of public funds are posted on their website and open to public inspection upon request. In 2014, the legislature amended current transparency laws to require, among other things, increased reporting at the district and school site level, as well as the creation of a state-level website that will translate and present local districts' data to ensure clarity and comparability by laypersons. CASB will monitor the implementation of these requirements in an effort to limit the increased burden on school districts, particularly small districts with limited staff available to satisfy the new requirements.

~~3.20 Funding for full-day kindergarten~~

~~CASB urges the General Assembly to increase state funding to support full-day kindergarten for all students.~~

~~Rationale: Research and practice strongly suggest full-day kindergarten programs are more beneficial than half-day programs with the benefit being most profound for low-income students. Colorado has made significant investments in full-day kindergarten as a means of providing high-quality education opportunities to young children and better preparing them for success throughout their academic careers. Although the state has made, and continues to face budget cuts, it is important to maintain a commitment to full-day kindergarten due to the long-term benefits it provides.~~

Rationale for deletion: Additional funding to support full day kindergarten is addressed in Resolution 3.4. This revision does not reflect a change in CASB's position on this issue.

3.21 Tax increment financing

CASB supports the creation of urban renewal authorities, specifically the use of tax increment financing (TIF) by such districts, under the condition that the local governmental entity proposing a TIF: 1) consults and communicates with the affected school district(s) in a timely manner prior to the use of a financing mechanism such as a TIF which reduces local property tax collections; 2) discloses the financial impact prior to the approval of an urban renewal authority by a local town or city council; and 3) seeks written final approval from the impacted school district(s) of the TIF formula prior to the finalization of the TIF vehicle.

Rationale: Currently the law provides for school districts to act in an advisory capacity, giving school districts little or no voice regarding the final outcome when an urban renewal authority proposes the use of tax increment financing. School districts must have a greater voice in the final say of a financial vehicle such as a TIF that will impact the taxpayers in their district.

3.22 Focus on solution to fiscal crisis not unfunded mandate

CASB urges the General Assembly to focus its efforts on creating a solution to the underlying problems of the state's financial difficulties and to refrain from passing any new education-related legislation and/or additional unfunded mandates, except for legislation that would positively impact school funding, especially for P-12.

Rationale: Though school funding increased slightly in the 2014-15 school year, many districts are still facing budget cuts to respond to increased costs, particularly around implementing legislative initiatives from the last several years and/or declining enrollments. This is not the time to increase burdens on districts by creating additional unfunded mandates and/or creating winners and losers by redistributing limited funds between school finance formula factors, categorical programs or districts.

3.23 Protecting local mill levy revenue

CASB opposes any action of the General Assembly that would reduce the amount school districts are able to raise via mill levy overrides.

Rationale: Should the General Assembly change the way total program funding is calculated in order to reduce the base and thereby have a lower level for calculating future K-12 funding increases, not only would it take longer for school districts to get back to 2007-08 funding levels, but it would also negatively impact existing or future mill levy overrides.

3.24 ELIMINATE THE NEGATIVE FACTOR AND Restore per-pupil funding

As statewide revenues increase, CASB urges the General Assembly to ELIMINATE THE NEGATIVE FACTOR AND restore per-pupil funding ~~before funding mandates. The State should restore per-pupil funding;~~ rather than targeting funds for specific mandates, to allow local districts to fund and/or restore programs consistent with their local community values and unique district needs.

Rationale: All districts have been impacted by the reductions to K-12 funding in recent years, but each district has made different cuts depending on their local needs and circumstances. As districts continue to consider budget cuts, state-imposed mandates have increased local program and reporting obligations.

3.25 Revenue study

~~CASB believes~~ It is both the responsibility and the privilege of the General Assembly to lead Colorado through these turbulent economic times. CASB requests the legislature complete a detailed study that identifies and provides for all potential sources of revenue at the state level and report back to the General Assembly and the public at large.

Rationale: K-12 education has experienced drastic budget cuts, which have impacted every school district in the state. These reductions in funding are detrimental to school districts and student learning at a time when accountability and standards have increased. The current level of funding does not support the learning objectives, meet the constitutional objectives or support all students' needs, and additional funding sources need to be identified.

3.26 At-risk student funding

CASB opposes reductions to at-risk student funding as a means to reduce overall total program spending and urges the General Assembly to increase state funding for this vulnerable student population. CASB supports graduated funding for low-income students to ensure they receive the support they need.

Rationale: State expenditures for at-risk students have never been sufficient to enable local districts to meet the needs of the at-risk student population. Reducing funding for at-risk students at a time when more rigorous standards are being implemented could seriously compromise services for all students. Also, a graduated scale for determining funding eligibility will better recognize that students who narrowly miss the cut-off income threshold likely still have unique needs that may require additional expenditures to meet.

Rationale for deletion: Additional funding for at-risk students and the need to revise the definition of at-risk students are addressed in Resolution 3.4. This revision does not reflect a change in CASB's position on this issue.

3.27 Align education and behavioral health funding

CASB urges the General Assembly to align existing state law and regulation to enable school districts to partner with other state agencies to access state funding to serve students with significant behavioral health needs.

Rationale: Currently, school districts receive some state and federal funding to serve students with special needs, including behavioral (mental) health needs. This funding falls far short of the actual costs of a child's education and related services mandated by federal and state law. Colorado's Child Mental Health Treatment Act, administered by the Colorado Department of Human Services, provides funding for students with mental health needs to access community, residential and transitional treatment services. However, this funding may only be secured if the family pursues the services, not when those services are recognized as essential by the local school district. Parents and parent advocates often refuse to access this funding because of a mistaken belief that it limits their ability to select how and where those services can be provided. Aligning these funding streams will ensure students receive necessary behavioral health services while ensuring efficient use of state and local resources.

3.28 Career and technical education funding

CASB opposes reductions to career and technical education funding as a means to reduce overall total program spending and urges the General Assembly to increase state funding to support students' multiple pathways into the workforce and postsecondary success.

Rationale: State funding is an essential component of ensuring local communities can support programs to equip students with the skills to meet the needs of Colorado's communities, businesses and evolving economy.

Rationale for deletion: Additional funding for career and technical education programs is addressed in Resolution 3.4. This revision does not reflect a change in CASB's position on this issue.

3.29 Bond capacity in growing districts

CASB encourages the legislature to amend the statutory limit of bonded indebtedness to allow districts additional bonding capacity based on a district's average growth percentages.

Rationale for deletion: Accomplished by Statute in 2014.

3.30 Gifted and talented education funding

CASB urges the General Assembly to make increased funding for gifted and talented education a priority until such time as funding is adequate to meet the needs of gifted and talented students without diverting funds from other important student services and programs that benefit all students.

Rationale: During the 2014 session, the General Assembly adopted new directives for gifted and talented programs and allocated limited funds to support districts/AU's implementation of those requirements. The current funding levels for GT programs fall far short of what is required to educate these students statewide. Effective education in Colorado must meet the needs of all students, including students whose advanced abilities present unique learning needs.

Rationale for deletion: Additional funding for gifted education is addressed in Resolution 3.4. This revision does not reflect a change in CASB's position on this issue.

3.31 Restoration ELIMINATION of the Negative Factor

In order to ensure resources for quality K-12 education in our state CASB calls upon the Colorado General Assembly to honor the intent and language of Amendment 23 by making its highest priority to immediately eliminate the negative factor in K-12 education funding and restore funds lost due to its use to date. We call upon the legislature to embrace their commitment to education in Colorado and restore the lost funds within the next 5 FOUR years.

Rationale: In 2000, the voters approved Amendment 23, a constitutional change requiring K-12 funding to increase by inflation plus 1 percent from 2001 through 2011 and thereafter by inflation. In 2009, the legislature reinterpreted Amendment 23 to apply only to base per-pupil funding, but not to the factors (variables) such as size, cost of living and number of at-risk students in a district. Also, the legislature established a new negative factor deemed "budget stabilization" to make across-the-board cuts to education spending. With the negative factor as a constant, all districts suffer. Now, as state revenues are increasing, the legislature must make it a priority to eliminate the negative factor and return to the intent of Amendment 23.

Annual Resolutions

3.32 Student count

CASB urges the General Assembly to direct the Colorado Department of Education to collaborate with district and charter school boards of education and superintendents, as well as their professional associations, to develop a system for counting student enrollment that is more equitable than the current single-day "October count" model.

Rationale: An alternate student count system; e.g. adding a second enrollment count day in February, would allow districts to make mid-term adjustments when students come and go during the school year. Educating children isn't based on an annual decision. Month-to-month or day-to-day decisions are necessary and may require different resources. Many school districts recognize a significant amount of growth after the October count. Educational funding should be supported for those new students.



*Submitted by Falcon School District 49
Forwarded with recommendation by the Legislative Resolutions Committee*



3.33 “Sin tax” initiatives

CASB opposes citizen-led initiatives to fund K-12 education with revenues from “sin taxes,” dollars generated from sources that school districts generally do not support expanding or promoting, e.g. recreational marijuana, alcohol sales and gambling.

Rationale: The voters have approved an amendment to the state Constitution that legalized recreational marijuana use and its promise to provide approximately \$40 million dollars for K-12 funding. Prior to that, there had been a history of proposing K-12 funding from “sin tax” revenue collections. This year, voters will consider a citizen-led initiative to provide additional funding directly to local school districts from revenues generated by expanded gaming activities in the state. Including education funding in these initiatives helps to persuade the public to pass such “sin taxes.” However, this fragmented approach to funding K-12 education constitutes bribing the electorate. Education stakeholders are rarely included in the decision to add these funding resources. This approach is not a solution to the state’s continual underfunding of K-12 education. Furthermore, these initiatives frequently prescribe how the generated monies should be used, end up supplanting (NOT supplementing) current school finance funding, and fall short of generating projected income.

Forwarded with recommendation by the Legislative Resolutions Committee

Student Achievement

The core responsibility of a local school board is to adopt and implement policies and practices that increase student achievement.

Standing resolutions

4.1 Standards-based education

CASB endorses the COLORADO ACADEMIC STANDARDS ~~state model content standards~~ and encourages local districts to develop and adopt local content standards THAT MEET OR EXCEED THE COLORADO ACADEMIC STANDARDS and IMPLEMENT FORMATIVE AND SUMMATIVE ~~performance-based~~ assessments to cause improvement in student academic achievement that will allow Colorado students to compete with students throughout the world.

Rationale for revision: In the 1990s, CASB delegates adopted a resolution endorsing local content standards and, subsequently in 1999, the delegates revised that resolution to endorse the state's model content standards. The current revisions are necessary to reflect the adoption of the Colorado Academic Standards (CAS) by the State Board in 2009, pursuant to CAP4K, in English language proficiency and 10 content areas: dance, drama and theater arts, mathematics, music, reading, writing and communicating, science, social studies, visual arts and world languages. In 2010, the CAS for mathematics and English language arts were revised to incorporate the Common Core Standards after the State Board determined that the Common Core Standards were aligned with the CAS and reflected Colorado's focus on college and career readiness and the values of the educators who developed the CAS. By law, all Colorado districts were required to implement the CAS, or standards that meet or exceed CAS, in the 2013-14 school year.

4.2 Purpose of educational accountability system

~~CASB believes~~ The purpose of the educational accountability system is to support districts and schools in ensuring that all students meet the state's academic standards and that those students who have done so continue to progress.

4.3 State data collection

~~CASB believes~~ An effective state data collection system must directly support student learning, align with all state-level data collection systems, eliminate redundancies and minimize the burden on local school districts.

4.4 Improvement of low-performing schools and districts

~~CASB believes~~ It is crucial that low-performing schools and districts receive all the necessary resources, support, time and flexibility needed to improve student achievement.

4.5 Dialogue between P-12 and higher education

~~CASB believes~~ Ongoing dialogue between early childhood education systems, P-12 schools and postsecondary institutions is necessary to ensure that all students have the opportunities and skills needed for success.

Legislative agenda

4.6 High school graduation requirements

CASB opposes any effort by state policymakers to set uniform high school graduation requirements because it is a violation of the state constitutional principle of local control of instruction.

Rationale: In May 2013, pursuant to CAP4K legislation passed in 2008, the State Board adopted graduation guidelines, which were based on the recommendations of the graduation guidelines advisory council. Under the law, local boards are required to engage their communities and adopt graduation requirements that meet or exceed the State Board's guidelines prior to the 2014-15 school year. The current graduation guidelines, which were not subjected to the full rule-making process, establish minimum requirements for local board's graduation policies and leave little room for true community engagement on this issue. Notably, due to the phased-in approach taken by the State Board, no significant changes in most boards' graduation policies are required in 2014-15 to comply with the guidelines. CASB will continue to fight for the restoration of local control and the elimination of state graduation requirements.

4.7 High school exit exam

CASB opposes a mandated state or federal high school exit exam.

Rationale: Currently there is no Colorado law requiring that a diploma be contingent upon an exit examination score, but the State Board of Education's graduation guidelines do require local board policies to include "minimum academic competencies," most examples of which are scores on standardized assessments, including TCAP, state test, PARCC, ACT and SAT.

4.8 State assessment program

CASB urges state policymakers to provide sufficient resources and technical expertise to enable the Colorado Department of Education to develop new state assessments, including assessments in Spanish and for special education, that are diagnostic in nature, aligned with standards, provide timely results and measure the annual knowledge growth of each student, with student demographic information reported as a component of the system.

Rationale: The accreditation law calls for testing that will "demonstrate individual student progress over time and provide an accurate indicator of how well the public schools and school districts are educating the children of the state." These new assessments must not only be based on the state's academic content standards but also must focus on ensuring that students are prepared for life beyond high school, in higher education, technical college or entering the workforce. The new assessments also need to provide sufficient student data to enable school-to-school and district-to-district relative comparisons and be useful as part of the evaluation of educator effectiveness.

4.9 State accreditation

CASB urges the State Board of Education and the Department of Education to implement Colorado's accreditation system with appropriate technical and financial assistance in partnership with local boards of education.

Rationale: It is important that CDE works with local boards of education to see that the accreditation process enables school districts to effectively meet both their state and federal accountability requirements.

4.10 Evidence of school performance

CASB urges the legislature to look at a full body of evidence about school performance, including reliable and timely longitudinal data on academic achievement, before mandating that school districts participate in programs based solely on an arbitrary number of low and unsatisfactory schools at one point in time.

Rationale: School districts have made significant strides in reducing the number of students in the unsatisfactory category on the CSAP test. State policymakers should look closely at the body of evidence from other testing measures such as the ALT, NWEA or other nationally recognized standard tests as well as data from the Colorado Growth Model before making judgments about school performance.

CASB OPPOSES THE IMPOSITION OF UNIVERSAL SOLUTIONS AND MEASUREMENTS IN RESPONSE TO DISTRICT-SPECIFIC ISSUES AS OUTLINED IN CURRENT LAW. CASB URGES THE LEGISLATURE TO DIRECT THE STATE DEPARTMENT OF EDUCATION TO STUDY AND REFORMULATE THE CURRENT ACCREDITATION SYSTEM THAT PROVIDES A MORE ACCURATE ACCOUNT OF STUDENT PERFORMANCE WHICH CONSIDERS A FULL BODY OF EVIDENCE ABOUT SCHOOL PERFORMANCE; IS DIFFERENTIATED TO CONSIDER LOCAL FACTORS AND UNIQUE POPULATIONS OF STUDENTS; TAKES IMPROVEMENT STRATEGIES AND MEASURES INTO ACCOUNT; AND REFLECTS THE UNIQUE CONTEXT IN WHICH SCHOOL DISTRICTS FUNCTION.

Rationale: The current formula used to impose a state accreditation rating on school districts appears to have a strong correlation to the socio-economic status of the community in which a school or district resides. The current formula identifies students with multiple risk factors multiple times significantly weighting and skewing the results of the calculation. Further, school districts that serve at-risk populations are held to a higher standard of accountability through the use of Adequate Growth Targets. The current formula discounts the unique and important differences among and between Colorado's schools and community and unfairly penalizes school districts that serve the most vulnerable children in the state. Applying a metric that paints districts with one broad brush and creates further inequity among districts is inconsistent with Colorado's values.

***Submitted by the Mapleton School District
Forwarded with recommendation by the Legislative Resolutions Committee***

4.11 State designated low-performing schools

CASB opposes any state or federal effort to remove any school, regardless of its performance record, from a local school district governed by a locally elected board of education.

Rationale: There are no quick fixes that address the significant challenges facing many of our schools. Instead of conversion to a charter school, the state should partner with the local district to provide the necessary resources and technical assistance to achieve the desired results.

4.12 Online schools

CASB supports thoughtful use of online schools and programs to supplement local school districts' current programs and ensure students' access to blended learning. Online schools and programs must be obligated to report data (as is required of traditional schools and programs) that allows local boards, online providers and families to make appropriate decisions about the best learning environment for local communities and individual students. CASB SUPPORTS INCREASED OVERSIGHT AND SUPPORT FOR MULTI-DISTRICT ONLINE AUTHORIZERS IN ORDER TO ENSURE THAT ALL STUDENTS HAVE ACCESS TO HIGH QUALITY EDUCATIONAL OPPORTUNITIES.

Rationale: There are issues unique to online schools that should be addressed through accreditation and oversight to ensure that students are well served by all programs offered in the state. This resolution was revised in 2013 to address CASB's concerns regarding the availability of data regarding noncompleter rates of online schools and programs. Specifically, CASB urges the Colorado Department of Education to track and report the noncompleter rates of online schools in the same manner as traditional publicly funded school systems. Students who choose into full-time online schools or programs outside their districts and then return to their home school district should be counted as noncompleters in the online school or online program's statistics, so families and school districts can be aware of the programs that are able to provide an appropriate education.

Rationale for Revision: In 2014, the legislature convened a task force to address a number of issues, including increased oversight for multidistrict authorizers, which serve students from throughout the state and are not held accountable to their local electorate in the same way as single district authorizers.

4.13 Home schooling

CASB supports legislation that holds parents of home-schooled children accountable for their child's reasonable academic progress and urges the General Assembly to enact meaningful education standards for home-based education programs and other measures, including notification to the student's home district of a home school program and record-keeping requirements. This would facilitate collaboration between the home school and the school district in which the child resides in order to best meet the child's needs.

Rationale: Home schooling is a viable alternative to available education opportunities and many parents provide an exemplary education for their children. However, school districts have also had experiences with home-schooled children who re-enroll in public school that indicate some children are not receiving appropriate educational services through their home-school experience. It is important for the state to reexamine its accountability program for home schools. The current requirement that home-schooled students only need to meet the 13th percentile on a nationally standardized test in order to remain in a home-based education program is not sufficient. Annual testing would provide an accountability framework comparable to public schools. Annual test scores would also be helpful if the child chooses to re-enroll in a public school so the school can determine an appropriate placement.

4.14 Public education in the 21st century

CASB urges state and local policymakers to forge a new working relationship in redesigning Colorado's public education system for the 21st century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education, in a manner that:

- a) eliminates bureaucratic mandates and fragmentation so that multilevel communication and interaction can take place to enhance student academic success;
- b) offers all students a rigorous, developmentally appropriate curriculum designed to provide opportunities and choice, regardless of the post-secondary path they choose;
- c) engages the assets of the full community;
- d) utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- e) provides psychological and health services, academic and career, technical and vocational education opportunities for all students, particularly at the middle and high school level;
- f) closes the achievement gap by focusing on quality teaching and learning opportunities;
- g) implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;
- h) provides sufficient resources at every level of the system to meet the challenge; and
- i) preserves the ability of local communities to address local needs and challenges in a creative manner.

Rationale: While school districts are making progress in closing the student achievement gap, too many students still fall below the proficiency level. Even when gaps are known, the education system is not always responsive because of lack of communication, scarce resources and low expectations. In an ideal world, schools would be organized around students' needs from early age and designed to enhance success at the post-secondary level with the required skills and knowledge for students to be successful in the 21st century. The intent of this resolution is to set a framework for dialogue about a next-generation system of education designed with the best interests of students in mind.

4.15 Broadband Internet access

CASB encourages state support to assure that quality, affordable broadband services are available to school districts across the state.

Rationale: The ability of any school to engage in 21st century learning activities is limited by access to broadband Internet services. Whereas the students in the smallest schools located in the most remote regions of Colorado are the most likely to benefit from distance learning opportunities made possible by broadband Internet, these same schools are the least likely in Colorado to be able to secure quality and affordable broadband services. Currently, even some metropolitan school districts must take extreme measures—e.g., shutting down all Internet use within the school or district—simply to permit necessary Internet-based functions, such as filing necessary reports with the state or attempting to secure student/class access. Moreover, with Colorado’s new assessment framework, broadband Internet access is essential. Broadband Internet access must be universally available across the state of Colorado for the thorough and uniform delivery of education relevant for the 21st century.

4.16 Enforcement of attendance and truancy laws for kindergarten students

CASB supports legislation requiring students enrolled in kindergarten to be subject to the same attendance and truancy laws that apply to all students age 6 and older.

Rationale: Early childhood and kindergarten have proven to be the most productive ways of closing achievement gaps. Colorado does not require students to attend school until they are 6 years of age. If a parent decides to enroll their child in a district kindergarten class at the age of 5, there is no legal recourse for attendance or truancy. Changing state law to state that regardless of age, once a child is enrolled in a public school all attendance and truancy laws apply would provide districts with the ability to have the same recourse for kindergarten students as for all other students.

4.17 Turnaround efforts

CASB supports discretion at the state board level to continue the accreditation of those school districts identified as priority improvement or turnaround status evidencing improvement or those with special circumstances for which one of the state’s alternative solutions would not be clearly effective.

Rationale: State statute currently prohibits the State Board of Education from allowing a school district to be accredited if the district has been identified as priority improvement or turnaround for five consecutive years. Some districts in Colorado are now in year four of such status. Because of chronic underfunding, sufficient resources at the state level have not been directed to such districts. Within this context, removal of accreditation is an overly punitive and severe consequence that may not be in the best interests of the school district and its students.

4.18 State assessments

CASB SUPPORTS THE STUDY AND CRITICAL ANALYSIS OF MANDATED ASSESSMENTS IN COLORADO. ~~CASB believes that~~ State assessments have an important role to play in the accreditation of schools and districts, but ~~believes~~ the administration of such tests should be limited so as not to be redundant, overly disruptive to the educational environment, or compromising of essential instructional time. ASSESSMENTS FOR SECONDARY STUDENTS SHOULD BE GIVEN AS END-OF-COURSE EXAMS RATHER THAN BY GRADE LEVEL AND NO ASSESSMENTS SHOULD BE MANDATED FOR STUDENTS IN THE 12TH GRADE.

Rationale: As the state assessments are rolled out to align with the Colorado Academic Standards, more instructional time is occupied with preparing for the tests, creating a viable schedule for the classes/students who have to take the tests, performing practice tests, providing essential accommodations for students with disabilities to take the tests, addressing student anxiety around testing, and administering the actual assessments. Some districts estimate they spend 20 days, approximately 15 percent of instructional time, involved in just the test-taking for state assessments. There is also excessive redundancy of testing. For example, the state requires juniors to take the ACT in the fourth quarter of their junior year, and then also requires an additional science assessment test (which is tested on the ACT) in the fall of their senior year, leaving one to wonder what exactly is being measured or what meaningful data is being gathered in that second round of testing. Additionally, some tests are given at grade level and do not always track with when a student completes the related course work. In 2014, the legislature convened a task force to study testing requirements. CASB supports a meaningful analysis of state testing and related issues and encourages state policymakers to carefully consider the recommendations of the committee when working to balance the benefits of the data to be gleaned from multiple tests with the benefits of helping Colorado's students become critical thinkers and lifelong learners.

Revisions submitted by Poudre R-1

Forwarded with recommendation by the Legislative Resolutions Committee

Annual Resolutions

4.19 State assessment design

CASB urges state policymakers to withdraw from the Partnership for Assessment for Readiness for College and Careers (PARCC). The Colorado Department of Education should be tasked to work to strategically design its own state assessments to measure progress toward colorado academic standards.

Rationale: Local boards of education are accountable to the local electorate for decisions regarding curriculum, selection of textbooks and materials, instructional delivery, personnel, fiscal management and local choice options. Participation in PARCC forces local communities and educators to shift from assuring the appropriate attention to the Colorado standards and focus only on those standards that will be tested. The PARCC is not research-based and does not align with all of the Colorado Academic Standards, is heavily funded and influenced by commercial interests, and is an unproven testing solution. Instead, it imposes a universal assessment on children in Colorado and across the nation. PARCC funnels valuable state education funds to out-of-state vendors instead of allocating the much-needed funds to Colorado classrooms. Moreover, PARCC exposes the inequity in quality technology education across Colorado districts, further highlighting the "digital divide."

Submitted by Mapleton Public Schools

Forwarded for discussion on the merits by the Legislative Resolutions Committee





4.20 Reduce State Assessments

CASB supports the implementation of PARCC assessments as a viable means for measuring student progress in grades 3, 5, 7, 9 and 11. CASB urges the state to grant local districts the flexibility to utilize recognized, validated and normed assessments more conducive to formative evaluations of student progress in grades 4, 6, 8 and 10.

Rationale: In order to reduce the number of required assessments, local districts should be required to administer the PARCC assessment only every other year and in the alternate years use a nationally normed and recognized assessment (such as MAPS by NWEA), which is a formative assessment that provides critical information about students' learning needs. Currently, districts give the state's standardized assessments and MAPS. This resolution proposes a way to reduce both the testing burden and time spent on testing.

Submitted by Poudre R-1

Forwarded for discussion on the merits by the Legislative Resolutions Committee



4.21 Reduce state assessments to federal minimums

CASB urges the state to reduce the number and frequency of testing and assessments by aligning testing to meet and maintain only the minimum federal requirements to ensure sustainment of federal funding for public schools.

Rationale: Local boards of education are accountable to the local electorate for decisions regarding curriculum, selection of textbooks and materials, instructional delivery, personnel, fiscal management and local choice options. The combination of current state and federal assessments distracts and redirects much-needed resources away from classrooms; reduces critical instructional time in classrooms; and heavily burdens school districts with limited human resources and unfunded technology requirements. Excessive assessment encroaches upon a local board's constitutional authority to set educational standards and priorities for its students.

Submitted by Mapleton Public Schools

Forwarded with recommendation by the Legislative Resolutions Committee



4.22 Opt out of state assessments

CASB urges the state to provide an opportunity for parents/students to opt out of state assessments without any negative consequences for local districts.

Submitted by Mapleton Public Schools

Forwarded for discussion on the merits by Legislative Resolutions Committee



4.23 Alternative assessment system

CASB urges the General Assembly to provide an option for individual school districts to adopt, subject to state board approval, an alternative assessment system incorporating nationally or state-normed assessments.

Rationale: The purpose of such flexibility would be for districts to create assessment systems that are sensitive to local priorities while still providing the state a way to hold districts accountable for student performance and growth.

Submitted by Falcon School District 49

Forwarded with recommendation by the Legislative Resolutions Committee

4.24 Collection and use of student data

CASB urges the legislature to impose stringent parameters around the collection, sharing and use of student data, including requiring parental approval prior to collecting sensitive data, and enforcing the protections of the Family Educational Rights and Privacy Act (FERPA). The legislature should not mandate the collection of data by CDE that compromises the privacy of students, parents or teachers, nor should this data collection be tied to receipt of state funds.

Rationale: The general public is unaware that FERPA laws have been bypassed or disregarded. Collection of data without articulation of why and how it will be used does not directly support student learning, increases risk of student and staff tracking and profiling, exposes students and staff to the unmanaged use and sale of data to unauthorized vendors or researchers, and increases the burden on already heavily tasked school districts. Student data collected by the state to track teacher performance may not be protected from disclosure because it does not include a student identifier. However, that data may be disclosed upon request and used to inappropriately label schools and/or districts.

*Submitted by Mapleton Public Schools
Forwarded with recommendation by the Legislative Resolutions Committee*



4.25 Concurrent enrollment

CASB urges the General Assembly to eliminate existing concurrent enrollment policies and practices that create obstacles for districts wishing to offer college-level courses to high school students. Regional exclusivity should be abandoned at the community college level to create an environment of open competition.

Rationale: The current system of regions for community colleges has created an exclusivity of higher education offering to public schools. Under current practice, high schools must apply to their appointed regional community college to request higher education classes for students who have indicated an interest in a particular class. If the community college denies the request while another college is willing to grant it, a release must be requested from and granted by the community college that initially denied the class request before the college that is willing to provide the class can do so. This process is burdensome and, in practice, has limited the course offerings available to students.

*Submitted by the Kiowa C-2 School District
Forwarded with recommendation by the Legislative Resolutions Committee*



4.26 School readiness assessments

CASB urges the General Assembly to provide school districts flexibility with regard to school readiness assessments and planning.

Rationale: In 2008, the legislature adopted CAP4K, which included a requirement that, beginning in the fall of 2013, local education providers administer approved school readiness assessments for all kindergarten students and ensure all children in publicly funded preschool or kindergarten receive an individual school readiness plan. To date, the State Board has approved only one readiness assessment, TS Gold, which is staff- and time-intensive and burdensome to implement, particularly for small rural districts with limited staff and resources. The department is currently advising districts to phase-in this provision of CAP4K and additional assessments may be approved in fall 2014. Local districts should have the flexibility to identify and address students' school readiness needs.

Forwarded with recommendation by the Legislative Resolutions Committee

Personnel

Personnel policies, practices and relationships that support the hiring, evaluation and retention of quality employees in an atmosphere of trust and shared accountability provide the working foundation for successful district operations and student learning.

Standing resolutions

5.1 Articulation of vision and goals to staff

CASB believes Boards of education that clearly articulate district vision and goals to staff will be successful.

5.2 Staff professional development

CASB supports staff professional development, which includes an understanding of developmentally appropriate learning environments, curricula and assessments beginning with early childhood education as an important element for school improvement and a key factor for successful implementation of standards-based education and integration of technology into the classroom.

5.3 Employee evaluation

CASB encourages local boards of education to make employee evaluation a priority by providing the necessary resources to implement a quality evaluation system AND MONITORING THE IMPLEMENTATION OF THAT SYSTEM.

5.4 Establishing terms and conditions of employment

CASB believes An essential function of the local board's of education constitutional authority is to establish the process by which terms and conditions of employment for school district employees are determined.

Legislative agenda

5.5 Incentives to enter teaching profession

CASB supports legislation that creates incentives to enter the teaching profession and remain in Colorado to teach.

Rationale: There are various models in place in other states and from other professions to encourage interested persons to pursue a profession where there is a genuine shortage. In some areas of Colorado, and in some subject areas, the provider shortage is acute. Rural areas in the state are particularly hard hit. An example of an incentive would be a state income tax credit that does not require additional state or local tax dollars to fund the program or redirect existing funds.

5.6 Teacher contracts

CASB supports legislation that would impose penalties on licensed school personnel who enter into contracts with more than one school district for the same academic year, as well as change the deadline date by which a licensed employee must give written notice to a school district that he or she will not fulfill the obligations of the employment contract.

Rationale: The current law, which allows teachers to resign up to 30 days before the start of the academic year, poses a hardship for school districts. The pool of teaching candidates in smaller districts for “hard-to-recruit” instructional areas such as English as a second language, upper-level secondary mathematics and science, foreign languages, special education and so forth, is significantly limited in comparison to larger districts. The closer to the opening of the school year late resignations are statutorily allowed, the more likely smaller districts will need to reduce or eliminate academic programs for students or rehire ineffective educators so students can meet college entrance course requirements. The statute should permit including a liquidated damages provision of a specified amount (e.g., \$1,500) that a teacher must pay if he or she terminates the contract without sufficient notice to the district.

5.7 Public employee retirement

CASB supports legislation that strengthens the actuarial funding of the Public Employee Retirement fund and ensures the long-term viability of the pension program for existing and future school district employees, while minimizing the financial impact on school districts.

Rationale: PERA is an important benefit that attracts and retains quality professionals in the teaching and school district support professions. The long-term financial viability of PERA is crucial for school employees. At the same time, it is important that any adjustments made to the rates employers must pay to preserve the financial stability of the fund be done in a manner that does not cause undue hardship for employers, including school districts, during tough economic times.

5.8 Educator effectiveness

CASB supports the implementation of SB 10-191 in a fair and equitable fashion. Local school boards must retain the flexibility needed to design their own systems of evaluation that fit the needs of their community with guidance from the resource bank established by the Colorado Department of Education.

Rationale: The passage of SB 10-191 ushers in a new era of educator evaluations. Much of the work to design this system has been done by the state and is available for adoption, in whole or part, by local school boards. However, the local boards are ultimately responsible for the design and implementation of an educator evaluation system that meets their local needs.

5.9 Nonrenewing ineffective educators

CASB supports continued legislative efforts to clarify portions of SB 10-191 to protect the ability of school districts to retain, dismiss or nonrenew educators based upon a clear set of performance expectations. The process for nonrenewing an effective educator must be clear and fair to both the educator and the school district.

Rationale: Prior to the implementation of SB 10-191, once a teacher completed a three-year probationary period, the teacher attained “nonprobationary” status. If problems developed with a nonprobationary teacher’s performance and intervention was not successful, the school district’s only recourse was to initiate a dismissal process. Under SB 10-191, teachers may lose their nonprobationary status and be subject to nonrenewal as a probationary teacher if they receive two consecutive “ineffective” ratings. However, there is a difference of opinion as to the timing and process to be followed if/when a teacher receives his/her second consecutive ineffective rating. We recognize that many districts will choose to retain ineffective teachers and provide opportunities for those teachers to improve their performance. However, CASB will advocate for an interpretation/clarification of the law that allows districts flexibility to nonrenew ineffective teachers in a timely fashion.

5.10 Licensure redesign

CASB supports efforts to redesign the state educator licensing system to help widen the available applicant pool, elevate the profession and remove unnecessary costs and barriers to licensure and renewal. CASB opposes legislation linking educator licensure to local performance evaluation ratings.

Rationale: The proper role of state licensure is to ensure compliance with the requirements for entry into the profession. The state may consider modifications to the state licensure system designed to increase the pool of effective educators in our state. The changes being considered could include: eliminating unnecessary costs and barriers to licensure and renewal, establishing a licensure career ladder, aligning teacher preparation and induction programs with the practice standards adopted pursuant to SB 10-191 and conditioning licensure for teachers on “effectiveness” as determined by an educator’s individual performance evaluation. While CASB recognizes the benefit of many of these initiatives, we oppose any link between licensure and evaluations.

5.11 Teacher preparation and induction programs

CASB supports state initiatives to align teacher preparation and induction programs with the practice standards adopted pursuant to SB 10-191. CASB will work to ensure that the state provides adequate funding and other information-based resources to assist schools and districts as they work to accomplish such alignment in their local programs. CASB opposes any effort to eliminate alternative licensure programs as an alternative pathway to licensure and any mandates that limit local discretion with regard to the design of teacher preparation and induction programs.

Rationale: Recent research shows teacher preparation programs are not preparing teachers adequately to meet the needs of today’s students and standards-based systems. Further, the quality of induction programs varies significantly by district and even by school. The state has a meaningful role to play in synthesizing the research for effective induction and identifying new sources of revenue to support the implementation of such programs by local boards of education. Further, as the recipients of the products of state teacher preparation programs, CASB encourages collaboration between and among institutions of higher education and K-12 educators to ensure teacher preparation programs are equipping educators with the skills they need to be successful upon graduation.

5.12 Mandatory collective bargaining

CASB opposes state legislative intrusion into school districts' employment relationships through mandates related to collective bargaining.

Rationale: Colorado permits, but does not require, its local governments to bargain over terms of employment. CASB opposes any efforts to make collective bargaining mandatory.

Annual Resolutions

5.13 Mandatory public bargaining

CASB opposes any effort to require that collective bargaining negotiations and/or board deliberations related to those negotiations be open to the public.

Rationale: Decisions about how to hold collective bargaining sessions should be left to local boards. CASB opposes Initiative 124, a ballot measure that creates unique obligations for school boards in negotiations by requiring an open meeting any time "members of a board of education, school administration personnel, or a combination thereof" discuss a collective bargaining agreement with a representative of an employees' group. Initiative 124 also prohibits school boards from conferring in executive session about negotiations related to collective bargaining or employment contracts (other than an individual employment contract)—something that every other local or state public body is authorized to do.

Forwarded with recommendation by the Legislative Resolutions Committee

5.14 Mitigate damages for probationary teachers

CASB urges the General Assembly to amend the Teacher Employment, Compensation and Dismissal Act to require the mitigation of damages available to teachers under the law.

Rationale: Under current law, a nonprobationary teacher who does not receive written notice of the board's nonrenewal action by June 1 is automatically deemed to be re-employed for the succeeding academic year at the salary the teacher would be entitled to receive under the district's salary schedule. This resolution calls for a statutory change in order to overturn a Colorado Supreme Court decision holding that a school district owed a teacher (who had not been properly nonrenewed) a full year's wages, even though the teacher secured a new position in another school district. When damages are mitigated, a court must reduce the amount awarded to an injured party by any amounts that would offset their injury. For example, if a teacher does not receive notice of nonrenewal by June 1st, but finds employment elsewhere, then the amount of damages the teacher could receive from the first school district would be the salary due under the salary schedule minus the amount of money the teacher earned in the new position. So, if a teacher would have earned \$45,000 on the salary schedule, but takes a new position making \$32,000, then the amount the teacher could be awarded under TECDA from the original district would be \$13,000 [\$45,000-\$32,000].

Forwarded with recommendation by the Legislative Resolutions Committee



Community

Local boards should engage in strategic and long-range planning with significant involvement from the community to provide leadership and direction for the district and to regularly engage their constituents so that the board's policies and actions reflect the diverse communities they serve.

Standing resolutions

6.1 Role of parents

CASB believes in the fundamental principle that parents/guardians are the foundation of each student's education and that this important role should be respected when a local board adopts curriculum and when CASB advocates on behalf of local boards.

6.2 Parental involvement

CASB supports partnerships between parents/guardians and schools that encourage parental/guardian involvement both in classrooms and outside of school.

6.3 Safe schools

CASB urges local school boards to work with parents, students, community organizations, youth and family serving agencies, behavioral (mental) health providers, the business community, law enforcement and the judiciary to develop and implement effective policies and programs that will ensure continued safe and violence-free schools.

6.4 Diversity

CASB encourages local boards to create an atmosphere welcoming people of diverse backgrounds to actively participate in district activities at all levels. LOCAL SCHOOL BOARDS AND THE COLORADO HIGH SCHOOL ACTIVITIES ASSOCIATION SHOULD REFRAIN FROM SCHEDULING EVENTS THAT MIGHT INTERFERE WITH A LOCAL STUDENT'S ABILITY TO OBSERVE A MAJOR SPIRITUAL HOLIDAY.

Rationale for revision: Moved from Resolution 2.8.

6.5 Relationships with governmental and community agencies

CASB supports efforts to build relationships with local governmental entities and community organizations to strengthen, support and maximize the resources for public education.

6.6 Coordination of services

CASB supports voluntary coordination of school, human and social services, including with Colorado preschool programs, head start programs, child-care centers and local early childhood councils, to ensure that children and families receive necessary assistance so children enter school ready to learn, and to avoid duplication of services.

Legislative agenda

6.7 School organization process

~~CASB believes that~~ Any decisions about school district consolidation or deconsolidation should only be made by local districts in conjunction with local communities.

Rationale: On occasion, state policymakers begin analyzing the size of school districts to determine what size is optimum for efficiency and effectiveness. There are also issues related to school district boundaries and size when enrollment is declining or when a district is experiencing rapid growth in one area. All of these concerns should be addressed at the local level through the planning that takes place in the school organization process, without the state imposing solutions on a local community.

6.8 Flexibility on CPP requirements

~~CASB believes that~~ Any state legislation and regulations addressing the Colorado Preschool Program (CPP) must allow for local community flexibility to ensure that school districts have the authority to spend resources with high-quality community-based programs that meet local needs.

Rationale: The Colorado Preschool Program may be delivered in locally approved and chosen settings. This local decision-making authority must be retained.

6.9 Programs for nonviolent juvenile offenders

CASB supports appropriation of additional state funding provided to local school districts to address the needs of nonviolent juvenile offenders as an alternative to detention/incarceration.

Rationale: Detaining juveniles in facilities operated by the Division of Youth Corrections poses significant direct and indirect costs, including costs to society resulting from juveniles receiving limited educational services while incarcerated. Investing additional resources into educational programs designed to provide meaningful education and job skills to nonviolent juvenile offenders will reduce the rate of recidivism and the direct costs of future incarceration while increasing the safety and economic health of our communities.

6.10 CPP advisory council

CASB supports state legislation that would include at least one local school board member on each school district Colorado Preschool Program (CPP) Advisory Council if a member expresses interest in serving on the council.

Rationale: Duties of the CPP Advisory Council include those that board members can excel at, such as connecting and coordinating with community providers (private child care, Head Start), parental involvement and implementation of the program. There are many examples of board members serving on advisory committees that recommend actions to the board (e.g., wellness, policy, budget). It is important that this council include locally elected school board members who serve as representatives of the community and bring a wide range of expertise to education policy issues.

**Annual Resolution****6.11 Regional building permits and inspections**

CASB urges the General Assembly to adopt legislation allowing school districts to utilize local building departments for all permits and inspections, rather than requiring electrical and plumbing inspections to be performed by the state.

Rationale: Under current law, the inspection of electrical and plumbing systems in public schools must be performed by state inspectors employed by the Department of Regulatory Agencies (DORA), while building and fire inspections may be delegated by the state to local departments. Allowing districts to obtain electrical and plumbing permits from regional building departments will alleviate the current backlog at state inspection offices and allow districts to complete projects in a timely and cost-effective manner.

Submitted by Falcon School District 49

Forwarded with recommendation by the Legislative Resolutions Committee

Federal Issues

P-12 public schools should be governed at the local level. Any federal education requirements should be limited, fully funded and judiciously made.

Standing resolutions

7.1 Local control

CASB opposes efforts to shift control over public schools away from local school boards, whether by federal or state legislative action, regulation, court decision or initiative. CASB supports efforts to restore decision-making authority to locally elected boards of education.

7.2 Role of federal government

~~CASB believes~~ The federal government's role is to conduct and support research to develop and promote best practices and to communicate information so that states and local school boards can determine how best to improve student achievement. The fundamental role of the federal government in education is to help ensure equal educational opportunities for every child. The federal government should not set achievement standards or impose a national assessment.

7.3 Implementation of federal mandate

~~CASB believes~~ Implementation of any federal program or other requirement that is not fully funded should become optional at the district level.

Rationale: The federal government should not hold schools to compliance requirements that it does not fully fund.

7.4 Reimbursement for federal impact

~~CASB believes~~ The federal government should reimburse, in a timely manner, local districts for any costs, lost revenue or other financial impact resulting from the implementation of federal activities.

Rationale: Impact Aid provides a payment in lieu of taxes (PILT) to local school districts for lost tax revenue due to the presence of tax-exempt federal property (such as a military base) and/or increased expenditures due to enrollment of federally connected children. Impact Aid provides funding to about 15 school districts in Colorado and the use of the funds is determined by the locally elected school board.

Legislative agenda

7.5 Federal investment in education

CASB supports full funding for federally mandated programs.

Rationale: The federal government's practice of imposing requirements without providing sufficient funding significantly increases the pressure on school districts' operating budget to the detriment of other programs. By way of example, federal funding for the Individuals with Disabilities Education Act (IDEA) has consistently fallen far short of the 40 percent contribution amount established when the law was enacted. Additionally, federal dollars should be distributed in a manner that allows all districts to satisfy federal requirements. Competitive grants should only be used to encourage districts to explore and implement innovative approaches to education.

7.6 Choice with accountability

CASB supports educational choice with uniform accountability for all publicly funded educational institutions.

Rationale: A level playing field requires uniform accountability for all publicly funded educational institutions. Fair and uniform accountability among all schools, including online and charter schools, is necessary to effectively compare and identify those educational opportunities that best support student achievement.

7.7 Eligibility for free and reduced-price school lunch

~~CASB believes that~~ Eligibility for free and reduced-price school lunches should be calculated on the basis of all bona fide income or loss.

Rationale: Families in many rural school districts combine their farm and ranch activities with hourly wage jobs to provide a more stable income. Unfortunately, the procedure for qualifying for free and reduced-price lunches excludes losses from farm and ranch activities when they are combined with an hourly wage job. This puts these families at a disadvantage for qualifying for free or reduced-price school lunches.

7.8 ESEA/NCLB

CASB supports the reauthorization of the federal Elementary and Secondary Education Act/ No Child Left Behind Act (ESEA/NCLB) in a manner that ensures transparency and affords states and local districts flexibility to develop education systems that ensure all students will develop the 21st century skills and abilities necessary for success in a global economy. Critical amendments include:

- a) incorporating growth for all students over time (longitudinal growth) as the primary measure of school success;
- b) creating financial incentives to allow local boards of education to address local impediments to student growth, including staffing and technology;
- c) allowing states flexibility (with accountability) to determine how best to assess and measure learning progress for special education students in accordance with their individual education plans;

- d) providing flexibility in assessing the progress of English language learners until they become proficient in English;
- e) providing support and resources to schools not meeting annual growth goals rather than sanctions; and
- f) providing flexibility for local boards to select supplemental service providers for academic intervention services.

Rationale: Current ESEA/NCLB requirements have become barriers to the implementation of state reforms and other local innovations by creating a two-tiered system of accountability (federal and state) that is confusing and often results in conflicting outcomes. While we support the ESEA/NCLB waivers granted to the state by the federal government, we do not believe that waivers are an effective form of governance. ESEA/NCLB should be re-authorized and amended to allow the state and local boards of education flexibility to design and implement state-level education reforms and local innovations and/or corrective actions in a manner that meets the specific needs of the students in each district.

7.9 Expansion or elimination of military facilities

CASB urges Congress and the military to involve local school boards and communities when considering the expansion or elimination of military installations, such as the proposed expansion of the Piñon Canyon Maneuver Site, so that locally elected officials, including school board members, along with the public have an opportunity to not only voice their opinions but also to fully explore the economic impacts such expansion would have on the community.

Rationale: The expansion, reduction or elimination of military installations inevitably impacts the local community. In some cases the impact is positive, but in others it is negative and threatens the viability of entire communities. Regardless, when the federal government is making land use decisions, the local community should be included early in the process and should have a meaningful role.

7.10 Preserving Secure Rural Schools (SRS) funding

CASB urges Congress to pass a 10-year reauthorization of the Secure Rural Schools and Community Self-Determination Act (SRSCA) to ensure that rural school districts with National Forest Lands within their boundaries continue to get support from the federal government to help offset the loss of tax revenue that would be used to fund local schools.

Rationale: In 1908, rural communities entered into a contract through which counties that housed National Forest Land received a 25 percent share of revenues from forest harvests to fund critical rural services, including education. This revenue sharing program worked well until the 1990s, when natural resource policies dramatically reduced timber harvests on National Forest Lands. In 2000, Congress reaffirmed its commitment to the contract by passing and funding the Secure Rural Schools and Community Self-Determination Act (SRSCA). In 2008, the SRSCA was re-authorized for an additional four years but with rural community payments decreasing by 10 percent annually. The SRSCA was re-authorized for fiscal year (FY) 2013 but the full funding amount for FY 2013 for all counties that elect to receive a share of the state payment is 95 percent of the FY 2012 amount. It is time for a strategic, long-term plan to resume and continue SRSCA funding in a manner that provides rural forested communities and schools with funding to offset the loss of tax revenue that would otherwise come to the community.

7.11 Federal funding directly allocated to local boards of education

CASB supports the ability of local school boards of education, boards of cooperative services or consortiums of school boards to directly seek federal funding should the state of Colorado refuse to accept federal education funds.

7.12 Flexibility of federal title funding

CASB urges Congress to allow local school districts the flexibility to use federal title funding in a manner that best suits the needs of the district. Formulaic requirements tie the hands of local school districts.

Rationale: Requirements placed on the use of federal funds often prevent districts from using the funding in the most efficient and effective manner.

7.13 Honor existing state regulation regarding the use of student restraint

CASB opposes federal regulations regarding the use of physical restraint where states have adequate protections in place.

Rationale: In response to concerns regarding the protection of students from physical restraint or improper seclusion at school, the Colorado Department of Education convened a task force including legislators, educators, parents of students with disabilities, advocates for children and families, and specialized providers. This task force met for more than three years and developed a comprehensive set of rules regulating the use of restraint in Colorado's schools. The state and other agencies have spent considerable time and expense providing training regarding these rules and safe practices for students. Developing new federal regulations fails to honor the collaborative work accomplished in Colorado (and many other states) and will create confusion and the need for additional training and administrative expenditures.

Annual Resolutions



7.14 School board involvement in federal policy

School board members should actively engage in federal policy discussions by inviting congressional representatives into their districts to highlight local successes and provide a clear understanding of the challenges created by overreaching federal policies and unfunded mandates.

Rationale: School board members must engage their federal representatives to provide them with a clear understanding of the impact of overreaching federal policies and the failure to fully fund costly federal mandates, including the Individual with Disabilities Education Act (IDEA). Despite a commitment to fund 40 percent of excess special education costs, the federal government has never funded IDEA at a rate higher than 19 percent and its current funding level is at 16 percent. Board members, and their communities, must advocate for their schools and urge their federal representatives to do the same in Congress.

*Submitted by the Federal Relations Network
Forwarded with recommendation by the Legislative Resolutions Committee*



7.15 Eliminate federal nutrition requirements

CASB supports the restoration of local flexibility for school districts struggling to comply with federal nutritional requirements. Congress should support school districts that are assuming greater responsibility for the health and nutrition of students through administrative and regulatory flexibility, adequately funded incentives and grants that enable them to further expand their local commitment.

Rationale: It is imperative that federal policy assures that school districts are supported, not undermined, by unfunded mandates or under-resourced requirements. The Healthy, Hunger-Free Kids Act of 2010 imposes numerous new responsibilities on school districts without sufficient federal funding and resources. The bill unreasonably limits food choices available to students, impacts school fundraisers and will require districts to redirect financial resources to the school food authority and/or shift additional costs to students and their families through increased meal prices. The unfunded or underfunded mandates will inevitably result in the loss of programs and/or jobs at the local level.

Submitted by Woodlin R-104

Forwarded with recommendation by the Legislative Resolutions Committee

7.16 Modernize and expand the E-Rate program

CASB supports the expansion and modernization of the E-Rate program so that all schools can provide students with the 21st century skills necessary to be competitive in a global economy. Any effort to modernize the program must increase E-Rate resources rather than redirecting inadequate resources away from current program participants. CASB also calls for a permanent exemption for E-Rate from the Anti-Deficiency Act.

Rationale: The Federal E-Rate program helps schools and libraries build technology infrastructure and provides discounted telecommunications and Internet services for students in low income and rural areas. E-Rate is a vital source of assistance in maintaining Internet connectivity, bringing new learning opportunities to students and enhancing distance learning in rural areas. However, current demand is more than double the resources available and, other than inflationary adjustments in 2010, there has been no increase in the 2.24 billion cap on E-Rate resources since the program's inception in 1996.

In June 2013, the administration announced ConnectED, an initiative to connect 99 percent of America's students to the Internet through high-speed broadband and high-speed wireless within five years. The FCC is currently engaged in rulemaking designed to modernize and leverage the E-Rate program to meet that goal and to get Internet connectivity and educational technology into all classrooms. Ensuring that schools and libraries have access to 21st century broadband will require substantial and ongoing increases in resources, not just the redirection of existing resources in a manner that will do no harm to current program recipients.

A permanent exemption from the Anti-Deficiency Act (ADA) is necessary to ensure that E-Rate funding commitments are not suspended (as they were in 2004) due to application of the ADA. The suspension of funding obligations from August to November 2004 affected over 4,000 applicants and some schools lost their Internet connection. Each year since 2004, Congress has exempted the program from the ADA in order for USAC to be able to release funding waves at a much faster rate, and in 2011 Congress exempted the E-rate program from the ADA for a two-year period.

Submitted by the Federal Relations Network

Forwarded with recommendation by the Legislative Resolutions Committee



CASB Districts by Region

43

1

REGION 1

Akron R-1
Arickaree R-2
Briggsdale RE 10-J
Brush RE 2(J)
Fleming School
Haxtun RE-2J
Holyoke Re-1J
Idalia RJ-3
Julesburg RE-1
Liberty J-4
Lone Star #101
Merino RE-4J
Morgan County Re-3
Otis R-3
Pawnee Re-12
Peetz Plateau RE-5
Prairie RE-11J
RE-1 Valley
Revere School District
Weldon Valley RE-20J
Wiggins RE-50J
Wray RD-2
Yuma 1

2

REGION 2

Agate 300
Arriba-Flagler Consolidated 20
Bethune School District
Big Sandy 100J
Burlington RE-6J
Byers 32-J
Calhan RJ1
Cheyenne County Re-5
Deer Trail 26J
Edison 54JT
Elbert #200
Elizabeth C-1
Genoa-Hugo C-113
Hi-Plains R-23
Karval RE-23
Kiowa C-2
Kiowa County RE-1
Kit Carson R-1
Limon Public Schools
Miami Yoder JT-60
Plainview RE-2
Stratton R-4
Woodlin R-104

3

REGION 3

Aguilar Re-6
Branson RE-82
Campo RE-6
Cheraw #31
Crowley County RE-1J
Fowler R4J
Granada RE-1
Hoehne RE-3
Holly RE-3
Kim R-88
La Junta Public Schools
Lamar RE-2
Las Animas No. Re-1
Manzanola 3J
McClave RE-2
Primer RE-2
Pritchett RE-3
Rocky Ford R2
Springfield RE-4
Swink #33
Trinidad #1
Vilas RE-5
Walsh RE-1
Wiley Re-13-Jt

4

REGION 4

Eaton RE-2
Estes Park R-3
Platte Valley RE-7
Poudre R-1
St. Vrain Valley RE-1J
Thompson R2-J
Weld County 6
Weld County RE-1
Weld County RE-3J
Weld County Re-8
Weld RE-4
Weld RE-5J
Weld RE-9

5

REGION 5

Adams 14
Adams County 50
Bennett 29J
Boulder Valley School District
Englewood Schools
Littleton Public Schools
Mapleton Public Schools
School District 27J
Sheridan School District
Strasburg 31J

6

REGION 6

Academy 20
Canon City Schools
Cheyenne Mountain 12
Colorado School for the Deaf
and the Blind
Colorado Springs D-11
Cripple Creek-Victor RE-1
Custer County C-1
Ellicott 22
Falcon 49
Fountain-Fort Carson 8
Fremont RE-2
Hanover No. 28
Harrison 2
Huerfano Re-1
La Veta RE-2
Lewis Palmer #38
Manitou Springs 14
Peyton 23-Jt
Pueblo 70
Pueblo City Schools
Widefield 3
Woodland Park Re-2

7

REGION 7

East Grand School District
Hayden School District
Moffat County RE-1
North Park R-1
South Routt RE-3
Steamboat Springs RE-2
West Grand 1-JT

8

REGION 8

Buena Vista R-31
Clear Creek RE-1
Cotopaxi RE-3
Eagle County Schools
Gilpin County RE-1
Lake County R-1
Park County RE-2
Platte Canyon #1
Salida R-32-J
Summit RE-1

LARGE DISTRICTS

Adams 12 Five Star Schools
Aurora Public Schools
Cherry Creek Schools
Denver Public Schools
Douglas County RE-1
Jefferson County Public Schools

9

REGION 9

Alamosa Re-11J
Centennial R-1
Center Consolidated 26JT
Creede School District
Del Norte C-7
Moffat Consolidated #2
Monte Vista School District
Mountain Valley RE-1
North Conejos RE1-J
Sanford School District
Sangre de Cristo RE-22J
Sargent RE-33J
Sierra Grande R-30
South Conejos RE-10

10

REGION 10

Aspen School District
DeBeque 49-JT
Garfield County No. 16
Garfield Re-2
Meeker RE-1
Mesa County Valley 51
Plateau Valley 50
Rangely RE-4
Roaring Fork RE-1

11

REGION 11

Delta County 50J
Gunnison Watershed RE1J
Hinsdale County RE-1
Montrose County RE-1J
Norwood Public Schools
Ouray R-1
Ridgway R-2
Telluride R-1
West End RE-2

12

REGION 12

Archuleta #50 JT
Bayfield 10 Jt-R
Dolores County RE-2(J)
Dolores RE-4A
Durango 9-R
Ignacio 11-JT
Mancos Re-6
Montezuma-Cortez RE-1
Silverton Public Schools

CASB Board of Directors

EXECUTIVE COMMITTEE

Region 6

Jan Tanner — President
Colorado Springs D-11

Large District

Matt Cook — Past President
& Ex-Officio Member
Aurora Public Schools

Large District

Jim O'Brien — President-Elect
Cherry Creek Schools

Region 1

Jim Engelker
Revere School District

Region 2

Lyndon Burnett
Agate 300

Region 4

Thomas Balchak
Poudre R-1

Region 5

Laurie Albright
Boulder Valley Schools

DIRECTORS

Region 3

J. Scott Curley
McClave RE-2

Region 4

Debbie Lammers
St. Vrain Valley RE-1J

Nancy Sarchet
Weld RE-1

Region 5

Mary Nichols
Littleton Public Schools

Jen Raiffie

Mapleton Public Schools

Region 6

Sherryl Dillon
Cheyenne Mountain No. 12

Phyllis Sanchez

Pueblo City Schools

Region 7

Brendan Gale
West Grand 1-JT

Region 8

Erin Young
Summit RE-1

Region 9

Ronda Lobato
Centennial R-1

Region 10

Tom Parrish
Mesa County Valley 51

Region 11

Cheryl Miller
Telluride R-1

Region 12

Toby Roderick
Ignacio 11-JT

Large District

Jill Fellman
Jefferson County Public Schools

Eric Nelson

Aurora Public Schools

JulieMarie Shepherd

Aurora Public Schools

STATE BOARD LIAISON

Angelika Schroeder

Mission Statement

Advancing excellence in public education through effective leadership by locally elected boards of education.

Vision Statement

The Colorado Association of School Boards through leadership, service, training and advocacy prepares local boards of education to advance a system of public schools where all students are challenged to meet their full potential.



Colorado Association of School Boards

1200 Grant Street
Denver, Colorado 80203-2306
303-832-1000 • 800-530-8430
www.casb.org

Connect with CASB!
www.facebook.com/ColoSchoolBoards
[@CASBConnect](https://twitter.com/CASBConnect)

CASB RESOLUTIONS

Proposed September 27, 2014

RES. #	RESOLUTION TITLE	PAGE #	DEFINITELY SUPPORT	DEFINITELY AGAINST	NO STRONG POSITION	COMMENTS
	<i>GOVERNANCE</i>					
	<u>Standing Resolutions</u>					
1.1	Local Control	2				
1.2	Diverse nature of school districts	2				
1.3	Charter schools	2				
1.4	Accountability	2				
1.5	Choice with accountability	2				
	<u>Legislative Agenda</u>					
1.6	Local control	3				
1.7	Respect unique differences among school districts	3				
1.8	Colorado Department of Education	3				
1.9	Focus new laws on desired outcomes	3				
1.10	Charter schools	4				
1.11	Flexibility in new laws and regulations	4				
	<i>BOARD LEADERSHIP</i>					
	<u>Standing Resolutions</u>					
2.1	Open deliberation	5				
2.2	School board training	5				
2.3	Leadership team	5				
2.4	Leadership in planning and budgeting	5				
2.5	Participation in organizations supportive of public education	5				

RES. #	RESOLUTION TITLE	PAGE #	DEFINITELY SUPPORT	DEFINITELY AGAINST	NO STRONG POSITION	COMMENTS
2.6	Participation in the political process	5				
2.7	Student involvement in governance	5				
2.8	MOVED TO 6.4	6	n/a	n/a	n/a	
2.9	Greening of schools	6				
2.10	<i>Promote social and cultural proficiency</i>	6				
	<u>Legislative Agenda</u>					
2.11	Political party affiliation	6				
2.12	Term limitation: local action	6				
2.13	High cost of conducting elections	7				
2.14	Student health and wellness	7				
2.15	Student health, safety and achievement	7				
2.16	Behavioral health programs	8				
2.17	Coalition for state ballot measure regarding term limits	8				
	<i>FINANCE</i>					
	<u>Standing Resolutions</u>					
3.1	Use of public moneys for private education programs	9				
3.2	Amendment 23 and the negative factor	9				
3.3	Needs of students guide reform, finance	9				
	<u>Legislative Agenda</u>					

CASB RESOLUTIONS

Proposed September 27, 2014

RES. #	RESOLUTION TITLE	PAGE #	DEFINITELY SUPPORT	DEFINITELY AGAINST	NO STRONG POSITION	COMMENTS
3.4	School finance	9 thru 12				
3.5	Unfunded mandates	12				
3.6	Special education	12				
3.7	Out-of-district placements	12				
3.8	Tuition charge for excess costs	12				
3.9	High-cost grant program for special education	13				
3.10	Capital facility needs	13				
3.11	Tax policy reform	13				
3.12	Double TABOR reserve	14				
3.13	School trust lands	14				
3.14	Sales and use tax exemption for school construction	14				
3.15	ADDRESSED IN RESOLUTION 3.4	15	n/a	n/a	n/a	
3.16	Financial support of districts with declining enrollment	15				
3.17	ADDRESSED IN RESOLUTION 3.4	15	n/a	n/a	n/a	
3.18	Gaming impact grants	15				
3.19	Transparency in school district budgets	16				
3.20	ADDRESSED IN RESOLUTION 3.4	16	n/a	n/a	n/a	
3.21	Tax increment financing	16				
3.22	Focus on solution to fiscal crisis not unfunded mandate	17				
3.23	Protecting local mill levy revenue	17				
3.24	Eliminate the negative factor and restore per-pupil funding	17				
3.25	Revenue study	17				
3.26	ADDRESSED IN RESOLUTION 3.4	18	n/a	n/a	n/a	

RES. #	RESOLUTION TITLE	PAGE #	DEFINITELY SUPPORT	DEFINITELY AGAINST	NO STRONG POSITION	COMMENTS
3.27	Align education and behavioral health funding	18				
3.28	ADDRESSED IN RESOLUTION 3.4	18	n/a	n/a	n/a	
3.29	ACCOMPLISHED BY STATUTE IN 2014	18	n/a	n/a	n/a	
3.30	ADDRESSED IN RESOLUTION 3.4	19	n/a	n/a	n/a	
3.31	Elimination of the negative factor	19				
	<u>Annual Resolutions</u>					
3.32	<i>Student count</i>	19				
3.33	<i>"Sin tax" initiatives</i>	20				
	<i>STUDENT ACHIEVEMENT</i>					
	<u>Standing Resolutions</u>					
4.1	Standards-based education	21				
4.2	Purpose of educational accountability system	21				
4.3	State data collection	21				
4.4	Improvement of low-performing schools and districts	21				
4.5	Dialogue between P-12 and higher education	21				
4.6	High school graduation requirements	22				
4.7	High school exit exam	22				
4.8	State assessment program	22				
4.9	State accreditation	22				
4.10	Evidence of school performance	23				
4.11	State designated low-performing schools	23				
4.12	Online schools	24				

RES. #	RESOLUTION TITLE	PAGE #	DEFINITELY SUPPORT	DEFINITELY AGAINST	NO STRONG POSITION	COMMENTS
4.13	Home schooling	24				
4.14	Public education in the 21st century	25				
4.15	Broadband Internet access	26				
4.16	Enforcement of attendance and truancy laws for kindergarten students	26				
4.17	Turnaround efforts	26				
4.18	State assessments	27				
	<u>Annual Resolutions</u>					
4.19	<i>State assessment design</i>	27				
4.20	<i>Reduce state assessments</i>	28				
4.21	<i>Reduce state assessments to federal minimum</i>	28				
4.22	<i>Opt out of state assessments</i>	28				
4.23	<i>Alternative assessment system</i>	28				
4.24	<i>Collection and use of student data</i>	29				
4.25	<i>Concurrent enrollment</i>	29				
4.26	<i>School readiness assessments</i>	29				
	<i>PERSONNEL</i>					
	<u>Standing Resolutions</u>					
5.1	Articulation of vision and goals to staff	30				
5.2	Staff professional development	30				
5.3	Employee evaluation	30				
5.4	Establishing terms and conditions of employment	30				

RES. #	RESOLUTION TITLE	PAGE #	DEFINITELY SUPPORT	DEFINITELY AGAINST	NO STRONG POSITION	COMMENTS
	<u>Legislative Agenda</u>					
5.5	Incentives to enter teaching profession	30				
5.6	Teacher contracts	31				
5.7	Public employee retirement	31				
5.8	Educator effectiveness	31				
5.9	Nonrewing ineffective educators	32				
5.10	Licensure redesign	32				
5.11	Teacher preparation and induction programs	32				
5.12	Mandatory collective bargaining	33				
	<u>Annual Resolutions</u>					
5.13	Mandatory public bargaining	33				
5.14	Mitigate damages for probationary teachers	33				
	<i>COMMUNITY</i>					
	<u>Standing Resolutions</u>					
6.1	Role of parents	34				
6.2	Parental involvement	34				
6.3	Safe schools	34				
6.4	Diversity	34				
6.5	Relationships with governmental and community agencies	34				
6.6	Coordination of services	34				
	<u>Legislative Agenda</u>					
6.7	School organization process	35				
6.8	Flexibility on CPP requirements	35				

RES. #	RESOLUTION TITLE	PAGE #	DEFINITELY SUPPORT	DEFINITELY AGAINST	NO STRONG POSITION	COMMENTS
6.9	Programs for nonviolent juvenile offenders	35				
6.10	CPP advisory council	35				
	<u>Annual Resolutions</u>					
6.11	<i>Regional building permits and inspections</i>	36				
	<i>FEDERAL ISSUES</i>					
	<u>Standing Resolutions</u>					
7.1	Local control	37				
7.2	Role of federal government	37				
7.3	Implementation of federal mandate	37				
7.4	Reimbursement for federal impact	37				
	<u>Legislative Agenda</u>					
7.5	Federal investment in education	38				
7.6	Choice with accountability	38				
7.7	Eligibility for free and reduced-price school lunch	38				
7.8	ESEA/NCLB	38				
7.9	Expansion or elimination of military facilities	39				
7.10	Preserving Secure Rural Schools (SRS) funding	39				
7.11	Federal funding directly allocated to local boards of education	40				
7.12	Flexibility of federal title funding	40				

CASB RESOLUTIONS

Proposed September 27, 2014

RES. #	RESOLUTION TITLE	PAGE #	DEFINITELY SUPPORT	DEFINITELY AGAINST	NO STRONG POSITION	COMMENTS
7.13	Honor existing state regulation regarding the use of student restraint	40				
	<u>Annual Resolutions</u>					
7.14	<i>School board involvement in federal policy</i>	40				
7.15	<i>Eliminate federal nutrition requirements</i>	41				
7.16	<i>Modernize and expand the E-Rate program</i>	41				

BOARD OF EDUCATION AGENDA ITEM 9.06

BOARD MEETING OF:	September 11, 2014
PREPARED BY:	Jack W. Bay
TITLE OF AGENDA ITEM:	Chief Operations Officer Performance Review-Assessment
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In April 2014, the Board of Education adopted an annual performance review process for each of its chief officers. The chief operations officer's review timeline is August – October of each year with the overall review to be completed in October.

RATIONALE: Since the adoption of the chief officer's annual performance review process, the COO has been working with board member Chuck Irons as the designated board liaison to develop the appropriate performance review metrics within the following leadership domains: 1. Facilities, Operations and Maintenance Leadership. 2. Strategic Leadership. 3. Leadership Development. 4. Cultural Leadership. 5. Communication. 6. Personnel Management. 7. Measurable targets and/or standards (Dash Board and Bench marking). Once these metrics were developed, the COO developed documentation that provides certain bodies of evidence to support the particular review parameter. This process will also be augmented by a 360 performance review to be conducted by the Human Resources department.

RELEVANT DATA AND EXPECTED OUTCOMES: A comprehensive portfolio has been prepared by the COO and reviewed by the board liaison for the COO's 2013-2014 annual performance review. This document supports the objective in the annual performance review cycle for the COO procedure to use a portfolio review model where the reviewers may examine leadership behavior in the context of daily and long-term activity and accomplishments in conjunction with the District's strategic plan. This document, along with the COO 360 performance review, will provide the Board of Education the tools to efficiently review the performance of the COO for the 2013-2014 fiscal year. This performance review will provide key insight and direction for the COO in the performance of his leadership responsibilities for District 49. The performance and the actions of the Facilities, Operations and Maintenance departments play a key role in the attainment of the District's strategic plan five big rocks (Big Rock #1 – Trust).

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>The COO through his department's actions should assist the District in re-establishing District 49 as a trustworthy recipient of taxpayer investment. The operations side of the District should be efficient and do things the right way. District 49 Operations Department will work to earn its community's trust, not by telling its patrons that it's trustworthy but by demonstrating it.</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	<u>The actions and the efforts of the COO and the various operating departments will lead to the attainment of this big rock.</u>
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	



BOE Regular Meeting September 11, 2014
Item 9.07 continued

Rock #5 — Customize our educational systems to launch each student toward success	
--	--

FUNDING REQUIRED: Currently budgeted in 2014-2015

AMOUNT BUDGETED: n/a

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move the Chief Operations Officers performance review agenda item 9.06 to the October regular board meeting for approval.

APPROVED BY: Jack W. Bay, COO

DATE: August 26, 2014



Chief Operations Officer Annual Performance Review

Jack W. Bay

The Process

1. **As the direct supervisor of the chief officers, the board should set priorities and processes for effective supervision and evaluation.**
2. **Development of a process and timeframe to efficiently complete the annual assessment for each chief.**
 - a. Sept 2013 – Chiefs presented their initial review process to the BOE for discussion featuring the following process:
 - i. Quantitative Performance Targets - Identify key domains from job description and CDE administrator performance standards
 1. Strategic Leadership
 2. Instructional Leadership
 3. School Culture and Equity Leadership
 4. Human Resource Leadership
 5. Managerial Leadership
 6. External Development Leadership
 7. Academic Performance and Growth
 - ii. Identify Key Performance targets
 - iii. Confirm acceptance for each target
 - iv. Assess the chief's performance on target to actual for each target
3. **Qualitative 360 degree review**
 - a. Identify a set of evaluation questions in each performance domain
 - b. Identify team of reviewers for the 360 review
 - c. Administer the survey
4. **Final performance review**
 - a. Finalize the review
5. **Assign a Board Liaison to facilitate the process**



Chief Operations Officer

1. Board Liaison

- a. Chuck Irons

2. Timeframe

- a. Development work
 - i. October 2013 – Preliminary discussions began in October 2013
 - ii. November through April 2014 – Developed the Performance Review Metrics for the Chief Operations Officer
 - iii. May 2014 – BOE affirmed the annual COO evaluation metrics

3. Review: Aug – Oct

- a. August 2014
 - i. Initial review process begins August 2014
 - 1. Prepared and presented initial review package based on review metrics
 - 2. Receive initial feedback for BOE liaison
 - 3. Complete Final assessment review document for entire BOE review
- b. September 2014
 - 1. Present the COO 2013-2014 evaluation review package to the BOE
 - 2. Receive BOE Feedback
 - 3. Present rebuttal and update to the BOE at the Sept 2014 work session
- c. October 2014
 - 1. Receive Final review from the BOE



Performance Review Metrics

1. Facilities, Operations and Maintenance Leadership
2. Strategic Leadership
3. Leadership Development
4. Cultural Leadership
5. Leadership through communication
6. Leadership through personnel management
7. Measurable Performance Targets, Standards (KPI's)
8. Outward Visibility, Professional and Community participation

Facilities, Operations & Maint Leadership

COO shall direct the departments of Facilities, Grounds, Transportation and Nutrition Services in a comprehensive and coordinated manner with procedures and methods that lead to systematic and measurable achievement of Operational and Financial Goals.

1. Periodic data analyses of operating key performance indicators to identify areas of strong performance, practices and programs as well as opportunities for improvement.
 - a. Various Dash Board Reports 2013-14
2. Intentional restructuring and/or reengineering of failing operating practices and or procedures.
 - a. Maintenance & Facilities Overview & Realignment
3. Proactive processes, procedures and/or facilities alterations/improvements that lead to improved operating and/or financial performance of the district's facilities.
 - a. Proactive Reactive Review and process implementation
4. Recognition and promotion of Facilities, Operations and Maintenance Office team members'.
 - a. Staff Competitive Salary Reviews & Modifications
 - b. Operations & Maintenance Org Chart realignment– Feb 2013

Strategic Leadership



The COO shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.

- 1. Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.**
 - a. Dash Board Reports
 - b. Bond Campaign Development
 - i. Development, support, review and deployment
 - c. Strategic Plan initiatives and rollout
- 2. Concrete examples (narratives) of activities where the COO emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.**
 - a. Training & Long Term Direction rollout
- 3. Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.**
 - a. Facilities Dash Boards
 - b. Facilities Permitting Process
 - c. Bond-Capital & Mill Levy Campaign
 - d. History of Operations
 - e. Goals 2013-14



Strategic Leadership – Goals & Objectives

- 1. Develop a team oriented Facilities, Operations & Maintenance team that works efficiently and effectively.**
 - a. Complete a review of all job functions and descriptions
 - b. Develop a realignment plan for the BOE.
 - c. Complete an annual survey of how the department views itself
 - d. Prepare and contrast a department survey bi-annually to determine the overall culture and working climate of the Facilities, Operations and Maintenance departments.

- 2. Implement a Dash Board report for each operating department in order to promote, communicate, and demonstrate key performance indicators for performance**
 - a. Developed a management by objective (KPI) business reporting system.
 - b. Be transparent in how various departments are performing
 - c. Benchmark first year activities versus peers

- 3. Prepare and contrast the Facilities, Operations and Maintenance department dash board reports as follows**
 - a. Proactive vs reactive work performed
 - i. Benchmark for 2013-2014 is 50%
 - ii. Overall goal is 80%
 - b. Time on Task
 - i. Benchmark for 2013-2014 is 65%
 - ii. Overall goal is 80%
 - c. Work performed On time
 - i. Benchmark for 2013-2014 is 75%
 - ii. Overall goal is 85%



Strategic Leadership – Goals & Objectives

- 1. Prepare a site survey to ascertain the perceived effectiveness, professionalism and communication from the perspective of the building principals' bi annually.**
 - a. Contrast and review to determine overall effectiveness.
 - i. Scale of 1 to 10:
 - o 1 - Not efficient in maintaining Facilities in professional manner to 10 highly effective
 - o 10 - Highly efficient in maintaining Facilities in professional manner to 10 highly effective
- 2. Review operating costs for each campuses with the intent to implement an energy & water consumption saving that would reduce utilities by 5% by:**
 - a. Installing artificial turf on their athletic fields
 - b. Review and obtain a community grants to allow this to become a reality.
 - c. Installing state of the art energy efficient lights
 - d. Review the Colorado Energy Office program to determine best practice to accomplish this mission
 - e. Installing state of the art high efficient HVAC systems
- 3. Compare and contrast spending in the following areas annually to determine a savings based on cost per unit:**
 - a. Energy & Utility Consumption
 - ii. Electricity
 - iii. Natural Gas
 - iv. Water

Leadership Development



The COO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of Business Office leaders.

- 1. Direct participation in professional development sessions to improve leaders' capacity.**
 - a. Leadership Training Program Completion
 - b. Leadership Training Program
- 2. Identification of leadership strengths and leadership deficits for Operations Office leaders.**
 - a. Assessment of Leadership Traits
 - b. Staff Member Leadership Strength Assessment
 - c. Sharing the COO's Leadership Strength Assessment
 - d. Outside Research on Productive Teams
- 3. Active support for Business Office leaders to improve leadership practices in their areas of responsibility.**
 - a. Annual Evaluation Process Support for All staff
 - b. Individual Training for all Leaders & Supervisors
- 4. Improved ratings on staff or stakeholder surveys and or reports related to Facilities, Operations and Maintenance Departments.**
 - a. Initial Survey Assessment
 - b. Follow-up Survey Assessment
 - c. Update Survey Assessment

Cultural Leadership



The COO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of Business Office leaders.

- 1. Identifying current practices that invite and welcome individuals of many backgrounds, abilities, and perspectives to learn work and lead.**
 - a. Facilities Training Sessions
- 2. Identifying barriers or deficits that inhibit individuals from diverse backgrounds from learning, working, or leading to their best potential.**
 - a. Introduction of simple management books – Gung Ho
- 3. Participating in activities, events, and/or programs related to cultural awareness.**
 - a. Introduction of simple management books – High Five



Leadership through Communication

The COO shall lead the district's operational strategy by communicating clearly, regularly, and effectively to a variety of audiences through an assortment of methods and media.

- 1. Direct messages to district staff, parents, and other stakeholders.**
 - a. Procedural Communications
- 2. Written messages, personal presentations, and multimedia content.**
 - a. Energy Report
- 3. Specific feedback from recipients, including surveys, comments, and responses.**
 - a. Safety & Transportation Report
 - b. Site Surveys
 - c. Transportation Standard Communication on Adverse Weather Days



Leadership through Personnel Management

The COO shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.

- 1. Activities to identify and unify leadership teams around high standards and strategic priorities.**
 - a. Department Leader Annual Goal Setting
- 2. Supportive communications that affirm excellent performance and support for our strategic plan and social contract.**
 - a. Affirmation & Thank You
- 3. Corrective communications that identify and correct performance that violates district values, policy, or strategy.**
 - a. Corrective Actions when needed
- 4. Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.**
 - a. Workforce Review



Measurable Performance Targets, Standards - KPI's

The portfolio of evidence submitted by the COO should include a list of results.

1. **Evaluation of direct reports and appropriate follow through**
 - a. Evaluations-Direct Staff
2. **Schedule and hold bi-monthly team meetings in Facilities, Operations and Maintenance Office**
 - a. KPI's
3. **Schedule and hold bi-monthly meetings with Direct Reports**
 - a. KPI's1
4. **Comparisons of Operational performance with other districts, including direct neighbors that evidence comparable or superior financial performance.**
 - a. Benchmarks



Measurable Performance Targets, Standards - KPI's

5. **Facilities, Maintenance & Grounds key performance indicators. These will be generated quarterly review with trend analysis incorporated.**
 - a. KPI's1
6. **Major accomplishments during year body of evidence**
 - a. Major Accomplishments in 2013
 - b. Goals & Objectives 2013-14
 - c. Capital Expenditure Budget
 - d. Change in Permit Venue
7. **Nutritional Services**
 - a. Operations & Finance Update
 - b. Staff Climate Survey
8. **Transportation**
 - a. Operations & Financial Update
 - b. Staff Climate Survey



Outward Visibility, Professional & Community Participation

The COO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of Business Office leaders.

1. Presentations of Information

- a. Energy Program Presentation
- b. Operations Department Semi-Annual Business Plan Updates

2. Group Participations

- a. Pikes Peak Regional Building

3. COO Participation

- a. Colorado School District Plant Manager Peer Groups
- b. CASBO
- c. Capital Planning Committee
- d. Long Range Planning Committee attendance
- e. IT performance review



Wrap Up & Questions

Jack W. Bay