



10850 East Woodmen Road • Peyton, CO 80831  
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### **Mission Statement**

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

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

**Fantastic 49 - 6:00 p.m.**

**Falcon Education Foundation Mini-Grants**

**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 Matters Relating to Schedule B Personnel
- 4.04 Approval of District Accountability Advisory Committee Appointments
- 4.05 Approval of Minutes of Regular Board of Education Meeting 10/9/2014
- 4.06 Approval of Revised Job Description

**5.00 Board Update**

- Capital Planning Committee Recognition
- 5.01 Chief Officer Update

**6.00 Open Forum**

**7.00 Action Items**

- 7.01 Action on Falcon High School Course Proposals and Updates
- 7.02 Approval of Revisions to Policies
  - 7.02a GBD, Vacations and Holidays
  - 7.02b GCD, Professional Staff Vacations and Holidays
  - 7.02c GDD, Support Personnel Vacations and Holidays
- 7.03 Approval of Graduation Dates and Times
- 7.04 Action on Resolution in Support of American Education Week
- 7.05 Action on Policies -
  - 7.05.a AE, Accountability/Commitment to Accomplishment
  - 7.05.b AE-R, Accountability/Commitment to Accomplishment
  - 7.05.c BC, School Board Member Conduct
  - 7.05.d BC-R, School Board Member Financial Disclosure

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- 7.05.e BCA-E-1, Board Member Code of Ethics
- 7.05.f BCB, Board Member Conflict of Interest
- 7.05.g BDA, Board Organizational Meeting
- 7.05.h BE, School Board Meetings
- 7.05.i BEDB, Agenda
- 7.05.j BEDF, Voting Method
- 7.05.k BID/BIE, Board Member Compensation and Expenses/Insurance/Liability
- 7.05.1 JJ, Student Activities (Cocurricular and Extracurricular)
- 7.06 Approval of New Bank Accounts
- 7.07 Approval of Matters Relating to Schedule B Personnel
- 7.08 Items Removed from Consent Agenda

**8.00 Information Items**

- 8.01 Student Field Trips
- 8.02 Expulsion/Suspension Information

**9.00 Discussions Items**

- 9.01 Post-Election Update (10 minutes)
- 9.02 Power Zone Update (15 minutes)
- 9.03 Amended Budget/Student Count Update (10 minutes)
- 9.04 District Counselor Function (10 minutes)

**10.00 Other Business**

- 10.01 Executive Session: Pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of performance of specific staff members with prior written notification for Chief Business Officer evaluation and review

**11.00 Adjournment**

DATE OF POSTING: November 6, 2014

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Donna Richer  
Executive Assistant to the Board of Education



### **BOARD OF EDUCATION AGENDA ITEM 4.01**

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Kim Steeves, Professional Staff Liaison
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Licensed Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	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:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Major impact
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — 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:** October 31, 2014

## BOARD OF EDUCATION AGENDA ITEM 4.02

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Lisa Hines, Educational Support Staff Liaison
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Educational Support Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	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:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Major Impact
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — 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:** November 5, 2014





**BOARD OF EDUCATION AGENDA ITEM 4.03**

<b>SPECIAL BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Susan Junkins, HR Specialist
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Schedule B Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	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:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Major Impact
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — 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:** October 29, 2014



## **BOARD OF EDUCATION AGENDA ITEM 4.04**

<b>SPECIAL BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Peter Hiltz, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	District Accountability Advisory Committee Appointment
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

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

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

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

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

**RATIONALE:** The enclosed membership application includes the name of one DAAC member for the 2014-2015 school year for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Recommended DAAC member: Michelle Meany-Patriot Learning Center. DAAC members have already committed to the responsibilities of their charge through state statute and will report out their accomplishments in June 2015.

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

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

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A



BOE Regular Meeting November 13, 2014  
Item 4.05 continued

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

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

**DATE:** October 20, 2014

## BOARD OF EDUCATION AGENDA ITEM 4.05

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Donna Richer, Executive Assistant
<b>TITLE OF AGENDA ITEM:</b>	Approval of Minutes of Regular Board Meeting on 10/9/2014
<b>ACTION/INFORMATION/DISCUSSION:</b>	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:**

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

**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:** October 23, 2014



## **BOARD OF EDUCATION AGENDA ITEM 4.06**

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Paul Andersen, Director of Human Resources
<b>TITLE OF AGENDA ITEM:</b>	Revised Job Description
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** This position was approved by the Board at the September 11, 2014 meeting. The job description submitted for the Board's consideration wrongly stated the FLSA status as non-exempt. Since this is a licensed teaching position, it is an exempt position. This agenda item is to correct this notation in the job description.

### **RATIONALE:**

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

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — 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 revision to the Teacher of the Visually Impaired job description as recommended by the administration.

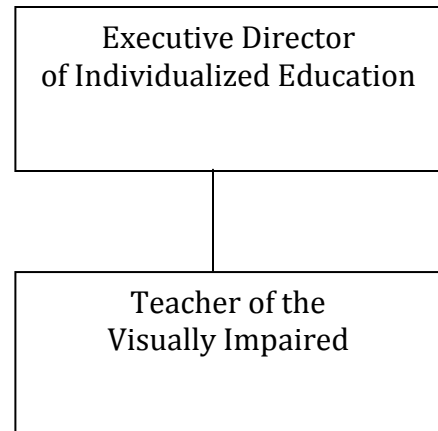
**APPROVED BY:** Peter Hilts, CEO

**DATE:** November 4, 2014

## TEACHER OF THE VISUALLY IMPAIRED

<b>Job Title:</b>	Teacher of the Visually Impaired (TVI)
<b>Budget Code:</b>	
<b>Initial:</b>	August 2015
<b>Revised:</b>	N/A
<b>Work Year:</b>	Teacher Calendar
<b>Office:</b>	Individualized Education
<b>Department:</b>	Special Education
<b>Reports To:</b>	Executive Director of Individualized Education
<b>FLSA Status:</b>	<del>Non</del> -Exempt
<b>Pay Range:</b>	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 7.01**

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Erica Mason
<b>TITLE OF AGENDA ITEM:</b>	FHS Course Proposals and Updates
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

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

1. Addition of Technology Literacy at Falcon High School as part of the Technology Pathway
2. Change in course description for two previously approved courses: Applied math: Real world math and Financial Algebra
3. Addition of a Cyber Security Course at Falcon High School  
This course will take the place of two current courses offered presently; Computer Forensics and Information Security.

### **RATIONALE:**

#### **Technology Literacy**

This course will be an additional class as part of the Information Technology Academy. This semester long course meets a need by helping students understand the legal, ethical and societal issues associated with computer technology. Technology Literacy will ensure students become literate and functional in computer technology as well as learning the nature and social impact of technology and the corresponding formation and justification of policies for the ethical use of technology.

#### **Applied math: Real World Math and Financial Algebra**

By redesigning the course descriptions for these classes, they will align to college requirements. It is hoped that articulation of these classes will make these courses eligible for college credit for students receiving an A or B in the course.

#### **Cyber Security**

This course will take the place of two current courses offered presently; Computer Forensics and Information Security. This course provides a solid foundation in digital forensics and investigations

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

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	Approval of additional CTE courses supports the continued need for development of various academic pathways for Falcon High School Students
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	





BOE Regular Meeting November 13, 2014  
Item 7.01 continued

**FUNDING REQUIRED:** Supported through CTE Funding

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve addition of Technology Literacy and Cyber Security courses and revisions to existing courses Applied math: Real world math and Financial Algebra at Falcon High School as recommended by the administration.

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

**DATE:** October 23, 2014

# Falcon District 49 Course Proposal

Proposals must be received by DCPC no later than January 25, 2015  
(fill in the yellow sections)

Building Administrator Approval	
Date: <u>10/1/14</u>	Administrator: <u>Erica Mason</u>
Comments:	
DCPC Use Only	
Date Received: _____	Date Reviewed: _____
<u>Yes</u>	<u>No</u> , Reason: _____
Further review: _____	

Before submitting any course proposal, be sure it meets the following:

- Course must be sustainable, not teacher dependent (course does not end if teacher leaves)
- Course topic appeals to a variety of students
- Course does not already exist in the district

Course Name: Technology Literacy  
Building: Falcon High School  
Requestor: Thomas Russell

Subject: Core X Elective Length: 1 Sem. Year Grade: 9/12  
Class Size: 14 Min 24 Max HERE(HS): X Yes No FTE: 0.5

This is a request that we introduce a new class into the Falcon High School Information Technology Department: *Technology Literacy*. This course meets a need by helping students understand the legal, ethical and societal issues associated with computer technology. Technology Literacy will ensure students become literate and functional in computer technology as well as learning the nature and social impact of technology and the corresponding formation and justification of policies for the ethical use of technology.

## COURSE CONTENT

Course description:

Rational for Course:

Presently there is not a class that covers technology fundamentals and the terminology that accompanies this area of study. The study of technology fundamentals and ethics will fill the need to address policies that govern the emerging technologies not only in the classroom but also through all aspects of society as technology becomes even more ubiquitous into the future. All students are exposed (bombarded) daily with information technologies but they lack the literacy to engage thoughtfully and critically about the safe and ethical use of the computer technology they are exposed to. For most schools, this is not a top priority. But it's important to address the issues computer literacy as early as possible. A poll of 47,235 elementary and middle school students conducted by Scholastic Inc. revealed that 48% of students did not consider hacking a crime. An Annenberg Public Policy survey revealed that only 51 percent of parents feel that the internet is a safe place for their children to spend their time. Parents are not trained or prepared to guide their children safely through the unfiltered maze of technology that their children use and are exposed to. Teaching both technical literacy and ethical decision making skills at the start of their high school career will help to mitigate the effects of the growth of technically illiterate students graduating from high school. If we wait until the students reach the work place, it will be too late. It is logical for the computer literacy to start here, at Falcon High School if we want technology to work for us and provide a better environment in the future.

What standards/benchmarks will be met in this course?

This course will be one semester long. All students, whether attending the Information Technology Academy or not, should consider taking this course. Since all students use technology and all classrooms incorporate technology to varying degrees, this course will benefit all students and teachers. Some of the topics covered are *Terminology, Hardware and Software Fundamentals, Operating Systems, Information Security, File Management, Internet Research, Computer and Internet Crime, Freedom of Expression, Privacy, Intellectual Property, Social Networking, Software Development*, etc. Students will not need a textbook. Without the rigid structure of a textbook, the course will more resemble an open, free flowing stream of instruction and information that closely mirrors how they receive the actual technology they use every day. Lesson plans and instructions will be posted on my website along with all of the documents and images they'll need to complete an assignment. The lessons will consist of lectures, videos, exercises, research and case analysis. Writing will be a major part of the course as students will be required to make in depth analysis of the cases they read along with thoughtful and considerate papers on the limits of technology as well as freedom of speech and privacy. There will also be hands on labs for recording video and audio, manipulating images and photos in order to demonstrate the impact of copyright laws and intellectual property concepts.

Evidence of student interest:

Students in the IT Academy have been inquiring about basic computer literacy and the ethical use of school computers in particular and in technology in general on subjects ranging from hacking to privacy regulation.

Teacher training/qualifications needed:

The instructors are CTE certified to teach these classes.

Space/Resources needed:

Textbook: *Ethics In Information Technology*, by George W. Reynolds.

Will there be a cost involved?    ☒ Yes    ☐ No    (If yes, must attach budget)

Is this course taught in another school?    ☒ Yes    ☐ No    ☐ Not Sure

If yes, where?

### **CURRICULUM ALIGNMENT**

Describe how this course fits into the current curriculum offered. (*i.e. Is it part of a sequence? How is it similar/different from existing courses? Is it part of a focus/academy program? What other courses might be impacted?*)

This course is designed to be the introductory course for all IT classes such as Information Security, Computer Forensics, Health and Technology (HIT) and Computer Applications as well as any other course that is not in the Information Technology Academy but requires the use of computers or other electronic media. The skills developed in this course will give students a solid foundation for continuing their information technology education in a safe, informed and ethical manner.

**Prerequisites:**

There are no prerequisites. This course will be an introductory course for all other IT courses.

**ASSESSMENT**

What are the measured student outcomes/learnings for this course?

Students will demonstrate a literate knowledge of computer technology and a working knowledge the risk associated with inappropriate technology use behavior and the negative impact this behavior has on society. Students will understand how the digital revolution has impacted our global economy. Students will turn in research papers demonstrating a deep knowledge of technology and its impact on society as well as perform practical exercise demonstrating their proficiency in computer fundamentals such as software and hardware operations.

How will students demonstrate their learning? What types of assessments will be used?

Students will demonstrate their knowledge of operating systems, file systems and demonstrate a working knowledge of application software and Internet research skills by working on hands-on projects. Assessments will be both subjective and objective to demonstrate a full range of understanding in computer literacy.

In addition to answering the questions above, please attach the following:

- A course syllabus (Attached in separate document)
- An itemized budget page (if course will incur one-time and/or recurring costs) **See Below:**

**Budget**

Thumb Drives (4MB) 120 X \$8.00 = \$480.00

### MA3230 - Applied Math: Real World (year long)

This course is designed for career, technical or general studies students who need to study particular mathematical topics. Topics may include measurement, algebra, geometry, trigonometry, graphs and/or finance. These are presented at an introductory level, and the emphasis is on applications.

Prerequisite: Passing grade in Algebra 1, Geometry, Algebra 2

### MA0000 - Financial Algebra (year long)

This course utilizes mathematical operations to solve practical business application problems. The core topics include basic applications of arithmetic to solve and create business opportunities. Areas of application include pricing, investments, cash and trade discounts, markups and markdowns, payroll, taxes, interest, notes, present and future value, annuities, bank reconciliation, present value, annuity, financial statement ratios, statistical averages and personal finance applications. Additional topics may include installment buying, mortgages, insurance, stocks, bonds, depreciation and inventory. A review of basic mathematics will be covered. Internet projects and Excel will be introduced.

Prerequisite: Passing grade in Algebra 1, Geometry, Algebra 2

Mary Perez and Nikki Lester are seeking to articulate one or both of these to become college credit for students if the student receives an A or B for the course.

At PPCC these classes equate to:

MAT107 Career Math - MA3230 - Applied Math: Real World

MAT112 Financial Math - MA0000 - Financial Algebra

# Falcon District 49 Course Proposal

Proposals must be received by DCPC no later than January 25, 2015  
(fill in the yellow sections)

Building Administrator Approval	
Date: _____	Administrator: _____
Comments:  	
DCPC Use Only	
Date Received: _____	Date Reviewed: _____
____ Yes	____ No, Reason: _____
____ Further review: _____	

Before submitting any course proposal, be sure it meets the following:

- Course must be sustainable, not teacher dependent (course does not end if teacher leaves)
- Course topic appeals to a variety of students
- Course does not already exist in the district

**Course Name:** Cybersecurity  
**Building:** Falcon High School  
**Requestor:** Thomas Russell

Subject: ☐ Core ☒ Elective Length: 1 Sem. ☐ Year Grade: 9/12  
Class Size: 14 Min 24 Max HERE(HS): ☒ Yes ☐ No FTE: 0.5

This is a request that we introduce a new class into the Falcon High School Information Technology Department: *Cybersecurity*. This course will take the place of two current courses offered presently; Computer Forensics and Information Security.

## COURSE CONTENT

### Course description:

This course introduces students to the interdisciplinary field of cybersecurity by discussing the evolution of information security into cybersecurity, and the relationship of cybersecurity to nations, businesses, society, and people, and cybersecurity theory,. Students will be exposed to multiple cybersecurity technologies, processes, and procedures, learn how to analyze the threats, vulnerabilities and risks present in these environments, and develop appropriate strategies to mitigate potential cybersecurity problems. This courses provides a solid foundation in digital forensics and investigations. Students learn how to guard the private information of individuals, corporations and government agencies by identifying computer network system weaknesses and defending against threats from hackers, viruses and other malware. Additionally, this course encourages students to develop solutions that allow people to share computing resources while protecting privacy. It raises student's knowledge of and commitment to ethical student behavior.

#### Rational for Course:

Information security is a “catch all” term. Any technology, any medium, and any storage technique from encrypted files to paper records, fall under this term. To teach or learn information security, you have to be good at many aspects of it. Information security is a top-level term that does not provide details. Therefore, an Information Technology course can mean many different things to different school and interpretation can vary widely. This causes much ambiguity when relating the definition of information security. Cybersecurity is a more technical discipline that more closely aligns with CTE and STEM definitions. It encompasses hardware and software controls in addition to a more updated awareness of the changing threat landscape. Cybersecurity is less on policy and concentrates more on technology to protect systems. An in-depth knowledge of tools, techniques and vulnerabilities are needed in order for students to be successful in the growing cybersecurity field. This course gives them a solid foundation in which they can build upon. In addition for those reason, cybersecurity is also one of the fastest growing career fields. It is predicted that in the near future, there will be more jobs than people trained to fill them. This course will introduce students to a career field that will ensure a challenging and stable career for years to come.

#### What standards/benchmarks will be met in this course?

This course will be one semester long. Standard will be based on ISTE National Standards, which will lead students to not only learn, but to analyze and explore. Students will not use a traditional textbook. Without the rigid structure of a textbook, the course will more resemble an open, free flowing stream of instruction and information that closely mirrors how they receive the actual technology they use every day. Lesson plans and instructions will be posted on my website along with all of the documents and images they’ll need to complete an assignment. The lessons will consist of lectures, videos, exercises, research, hands-on labs, and case analysis. Writing will be a major part of this course, as students will be required to make in-depth analysis of the cases they read. Labs will guide students to learn how to secure personal computers and the networks computers are attached to. In addition, students will have hands-on assignments securing Windows and Linux Operating systems and they will be graded based on the number of vulnerabilities they find. Seventy-five percent of the test will be subjective hands on assignments, fifteen percent will be objective multiple choice test questions and ten percent will be written assignments.

#### Evidence of student interest:

The number of students enrolling in the information security and computer forensics classes has doubled in four years. This directly correlates to the increased popularity and participation in the CyberPatriot program. If the trend continues, there will be multiple Cybersecurity classes each semester to handle the growing demand.

#### Teacher training/qualifications needed:

The instructors are CTE certified to teach these classes.

Space/Resources needed:

Textbook: *Lessons will be conducted via online lesson plans, videos, lectures, hands-on and research.*

Will there be a cost involved? Yes **No** (If yes, must attach budget)

Is this course taught in another school? ☒ Yes ☒ No ☒ Not Sure

If yes, where?

## **CURRICULUM ALIGNMENT**

Describe how this course fits into the current curriculum offered. (*i.e. Is it part of a sequence? How is it similar/different from existing courses? Is it part of a focus/academy program? What other courses might be impacted?*)

This course will replace two classes; Computer Forensics and Information Security. This is an easy fit because both of the above named courses have overlapping disciplines and redundancies. By having Cybersecurity replace these two courses, students will still learn the essentials of those replaced courses, but they will also learn skills that are more closely aligned to the CTE and STEM fields by moving from a policy and law based courses to a hands-on technical course that more directly matches the types of jobs they will find in the growing field of Cybersecurity.

Prerequisites:

Students should first take classes, *Technology Literacy*, and *Computer Applications* before taking this course.

## **ASSESSMENT**

What are the measured student outcomes/learnings for this course?

Students will demonstrate a literate knowledge of cybersecurity and a working knowledge operating systems for both Windows and Linux. The student's ability to secure four different operating systems on a computer by finding at least 70% of the vulnerabilities is the optimum measurement for the course.

How will students demonstrate their learning? What types of assessments will be used?

Students will demonstrate their knowledge of operating systems, file systems and demonstrate a working knowledge of computer services by troubleshooting operating systems that are loaded with vulnerabilities manufactured by the instructor. Assessments will be both subjective and objective to demonstrate a full range of understanding in computer literacy.

In addition to answering the questions above, please attach the following:

- A course syllabus (Attached in separate document)



# Cybersecurity 2015-2016

## General Course Information

**Instructor:** Thomas Russell

**E-mail:** [trussell@d49.org](mailto:trussell@d49.org)

**Web site:** [www.urbanteach.org](http://www.urbanteach.org)

**School:** Falcon High School, Falcon, CO

**Classroom:** G101

**Class Times:** 24/7

**Prerequisites:** Technology Literacy, Computer Applications

## Course Description

This course introduces students to the interdisciplinary field of cybersecurity by discussing the evolution of information security into cybersecurity, and the relationship of cybersecurity to nations, businesses, society, and people, and cybersecurity theory,. Students will be exposed to multiple cybersecurity technologies, processes, and procedures, learn how to analyze the threats, vulnerabilities and risks present in these environments, and develop appropriate strategies to mitigate potential cybersecurity problems. This courses provides a solid foundation in digital forensics and investigations. Students learn how to guard the private information of individuals, corporations and government agencies by identifying computer network system weaknesses and defending against threats from hackers, viruses and other malware. Additionally, this course encourages students to develop solutions that allow people to share computing resources while protecting privacy. It raises student's knowledge of and commitment to ethical student behavior.

Specific topic coverage includes:

- Introduction to cybersecurity
- Introduction to VMWare
- Introduction to Windows Security
- Threats and Vulnerabilities
- How to Mitigate
- Network Fundamentals
- Unix Operating System
- Wireshark
- Password Security
- Ubuntu
- Building Practice images
- Cisco Networking

## Web Site

Supplementary information for the course is available at [www.urbanteach.org](http://www.urbanteach.org). The Web site contains class notes, PowerPoint slides, class announcements, the course syllabus, test dates, and other information for the course.

## E-Mail

All students are requested to obtain an e-mail account. If you have any questions about the course or need assistance, please contact me in person or by telephone during office hours; or by e-mail at any time. Also, you may submit the end-of-chapter case project assignments in class on the due date or by e-mail with a date stamp at or before 5:00 P.M. on the due date. E-mail submissions should be submitted as an attachment in Microsoft Word format.

## Grading and Evaluation Criteria

75% of the grade is based on hands-on Labs.

15% of the grade is based on quizzes and objective multiple choice test.

10% of the grade is based on writing and research.

## 14-Week Course Outline

Week	Topics	Chapter Readings	Exams
1	Introduction to Cybersecurity	TBA	
2	Introduction to VMWare	TBA	
3	Introduction to Windows Security	TBA	
4	Threats and Vulnerabilities	TBA	
5	How to Mitigate	TBA	
6	Network Fundamentals	TBA	
7	Unix Operating System	TBA	Midterm Exam
8	Password Security	TBA	
9	Ubuntu	TBA	
10	Building Practice Images	TBA	
11	Windows Server and Windows 7	TBA	
12	CISCO Networking	TBA	
13	Wireshark	TBA	
14	Review		Final Exam



## BOARD OF EDUCATION AGENDA ITEM 7.02

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Kim Steeves, Professional Staff Liaison
<b>TITLE OF AGENDA ITEM:</b>	Revisions to Personnel Policies
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Human Resources performs ongoing reviews of Board personnel policies to ensure compliance with current laws and regulations and to ensure Board policies align with practices that best serve the District. The Administration submits for Board consideration the following changes to policies related to vacations and holidays:

### **Adoption of a New Policy**

- GBD, Vacations and Holidays – this new policy combines the content of two existing policies into one new policy.

### **Repeal of Existing Policies**

Upon adoption of proposed policy GBD, the Board should repeal the following policies:

- GCD, Professional Staff Vacations and Holidays
- GDD, Support Personnel Vacations and Holidays

**RATIONALE:** Board policies are routinely reviewed to ensure that they are current and reflect both applicable federal and/or state regulations as well the needs of the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:** By reviewing and ultimately approving these policy changes, the Board is helping to ensure that the district has current and relevant personnel policies in place that reflect the requirements of the law and serve the needs of the district.

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best</u> <u>district</u> in Colorado to learn, work and lead	Updating and improving leave policies are directly linked to Rock #3. Clear and up to date policies are essential for supporting our staff.
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After prior discussion and review, I move to adopt policy GBD and repeal policies GCD and GDD as recommended by the Administration.



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Item 7.02 continued

**APPROVED BY:** Peter Hiltz, Chief Education Officer  
Brett Ridgway, Chief Business Officer  
Paul Andersen, Director of Human Resources

**DATE:** October 23, 2014



## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Vacation Leave and Holidays</b>
Designation	<b>GBD</b>
Office/Custodian	<b>Education / Director of Human Resources</b>

### **Vacations – Administrative Personnel**

All full-time administrative personnel working 260 days per fiscal year shall be entitled to annual vacation leave of twenty (20) days per year.

Vacation leave for administrative personnel hired after the beginning of the fiscal year will be pro-rated. Vacation leave will be granted at the rate of 1.67 days per month for each month worked during the current fiscal year. Vacation leave must be used by June 30<sup>th</sup> in the fiscal year given. Administrative personnel forfeit any unused vacation leave remaining at the end of the fiscal year.

### **Vacations – Educational Support and Professional-Technical Personnel**

All full-time educational support and professional-technical personnel working 260 days per fiscal year shall be entitled to vacation based on the following:

Date of hire to end of first fiscal year	5/6 vacation day per month
One to three years	10 vacation days
Four years and up to and including ten years	15 vacation days
Eleven or more years	20 vacation days

Employees hired between April 1 and June 30 will be considered 1<sup>st</sup> year on July 1 of the following year.

Vacation days granted during a fiscal year must be used by June 30<sup>th</sup> of the following fiscal year.

### **Vacations – Administrative, Educational Support and Professional-Technical Personnel**

Vacation leave is granted and available for use to eligible personnel at the beginning of each fiscal year. However, vacation leave is earned as the year progresses on a monthly basis.

Employees eligible for 10 vacation days will earn leave at the rate of .83 days per month
Employees eligible for 15 vacation days will earn leave at the rate of 1.25 days per month
Employees eligible for 20 vacation days will earn leave at the rate of 1.67 days per month

At the time of separation from the district, any earned but unused vacation time will be paid to the employee at his/her per diem rate of pay. In the instance of separation where the entire fiscal year is not completed, any overused vacation time (used but not earned) will be deducted from the employee's final paycheck.

All requests for vacation leave require the preapproval of the employee's immediate supervisor. Vacation leave may be taken in one-half day or full-day increments only.

### **Transfer Credit – Educational Support Personnel**

For the purpose of vacation day computation, personnel working a school-year calendar who subsequently transfer to a full-time (260 day) position will be given credit for the months and years of service to the District on a month-for-month basis.

### **Holidays – Administrative, Licensed, Educational Support and Professional-Technical Personnel**

All full-time (260 day) personnel shall be paid for eleven (11) Board-approved holidays and four (4) additional designated paid days (which include the day prior to Thanksgiving and three (3) additional days during the Christmas break period) as specified each year in the Board-approved District calendar.

- Adopted: November 13, 2014

LEGAL REFS:

- C.R.S. 22-1-112 (school year – national holidays)

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Professional Staff Vacations and Holidays</b>
Designation	<b>GCD</b>
Office/Custodian	

### **Vacations**

~~All full time licensed personnel (those working at least 231 days per contract year) shall be entitled to annual vacation leave of 20 working days per year.~~

~~Vacation days accumulated during a contract year must be used before June 30.~~

### **Holidays**

~~Fifteen Board approved holidays for full time Licensed personnel shall be approved with the adoption of the school year calendar.~~

- ~~• Current practice codified: 1992~~
- ~~• Adopted: date of manual revision~~
- ~~• Revised: April 21, 1994~~
- ~~• Revised: April 6, 1995~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: January 15, 2010~~

### **LEGAL REFS:**

- ~~• C.R.S. 22-1-112 (school year — national holidays)~~



## **Educational Support Personnel Vacations and Holidays**

### **Vacations**

~~Educational Support Personnel who are regular full-time 12-month employees who are paid on an annualized basis shall be entitled to accrue the following number of vacation days per year:~~

~~Employment from time of hire to end of first fiscal year.... 5/6 vacation day per month.~~  
~~Employed full time, one to three years ..... 10 vacation day~~  
~~Employed full time, more than three years ..... 15 vacation days~~  
~~Employed full time, more than ten years ..... 20 vacation days~~

~~The accrual rate shall be 5/6 days per month for employees with from one to three years of service; 1 1/4 days per month for employees with from three to ten years of service, and 1 2/3 days per month for those with more than ten years of service.~~

~~Vacation days accumulated during a fiscal year must be used by June 30 of the following year.~~

~~All vacation days shall require the preapproval of the Chief Education Officer, Chief Business Officer, Chief Operation Officer or designee and shall be taken in no less than one-half day increments.~~

~~At the time of separation of employment, an employee qualified for vacation days shall be reimbursed for any unused accrued vacation days at his/her regular daily rate. At the time of separation of employment, vacation days not earned will be deducted from his/her final pay.~~

### **Transfer credit**

~~For the purpose of vacation day computation, nine-month and ten-month regular school employees who transfer or are reassigned to a twelve-month regular full-time position will be given credit for the months and years of service to the District on a month-for-month basis.~~

### **Holidays**

~~Regular full-time 260 day employees shall be paid for eleven (11) Board-approved holidays and four (4) additional designated paid days (the day prior to Thanksgiving and three (3) additional days during the Christmas break period) with the adoption of the District calendar.~~

~~Adopted: April 21, 1977.  
Revised: August 17, 1978.~~

~~Revised: October 5, 1978.~~

~~Revised: April 18, 1985.~~

~~Revised: March 20, 1986.~~

~~Revised: June 2, 1988.~~

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

~~Revised: April 21, 1994.~~

~~Revised: April 6, 1995.~~

~~Reviewed: May 11, 2000.~~

~~Revised: May 28, 2008.~~

~~Revised: January 14, 2010~~

~~Revised: November 10, 2011.~~

~~Revised: January 10, 2013.~~

~~Revised: May 9, 2013.~~

~~LEGAL REFS.: C.R.S. 22-1-112 (school year — national holidays)~~



### **BOARD OF EDUCATION AGENDA ITEM 7.03**

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Peter Hilts, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	Approval of Graduation Dates and Times
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Board of Education takes this action to secure the World Arena for graduation 2015. For the class of 2015, graduation will be held at the World Arena on Saturday, May 23, 2015 with  
FHS at 9:00 am,  
VRHS at 1:00 pm and  
SCHS at 5:00 pm.

Saturday, May 28, 2016 is also currently being held with the World Arena.

#### **RATIONALE:**

**RELEVANT DATA AND EXPECTED OUTCOMES:** This item will lead to clarity regarding the date and times for the graduation ceremonies for 2015.

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

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

**FUNDING REQUIRED:** Yes

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the graduation dates and times listed in item 7.03 as recommended by the administration.

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

**DATE:** November 6, 2014



## **BOARD OF EDUCATION AGENDA ITEM 7.04**

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Peter Hiltz, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	Action on Resolution in Support of American Education Week
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Board of Education would like to recognize the efforts of all the District 49 staff members for their commitment to providing an excellent education for every student in the district. American Education Week presents all Americans with a wonderful opportunity to celebrate public education and honor individuals who are making a difference ensuring that each child receives a quality education.

### **RATIONALE:**

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

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	As part of the larger state and national educational community, it is appropriate for the leaders of District 49 to celebrate our shared commitment to educators and education.
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	.

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the following:

### **RESOLUTION American Education Week November 17-21, 2014**

**WHEREAS**, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

**WHEREAS**, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

**WHEREAS**, education employees, be they substitute educators, custodians, teachers, bus drivers, or librarians, work tirelessly to serve our children and communities with care and professionalism; and



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ITEM 7.04 continued

**WHEREAS,** schools are community linchpins, bringing together adults and children, educators and volunteers, business leaders and elected officials in a common enterprise;

**NOW, THEREFORE,** we, the District 49 Board of Education, do hereby support the annual observance of American Education Week in District 49 and urge all community members to recognize those who provide our young people with an excellent education.

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

**DATE:** October 23, 2014



**RESOLUTION**  
**American Education Week**  
**November 17-21, 2014**

**WHEREAS**, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

**WHEREAS**, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

**WHEREAS**, education employees, be they substitute educators, custodians, teachers, bus drivers, or librarians, work tirelessly to serve our children and communities with care and professionalism; and

**WHEREAS**, schools are community linchpins, bringing together adults and children, educators and volunteers, business leaders and elected officials in a common enterprise;

**NOW, THEREFORE**, we, the District 49 Board of Education, do hereby support the annual observance of American Education Week in District 49 and urge all community members to recognize those who provide our young people with an excellent education.

Approved and adopted this 13<sup>th</sup> day of November 2014.

District 49

By: \_\_\_\_\_  
Tammy Harold, President, Board of Education

Attest:

\_\_\_\_\_  
Marie LaVere-Wright, Secretary, Board of Education

## BOARD OF EDUCATION AGENDA ITEM 7.05

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Donna Richer, Executive Assistant to BOE
<b>TITLE OF AGENDA ITEM:</b>	Policy and Procedure Review-CASB Recommended Updates
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**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 by Colorado Association of School Boards. Revisions are minor in nature and reflect updates to Colorado state statutes.

10.a **AE**, Accountability/Commitment to Accomplishment

CASB recommended revisions to clarify powers and duties prescribed by state law and update legal references.

10.b **AE-R**, Accountability/Commitment to Accomplishment

CASB recommended revisions to list specific membership requirements.

10.c **BC**, School Board Member Conduct

CASB recommended revisions to update statutory language.

10.d **BC-R**, School Board Member Financial Disclosure

CASB recommended revisions to focus on board member's statutory obligations.

10.e **BCA-E-1**, Board Member Code of Ethics

CASB recommended revision to address statutory language added in HB 12-1070.

10.f **BCB**, Board Member Conflict of Interest

CASB recommended revisions to update legal references and remove reference to statutory revision that was repealed.

10.g **BDA**, Board Organizational Meeting

CASB recommended revisions to update legal references.

10.h **BE**, School Board Meetings

CASB recommended minor changes to remove notes, update legal and cross references.

10.i **BEDB**, Agenda

CASB recommended revisions to simplify language to match Colorado revised statutes.

10.j **BEDF**, Voting Method

CASB recommended revisions to update legal references.

10.k **BID/BIE**, Board Member Compensation and Expenses/Insurance/Liability

CASB recommended revisions due to changes in state statute.

10.l **JJ**, Student Activities (Cocurricular and Extracurricular)

CASB recommended rescission because they are duplicative of other policies (JJJ and JJJ-R).

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	



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<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<b>Major Impact</b>
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After prior review and discussion by the board, move to approve revisions to the twelve policies and regulations as outlined in agenda item 7.05 to meet statutory requirements.

**APPROVED BY:** Brett Ridgway, CBO, Peter Hilts, CEO, Jack Bay, COO      **DATE:** October 23, 2014





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Accountability/Commitment to Accomplishment</b>
Designation	<b>AE</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

The Board of Education accepts its ultimate responsibility for all facets of school operations and programs.

As required by law, the Board shall adopt and maintain an accountability program to measure the adequacy and efficiency of the educational program.

~~The Board shall appoint a District Advisory Accountability Committee which shall make recommendations to the Board relative to the program of accountability. The areas of study by the committee shall be determined cooperatively at least annually by the committee and the Board. In addition, the committee shall make recommendations to the Board relative to priorities for expenditures of District funds.~~ **The District Accountability Committee and School Accountability Committees shall have those powers and duties prescribed by state law. The Board and the District Accountability Committee shall, at least annually, cooperatively determine the areas and issues, in addition to budget issues, that the District Accountability Committee shall study and the issues on which it may make recommendations to the board.**

~~The Board is committed to maintaining a strong accountability program in each school and authorizes school-level accountability committees. The District's accountability program will include an annual progress report to the community of student performance and the results of the school improvement process. The program also will include implementation of a school improvement planning process involving, parents/families, staff, community members, and students (where appropriate) through a representative accountability committee.~~

Every effort shall be made by the Board, the Chief Education Officer, Chief Business Officer, Chief Operations Officer, ~~Innovation Zone~~ Leaders, the staff, and the accountability committees to fulfill the responsibilities inherent in the concept of accountability as well as the intent of the Educational Accountability Act and the state requirements for accreditation of schools and school districts.

All accountability committee meetings will be open to the public. Meeting notices for District Advisory Accountability Committee will be posted in the same place and manner as notices of Board meetings and in school buildings. Notices for School Accountability meetings shall be posted in the school building.

- Adopted: August 4, 1994
- Revised: August 13, 1998
- Revised: November 17, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- **Revised: November 13, 2014**

### LEGAL REFS:

- C.R.S. 22-2-117 (~~Additional power state board waiver of requirements rules~~*waivers from State Board of Education*)
- C.R.S. 22-7-101 through 22-7-105 (~~Educational Accountability Act of 1971~~)
- ~~C.R.S. 22-32-110 (3.5) (Accountability Committee Reports)~~
- **C.R.S. 22-11-101 et seq. (education Accountability Act of 2009)**
- **C.R.S. 22-11-301 and 302 (district accountability committee)**

- C.R.S. 22-11-401 and 402 (*school accountability committees*)
- C.R.S. 24-6-4-2 (*open meetings law*)
- 1 CCR 301-1, Rules 2202-R-1.00 et seq. (*accreditation rules*)

## CROSS REFS:

- AEA, Standards Based Education
- ~~AEC, Accomplishment Reporting to the Public~~
- AED, Accreditation
- AEE, Waiver of State Law and Regulation
- ~~BDF, Advisory Committees~~
- ~~BGB, Policy Adoption~~
- DBD, Determination of Budget Priorities
- ~~JIC, Student Conduct and subcodes~~
- ~~JK, Student Discipline and subcodes~~
- KB, Parent Involvement in Education

**~~Note 1: The Board may consider applying to the State Board of Education for a waiver of certain provisions of law or state regulations which in the Board's discretion it believes necessary to accomplish the purposes of the accountability program. For districts with a funded count of 3,000 or more pupils, such application requires the consent of a majority of the appropriate accountability committee and of the affected teachers and licensed administrators. Such a waiver, if granted, will be effective for two years and may be renewed once for an additional two years. See policy AEE\* Waiver of State Law and Regulation.~~**

**~~Note 2: State law and the rules of the State Board of Education set out the powers and duties of the district accountability committees and school accountability committees. Because of the specificity of state law and regulation, we did not list those powers and duties in this sample policy or accompanying regulation. Two new responsibilities for the district accountability committee are: 1) to provide input and recommendations on an advisory basis to principals concerning the development and use of assessment tools for the purpose of measuring and evaluating student academic growth as it relates to teacher evaluations. C.R.S. 22-11-302(1)(d); and 2) to provide input on the creation and enforcement of the school conduct and discipline code. C.R.S. 22-11-302(1)(f). The school accountability committee at each school is to provide input and recommendations to the district accountability committee and the administration concerning the principal's evaluation. C.R.S. 22-11-302(1)(e) and C.R.S. 22-11-402(1)(e).~~**

# BOARD-APPROVED POLICY OF DISTRICT 49

Title	Accountability/Commitment to Accomplishment
Designation	AE-R
Office/Custodian	Education/Executive Director of Learning Services

## District Advisory Accountability Committee

The District Advisory Accountability Committee (DAAC) will consist of at least:

- ~~one~~three parents of students enrolled in district schools,
- one teacher employed by the district,
- ~~one~~ school administrator employed by the district, and
- ~~one taxpayer~~person who is involved in business in the community within the district's boundaries ~~from the District.~~

A person may not serve in more than one of the required membership roles on the DAAC. A person who is employed by the district or related to a district employee shall not be eligible to serve as a parent on the DAAC. "Related" means the person's spouse, son, daughter, sister, brother, mother or father. If, however, the district makes a good faith effort and is unable to identify a sufficient number of parents that meet these criteria, a person may serve as a parent on the DAAC and also be employed by the district or related to a district employee.

The Board shall appoint persons to the DAAC. In making these appointments, it shall ensure, to the extent practicable, that:

- the parents appointed reflect the student populations significantly represented within the district;
- at least one of the parents is a parent of a student enrolled in a district charter school authorized by the Board, and
- at least one of the persons appointed has a demonstrated knowledge of charter schools.

If the Board chooses to increase the number of persons on the DAAC, it shall ensure that the number of parents appointed exceeds the number of representatives from the group with the next highest representation. ~~The Board of Education will strive to have a balance of membership consistent with the District's racial/ethnic proportions. The Chief Education Officer, Executive Officer of Education Services or other staff member designated by the Board will serve as a resource person.~~

Members of the accountability committee will serve basic terms of two (2) years and will be surveyed each spring as to their willingness to serve additional terms. The committee will elect a chair from its membership, establish a schedule of meetings, and adopt general rules for its operation.

The Board, in cooperation with the DAAC, will approve general organizational accountability guidelines for the District and school-level committees to follow which assure that:

1. The District and individual schools comply with the state's accountability and accreditation requirements.
2. All accountability committees shall follow DAAC bylaws regarding public meetings in compliance with state law.

3. The DAAC reviews the ~~goals and school improvement plans of individual schools~~ **District Unified Improvement Plan** and makes annual recommendations to the Board regarding the accountability programs and budget of the District.

#### **School-level advisory accountability committee**

Each school accountability committee (SAC) shall consist of at least:

- three parents of students enrolled in the school,
- one teacher who provides instruction at the school,
- the principal or the principal's designee
- one person from the community, and
- one adult member of an organization of parents, teachers and students recognized by the school.

A person may not serve more than one of the required membership roles on the SAC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternative membership plan for the SAC. Such alternate plan shall reflect the required representation stated above as much as practicable.

Members of the SAC shall be appointed by the principal of each school. The principal shall ensure, to the extent practicable, that the persons appointed reflect the student populations significantly represented within the school.

If the principal chooses to increase the number of persons on any SAC, the principal shall ensure that the number of parents appointed exceeds the number of representatives from the group with the next highest representation.

Members of the SAC shall serve terms of 2 years. Vacancies shall be filled by majority action of the remaining members of the SAC. The SAC shall select a parent representative to serve as chair, who shall serve a term of 2 years.

~~School-level committees' membership will consist of a broad representation of the school community with a goal of balancing the membership consistent with the racial/ethnic proportions of the school attendance area. Committee members will include parents, including parents of exceptional students at least one teacher, an administrator from the school, representatives from the community, and students as appropriate.~~

The School Advisory Accountability Committee will work with the principal and the community to develop, improve, implement, and review the ~~school improvement plan~~ **School Unified Improvement Plan**, to review student and school performance and achievement, and to assist in reporting achievement information to the community.

School-level accountability committees will adopt goals and objectives for the improvement of education in the building, and increase the ratings for the school's accreditation category and participate in the school improvement planning process.

#### **School-level reporting**

At the end of every school year, the school-level accountability committee shall submit a written report to the DAAC concerning the learning environment in the school during that school year. The report shall reflect the results of each school improvement plan.

- Adopted: August 13, 1998

- Revised: November 17, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- **Revised: November 13, 2014**



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>School Board Member Conduct</b>
Designation	<b>BC</b>
Office/Custodian	<b>BOE/Executive Assistant</b>

Public office is a trust created by the confidence which the public places in the integrity of its public officers. To preserve this confidence, it is the desire of the Board of Education to operate under the highest ethical standards.

In carrying out fiduciary duties, a Board member shall not:

1. Disclose or use confidential information acquired in the course of official duties to further substantially **the member's** personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position **to depart from the faithful and impartial discharge of the Board member's public duties** or which **the member knows it is known** or should be known is primarily for the purpose of a reward for official action taken.
3. Engage in a substantial financial transaction for the member's private business purposes with a person whom the member supervises in the course of official duties.
4. Perform an official act, which directly and substantially confers an economic benefit **tantamount to a gift of substantial value** on a business, or other undertaking in which the member has a substantial financial interest or is engaged as a counsel, consultant, representative, or agent.

~~The phrase "economic benefit tantamount to a gift of substantial value" includes a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value.~~

~~It is permissible for a Board member to receive:~~

- ~~1. Campaign contributions and contributions in kind which are reported in accordance with state law.~~
- ~~2. An occasional non-pecuniary gift which is insignificant in value.~~
- ~~3. A non-pecuniary award publicly presented by a nonprofit organization in recognition of public service.~~
- ~~4. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which the member is scheduled to participate.~~
- ~~5. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position.~~
- ~~6. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational, or cultural events. Tickets to these events may have to be reported in accordance with the public official disclosure law.~~

- ~~7. Payment for speeches, appearances, or publications reported in accordance with the public official disclosure law.~~

It shall not be considered a breach of conduct for a Board member to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates.
2. Accept or receive a benefit as an indirect consequence of transacting school district business.

- Adopted: September 3, 1998
- Reviewed: September 23, 2009
- Reviewed: January 12, 2012
- **Revised: November 13, 2014**

LEGAL REFS:

- C.R.S. 1-45-101 et seq. (Fair Campaign Practices Act)
- C.R.S. 22-32-110(1)(k) (specific powers of boards)
- C.R.S. 24-6-2013 **et seq.** (Public Official Disclosure **Law-Act**)
- C.R.S. 24-18-104 (rules of conduct for all public officers, general assembly, local government officials and employees)
- C.R.S. 24-18-109 (rules of conduct for local government officials and employees)

CROSS REFS:

- GBGB, Staff Personal Security and Safety
- JIC subcodes (*all pertaining to student conduct*)



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>School Board Member Financial Disclosure</b>
Designation	<b>BC-R</b>
Office/Custodian	<b>BOE/Executive Assistant</b>

Board of Education members are required by law to disclose certain items received in connection with serving on the Board. If Board members receive such items, they must file a report ~~for the preceding calendar year with the County Clerk and Recorder on forms supplied by the~~ Secretary of State **on forms prescribed by the Secretary of State. Such report must be filed** on or before January 15, April 15, July 15 and October 15 of each year and shall cover the period since the last report. The report must contain the name of the person from whom the reportable item was received, its value, and the date of receipt. **Board members who do not receive any items that must be reported are not required to file a report.**

Items which must be reported include the following:

1. Any money received including a loan, **pledge**, advance, ~~or~~ guarantee of a loan **or any forbearance or forgiveness of indebtedness from any person** with a value ~~of greater than \$5325 or more.~~
2. Any gift of any item of real or personal property other than money with a value ~~of greater than \$530 or more.~~
3. Any loan of real or personal property if the value of the loan is **greater than \$530 or more.** "Value of the loan" means the cost saved or avoided by the Board member by not borrowing, leasing, or purchasing comparable property from a source available to the general public.
4. Any payment for a speech, appearance, or publication.
5. Tickets to a sporting, recreational, educational, or cultural event with a value **greater than \$530 or more** ~~for any single event or a series of tickets to sporting events of a specific team during a season or to cultural events of a specific company with a total value of \$100 or more.~~
6. Payment of or reimbursement for actual and necessary expenses for travel and lodging for attendance at a convention, **fact-finding mission or trip**, -or other meeting at which the Board member or candidate for the Board is scheduled to **deliver a speech, make a presentation, participate on a panel or represent the school district** ~~participate~~ unless the payment for such expenditures is made from public funds or from the funds of any association of public officials or public entities such as the Colorado Association of School Boards (CASB).
7. Any gift of a meal to a fund-raising event of a political party.

~~The financial disclosure need not include the following:~~

- ~~1. A contribution or contribution in kind that already has been reported pursuant to the Fair Campaign Practices Act.~~
- ~~2. Any item of perishable or nonpermanent value including meals unless such item is required to be reported under #5 or #7 above.~~



- ~~3. A non-pecuniary award publicly presented by a nonprofit organization in recognition of public service.~~
- ~~4. Payment or reimbursement for actual and necessary expenditures for travel and lodging for attendance at a convention in which the individual is scheduled to participate if the payment or reimbursement is made from public funds or from the funds of any association of public officials or entities such as CASB.~~
5. Payment of salary from employment including other government employment.

To avoid misunderstanding about the value of an item, the donor must furnish the Board member with a written statement of the dollar value of the item when it is given. ~~Board members who do not receive any items which must be reported are not required to file a report.~~

- Adopted: September 3, 1998
- Revised: October 8, 2009
- **Revised: November 13, 2014**

LEGAL REFS:

- C.R.S. 24-6-201 *et seq.* (**Public Official Disclosure Law** ~~Colorado Sunshine Act~~ ~~public official disclosure~~)



## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Board Member Code of Ethics</b>
Designation	<b>BCA-E-1</b>
Office/Custodian	<b>BOE/Executive Assistant</b>

Colorado Revised Statutes 24-18-105, provides ethical principles for school board members which "are intended as guides to conduct and do not constitute violations as such of the public trust of office..."

Secure, therefore, in the belief that these principles supply the highest enforceable standard for Board Member conduct, ~~Falcon School~~ District 49 hereby declares that the statutory principles shall be adopted in the form of mandatory standards:

1. A Board member "shall not acquire or hold an interest in any business or undertaking which that member has reason to believe may be directly and substantially affected to its economic benefit by official action to be taken by an agency over which the member has substantive authority."
2. A Board member "shall not, within six months following the termination of office..., obtain employment in which the member will take direct advantage, unavailable to others, of matters with which the member was directly involved during the term of [office]. These matters include rules, other than rules of general application, which the member actively helped to formulate applications, claims, or contested cases in the consideration of which the member was an active participant."
3. A Board member "shall not perform an official act directly and substantially affecting a business or other undertaking to its economic detriment when the member has a substantial financial interest in a competing firm or undertaking."
4. **A board member is discouraged "from assisting or enabling members of [the board member's] immediate family in obtaining employment, a gift of substantial value, or an economic benefit tantamount to a gift of substantial value from a person whom [the board member] is in a position to reward with official action or has rewarded with official action in the past.**

- Adopted: September 3, 1998
- Reviewed: September 23, 2009
- Revised: January 12, 2012
- **Revised: November 13, 2014**



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Board Member Conflict of Interest</b>
Designation	<b>BCB</b>
Office/Custodian	<b>Board of Education/Executive Assistant</b>

Public office is a trust created in the interest of the common good and for the benefit of the people. A conflict of interest can arise when a public officer is unable to be devoted with complete loyalty and singleness of purpose to the general public interest.

It is the intent of this policy to protect the public trust placed in directors of this school district. For purposes of this policy, the Board of Education declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite, and demonstrable and which is or may be in conflict with the public interest.

A Board member, who has a personal or private interest in a matter proposed or pending before the Board, shall disclose such interest to the Board, shall not vote on it, and shall not attempt to influence the decisions of other Board members in voting on the matter.

However, if a Board member has complied with statutory disclosure requirements by notifying the Secretary of State of his or her interest in the matter, he or she may vote if his or her participation is necessary to obtain a quorum or otherwise enable the Board to act. A member who votes under these circumstances shall state for the record the fact and summary nature of the potential conflict of interest.

The written disclosure to the Secretary of State shall list as applicable the amount of the member's financial interest, the purpose and duration of any services rendered, compensation received for services, or such other information necessary to describe the interest.

The Board shall not hire any of its members as an employee of the District, nor shall it permit the District to consider the application for employment by any of its members. However, the Board does recognize that employees may desire to serve on the Board. Should an employee be elected or appointed to the Board, he or she shall, before taking office, resign from his or her position with the District.

The Board shall not approve any compensation for a member for services rendered to the District except for services rendered to the Board as provided by law. Members may be reimbursed for authorized expenses in carrying out Board duties as provided by law.

The Board shall not enter into any contract with any of its members or with a firm or corporation in which a member has a financial interest, unless one or more of the following apply:

1. The contract is awarded to the lowest responsible bidder based on competitive bidding procedures.
2. The merchandise is sold to the highest bidder at a public auction.
3. The transaction involves investing or depositing money in a financial institution which is in the business of loaning money or receiving money.
4. If, because of geographic restrictions, the District could not otherwise reasonably afford the contract because the additional cost to the District would be greater than 10 percent of the contract with the interested member or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services.

5. If the contract is one in which the Board member has disclosed a personal interest and is one on which the member has not voted or has voted as allowed in state law following disclosure to the Secretary of State and to the Board.

~~Except as described above, a Board member shall not be a purchaser at any sale or a vendor for any purchase made by the District.~~

~~A member of the Board may request an advisory opinion from the Secretary of State concerning issues relating to his conduct and potential conflict of interest.~~

- Adopted: August 21, 1977
- Revised: January 16, 1985
- Revised: September 3, 1998
- Revised: July 26, 2005
- Reviewed: September 23, 2009
- Revised: January 12, 2012
- **Revised: November 13, 2014**

#### LEGAL REFS:

- Colorado Constitution, Article X, Section 13
- C.R.S. 22-32-109(1)(y) (*duty of board to adopt bylaws on conflicts of interest*)
- C.R.S. 24-18-109 through 24-18-111 (*government rules of conduct*)
- **24-18-110 (*voluntary disclosure*)**
- C.R.S. 24-18-201 (standards of conduct – interests in contracts)
- C.R.S. 24-18-202 (Standards of conduct – interests in sales)

#### CROSS REFS:

- BC, School Board Member Conduct
- **BCA-E-2, Code of Ethics for School Board Members**
- BEDF, Voting Method
- DJE, Bidding Procedures



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Board Organizational Meeting</b>
Designation	<b>BDA</b>
Office/Custodian	<b>Board of Education/Executive Assistant</b>

Within fifteen (15) days after the ~~school district receives the official abstract of votes~~<sup>regular biennial election</sup>, the Board of Education shall meet in an organizational session at a regular or special meeting for the purpose of selecting officers.

The incumbent president of the Board shall preside until a successor is elected, whereupon the successor will assume the chair.

Following the swearing in of the newly-elected Board member or members, the following officers, in order, shall be elected or appointed: president, vice president, secretary, and treasurer.

Nominations for president and vice president shall be made from the floor and voting shall be by roll call or secret ballot ~~after a vote to do so by the majority of the Board members present~~. Should no nominee receive a majority vote of Board members, the election shall be declared null and void, further nominations may be made and the roll call or secret ballot vote shall be retaken.

The president and vice president shall serve two-year terms and shall hold office until their successors are elected.

The Board shall then appoint a secretary and treasurer who may or may not be members of the Board. The secretary and treasurer shall hold their offices for terms at the pleasure of the Board.

Following election and appointment of the officers, the Board shall appoint the staff members who will fill the offices of secretary to the Board and assistant treasurer.

Then such other items of business shall be considered by the Board as are scheduled on the agenda.

### **Officer resignation**

Should one or more officers of the Board resign, the Board shall select another member or members to fill the vacant office or offices as provided by law, using the procedures described above. A newly-selected officer shall assume the duties immediately upon selection. Inasmuch as the selection of a new officer on a four-officer, five-member board frequently requires a shifting of officers it shall be permissible for a member to be nominated for another office without resigning the current office. Upon acceptance of the nomination and election to the new office, the former office shall be declared vacant and another member elected to fill that position.

- Adopted: April 21, 1977
- Revised: August 4, 1994
- Revised: September 3, 1998
- Revised: October 8, 2009
- **Revised: November 13, 2014**

### LEGAL REFS:

- C.R.S. 22-31-104 (3) (*biennial school elections*)
- C.R.S. 22-32-104 (1),(2),(3),(4) (*organization of the board*)
- **C.R.S. 22-32-108 (5) (*meetings of the board*)**

- C.R.S. 22-32-108 (6) (*meetings of the board – voting procedure*)

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>School Board Meetings</b>
Designation	<b>BE</b>
Office/Custodian	<b>Board of Education/Executive Assistant</b>

All meetings of three or more members of the Board, at which any public business may be discussed or any formal action taken, shall be open to the public at all times except for periods in which the Board is in executive session. All such meetings will be properly noticed, and minutes will be taken and recorded as required by law.

No business may be conducted unless a quorum is present. A quorum shall consist of a simple majority (more than half) of the members serving on the Board.

A recording shall be made of regular and special meetings are required by law and at a minimum, shall be an audio recording. Recordings shall be maintained for 90 days.

### **Regular meetings**

Regular meetings of the Board of Education shall be held at least one time each calendar month on such dates and at such times as the Board may establish in accordance with Colorado law. The schedule of regular meeting dates and times will be adopted for each calendar year prior to the end of the preceding year. All regular meetings will be held in the Board room of the central administration building, 10850 East Woodmen Road.

### **Special meetings**

Special meetings of the Board may be called by the Board president at any time and shall be called by the president upon the written request of a majority of the Board members.

The Executive Administrative Assistant of the Board shall be responsible for giving email notice of any special meeting to each Board member at least 72 hours in advance of the meeting or 24 hours in advance if hand-delivered personally to the member. The notice must contain time, place, and purpose of the meeting and names of the members requesting the meeting.

Any member may waive notice of a special meeting at any time before, during, or after such meeting, and attendance at a special meeting shall be deemed to be a waiver.

No business other than that stated in the notice of the meeting shall be transacted unless all members are present and agree to consider and transact other business.

### **Work sessions and retreats**

The Board, as a decision-making body, is confronted with a continuing flow of problems, issues and needs which require action. While the Board is determined to expedite its business, it is also mindful of the importance of planning, brainstorming and thoughtful discussion without action. Therefore, from time to time the Board may schedule work sessions or retreats, which shall be open to the public. No action shall be taken during such sessions. Public notice of the session, including the topics for discussion and study, shall be provided.

~~*Note: The Board is not required to take minutes if through its notice and agenda it has not retained the option to take formal action. However, minutes must be taken in accordance with state law during all executive sessions unless specifically excepted.*~~

~~*Note: A quorum is defined as a simple majority (more than half) of the members serving on a Board, as follows:*~~

- ~~• *for a 5-member board a quorum is 3*~~
- ~~• *for a 6-member board a quorum is 4*~~
- ~~• *for a 7-member board a quorum is 4*~~

- Adopted: April 21, 1977
- Revised: September 1, 1977
- Revised: November 1, 1979
- Revised: May 21, 1998
- Reviewed: September 3, 1998
- Revised: June 5, 2003
- Revised: January 8, 2004
- Revised: November 3, 2005
- Revised: September 11, 2008
- Revised: October 8, 2009
- Revised: July 27, 2012
- **Revised: November 13, 2014**

#### LEGAL REFS:

- C.R.S. 22-32-108 ~~(1) through (5)~~ **(board meetings)**
- C.R.S. 24-06-401 et seq. ~~(Colorado Sunshine Act of 1972)~~ **open meetings law**

#### CROSS REFS:

- **BEAA, Electronic Participation in School Board Meetings**
- **BEC, Executive Sessions**
- BEDA, Notification of Board Meetings



Title	<b>Agenda</b>
Designation	<b>BEDB</b>
Office/Custodian	<b>Board of Education/Executive Assistant to the Board of Education</b>

To expedite the Board's proceedings and provide a framework for the orderly conduct of business, the Chief Business Officer, Chief Education Officer, and Chief Operations Officer, in cooperation with the Board president, shall prepare an agenda outlining the matters to be brought to Board attention at meetings.

The Board shall follow the order of business set by the agenda unless the order is altered or new items **are added in accordance with this policy. At regular and special meetings, the Board may add to or take action on matters not appearing on the posted agenda if the item is reasonably related to the subject matter on the posted agenda or if an exigency exists. Amending the agenda of a regular meeting requires a majority vote of Board members present. All Board members must be present and cast a unanimous vote to amend the agenda of a special meeting.** ~~by vote of the Board during the meeting. The Board may add to or take action on matters not appearing on the printed agenda at regular meetings only by unanimous vote of Board members present. Items may be added to the agenda of a special meeting only when all Board members are present and cast a unanimous vote.~~

### **Consent grouping**

A consent grouping on the agenda shall be used for those items which usually do not require discussion or explanation as to the reason for the Board action. Any Board member may request the withdrawal of any item under the consent grouping for independent consideration.

### **Agenda format**

1. Call to order and roll call
2. Welcome and pledge of allegiance
3. Approval of agenda
- 3.4. **Approval of and consent agenda**
- 4.5. Board/Chief Officers' update
- 5.6. Open forum
- 6.7. Action items
- 7.8. Informational items
- 8.9. Discussion items (if any)
- 9.10. Other business
- 10.11. Adjournment

Adopted: April 21, 1977

Revised: September 17, 1981

Revised: May 21, 1998

Reviewed: September 3, 1998

Revised: November 3, 2005

Revised: June 6, 2006

Revised: January 14, 2010

Revised: May 5, 2011

Revised: April 10, 2014

**Revised: November 13, 2014**

LEGAL REFS:

- C.R.S. 22-32-108 (4) (~~Meetings of the Board of Education~~**board meetings**)
- **C.R.S. 22-32-108(7)(a) (a board member who participates electronically is considered “present” )**
- **C.R.S. 24-6-402(2)(c) (notice of meeting “shall include specific agenda information where possible”)**

CROSS REFS:

- **BEAA, Electronic Participation in School Board Meetings**
- **BEDA, Notification of School Board Meetings**
- **BEDH, Public Participation at School Board Meetings**



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	Voting Method
Designation	<b>BEDF</b>
Office/Custodian	<b>Board of Education/Executive Assistant to BOE</b>

All voting shall be by roll call with each member present voting "Aye" or "No" alphabetically. However, election of the president and vice president may be by secret ballot. **If a vote is taken by secret ballot, the outcome of the vote shall be recorded contemporaneously in the minutes.**

A member may abstain from voting only if excused by the Board for good cause.

A Board member who has a personal or private interest in any proposed or pending matter which presents a conflict of interest in accordance with Board policy shall disclose such interest and shall not vote unless participation is necessary to obtain a quorum or otherwise enable the Board to act. Under such circumstances, the member shall comply with the voluntary disclosure requirements set out in state law.

To pass, any motion must be approved by a majority of the members present except as state law or policies of this Board may require a majority of full membership or a two-thirds majority.

- Adopted: April 21, 1977
- Revised: September 3, 1998
- Revised: February 11, 2010
- **Revised: November 13, 2014**

### LEGAL REFS:

- ~~C.R.S. 22-11-302(1)(f) (district accountability committee shall provide input to the board regarding the creation of enforcement of the conduct and discipline code)~~
- C.R.S. 22-32-104 (3) (president and vice president must be elected by majority of the entire membership)
- C.R.S. 22-32-108 (6) (voting by roll call, excused for good cause)
- **C.R.S. 22-32-108 (7)(a) (a board member who participates electronically in conformance with the board's policy on electronic meeting participation is considered "present")**
- **C.R.S. 24-6-402 (2)(d)(IV) (outcome of a secret ballot vote must be recorded contemporaneously in the minutes)**
- **C.R.S. 24-6-402 (4) (a two-thirds majority of the quorum present is required to go into executive session)**
- C.R.S. 24-18-109 (3) (conflict of interest and voting)
- C.R.S. 24-18-110 (voluntary disclosure of conflict of interest)

### CROSS REFS:

- BCB, Board Member Conflict of Interest
- BE, School Board Meetings
- **BEAA, Electronic Participation in School Board Meetings**



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Board Member Compensation and Expenses/Insurance/Liability</b>
Designation	<b>BID/BIE</b>
Office/Custodian	<b>Business/Executive Assistant to BOE</b>

Board members shall receive no compensation for their services. However, upon submitting vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Board, Board members may be reimbursed from district funds.

Such expenses may include the cost of attendance at conferences of school boards associations and other professional meetings/visitations when such attendance and expense payment has had prior Board approval.

The Board shall purchase liability insurance and errors-and-omissions insurance to protect its members individually and collectively for claims made against them as a result of their membership on the Board.

**The Board shall rely on the Colorado Governmental Immunity Act, C.R.S. 24-10-101 *et seq.* (the Act) as the statement of its obligation to defend and indemnify Board members. If the Board elects to provide for the defense of a Board member in a claim which alleges willful and wanton conduct by the Board member, the Board may require the Board member to post a reasonable bond to ensure reimbursement of any amounts advances, in accordance with the Act.**

- Adopted: April 21, 1977
- Revised: September 3, 1998
- Revised: July 10, 2003
- Reviewed: January 14, 2010
- **Revised: November 13, 2014**

### LEGAL REFS:

- **20 U.S.C. 2361 through 2368** (*Coverdell Teacher Protection Act contained in No Child Left Behind Act of 2001 limits the liability of school board members*)
- **C.R.S. 22-12-101 *et seq.*** (*Teacher and School Administrator Protection Act also limits liability of school board members*)
- C.R.S. 22-32-104 (5) (*board member compensation*)
- **C.R.S. 22-32-109.1 (9)** (*immunity provisions in safe schools law also apply to school board members*)
- C.R.S. 22-32-110 (1)(n),(u) (*power to provide necessary expenses*)
- C.R.S. 24-10-~~101~~**102** *et seq.* (*Colorado gGovernmental iImmunity Act*)
- C.R.S. 24-18-104 (3)(d),(e) (*reimbursements are not considered gifts*)

### CROSS REFS:

- EI, Insurance **Program/Risk** Management

Recommended for rescission by CASB.

**~~Student Activities~~  
(~~Cocurricular and Extracurricular~~)**

~~The Board of Education supports the concept that a wide variety of extracurricular activities should be made available to students. However, participation in such activities is a privilege — not a right. Such activities shall be conducted in accordance with the following guidelines:~~

- ~~1. Activity offerings shall be of sufficient variety and number to meet the wide range of interests of students.~~
- ~~2. Most activities shall be an outgrowth of curriculum activities.~~
- ~~3. All participation shall be voluntary.~~
- ~~4. Guidance shall be offered to encourage nonparticipants who need the activity and to curb the overly enthusiastic from over participation at the expense of academic performance.~~
- ~~5. The goal for each student shall be a balanced program of academic studies and extracurricular activities.~~
- ~~6. All activities shall be supervised. All clubs and groups shall have a faculty advisor.~~
- ~~7. Participation in any school or interscholastic school activity may not be barred because of a student's participation in lawful activities during out-of-school hours and off school property.~~

~~Adopted: September 2, 1999.~~

~~Revised: November 11, 2010.~~

~~LEGAL REF.: C.R.S. 22-32-116.5 (1)(c) (*Extracurricular and interscholastic activities*)~~

## **BOARD OF EDUCATION AGENDA ITEM 7.06**

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer
<b>TITLE OF AGENDA ITEM:</b>	Authorization to open Bank Accounts for High School Business Programs and Professional Development team
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** As we transition to more and more of a paperless society, including money, it is now becoming necessary to not simply require cash payments for merchandise and services. This change filters down to the student level where we now see more and more that students want to pay for items using credit and debit cards. Many high schools operate a ‘student store’ where the sell school logo apparel and food items, etc.. The district has a merchant processing vehicle to accept monies for fees including nutrition, transportation, extracurricular and academic fees. This process, though, is highly tied in to a POS (point of sale system) that we use to track those transactions. It is not feasible for us to add on to that system to facilitate credit/debit card processing at student stores, so we are planning to adopt new processes with new bank accounts specifically for that situation.

A very similar situation exists with D49’s Professional Development Team. They are fast becoming leaders in professional development services, to the point that they may begin serving the needs of teachers in other districts in addition to teachers in our district. We do not want to do this through Intergovernmental Agreements (IGA’s) with those districts since we are talking about small dollar transactions that are demand based and not supply based. Opening an account dedicated to Professional Development and instituting similar processes as we are planning for High School Student Stores is a good and appropriate manner to assist the Professional Development Team as well.

**RATIONALE:** New accounts and processes will encourage segregation of monies for more accurate accounting and more customized control processes.

**RELEVANT DATA AND EXPECTED OUTCOMES:** We expect this new account to collect all payments – most of which will be online by credit card. Opening this account at First Bank, where the district has other accounts will allow us to transfer money to cover expenses that would be drawn from the pooled cash account.

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Having clarity on each program’s performance</i>
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<i>Making professional development more accessible to more teachers.</i>
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	



BOE Regular Meeting November 13, 2014  
Item 7.06 continued

**FUNDING REQUIRED:** none

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to authorize the Chief Business Officer to open new bank accounts at First Bank to process High School Student Stores and Professional Development deposit transactions.

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

**DATE:** October 31, 2014



### **BOARD OF EDUCATION AGENDA ITEM 7.07**

<b>SPECIAL BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Susan Junkins, HR Specialist
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Schedule B Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	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:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Major Impact
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — 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:** October 29, 2014



## BOARD OF EDUCATION AGENDA ITEM 8.01

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

### BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Travel Study Trip request:

SCHS

Student Council conference in Golden, CO

Departure-10/24/14 Return-10/25/14

11 students will attend this trip.

Trip costs include registration of \$45 per student.

The objective of this trip is for student to interact with other CHSAA StuCo's and share ideas for future projects, leadership activities and events.

Fundraising will be part of this program.

### RATIONALE:

### RELEVANT DATA AND EXPECTED OUTCOMES:

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — 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, Chief Education Officer

**DATE:** October 23, 2014

## BOARD OF EDUCATION AGENDA ITEM 8.02

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

### BACKGROUND INFORMATION, DESCRIPTION OF NEED:

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

### RATIONALE:

### RELEVANT DATA AND EXPECTED OUTCOMES:

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — 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:** October 23, 2014



## **BOARD OF EDUCATION AGENDA ITEM 9.02**

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Mike Pickering
<b>TITLE OF AGENDA ITEM:</b>	POWER Zone Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** POWER Zone would like to show our BOE what steps are being taken to improve student learning within POWER Zone schools. As we enter our second full year of implementing our POWER Plan, comprised of 2 local/state BOE approved innovations and 2 local zone approved innovations, we would like to show current progress and then focus on the specific strategic strategies we are using to increase student achievement across the zone.

**RATIONALE:** By keeping our BOE informed of the zone's progress towards increased student learning and seeking any resultant feedback we believe we will have an even stronger opportunity to serve our students and families at the highest levels possible.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The zone and then each school will evidence a few key strategies they are using to increase student achievement.

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

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Continued focus remains on the Capturing Kids Hearts philosophy. This is 1/3 of each schools Unified Improvement Plan as well.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	School Innovation Assembly work towards local POWER Zone community approved accountability plan. Driven through SACs and SIA.
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Increased training in the Marzano Evaluation Model.
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	Several schools will highlight how they are addressing our district push towards ensuring every 3rd grader reads in D49.
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	Initial pathway work has begun at VRHS and they will evidence where they are at in this process.

**FUNDING REQUIRED:** None

**AMOUNT BUDGETED:**

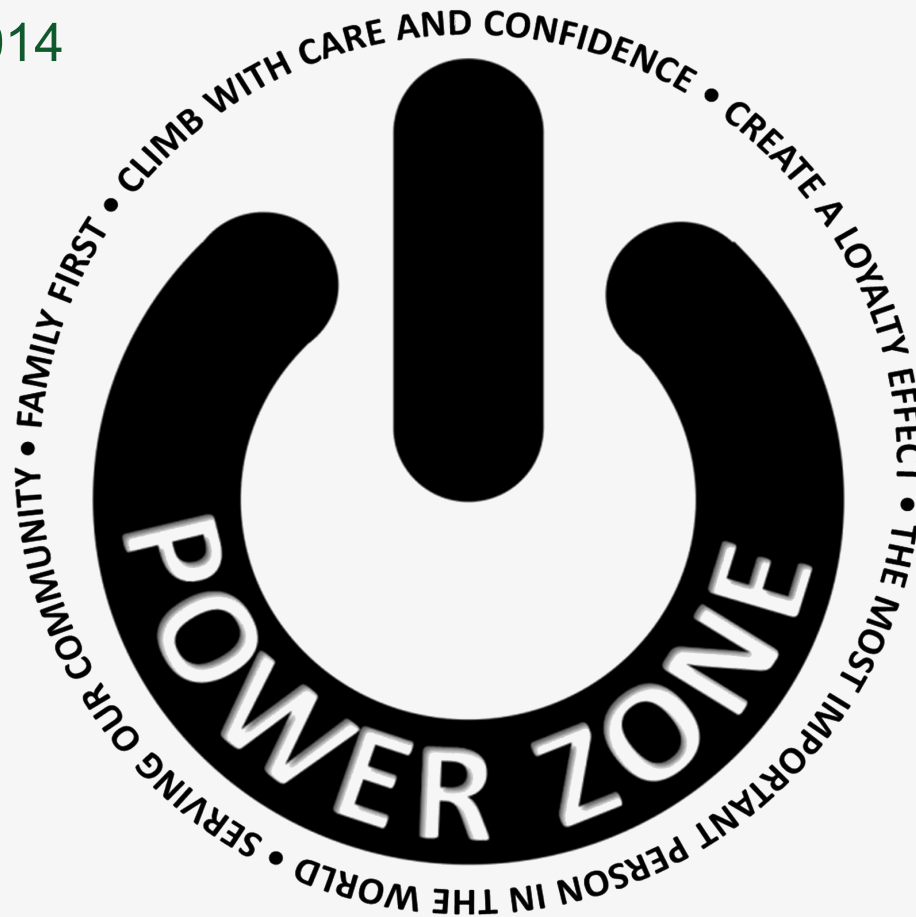
**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** N/A

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

**DATE:** October 31, 2014

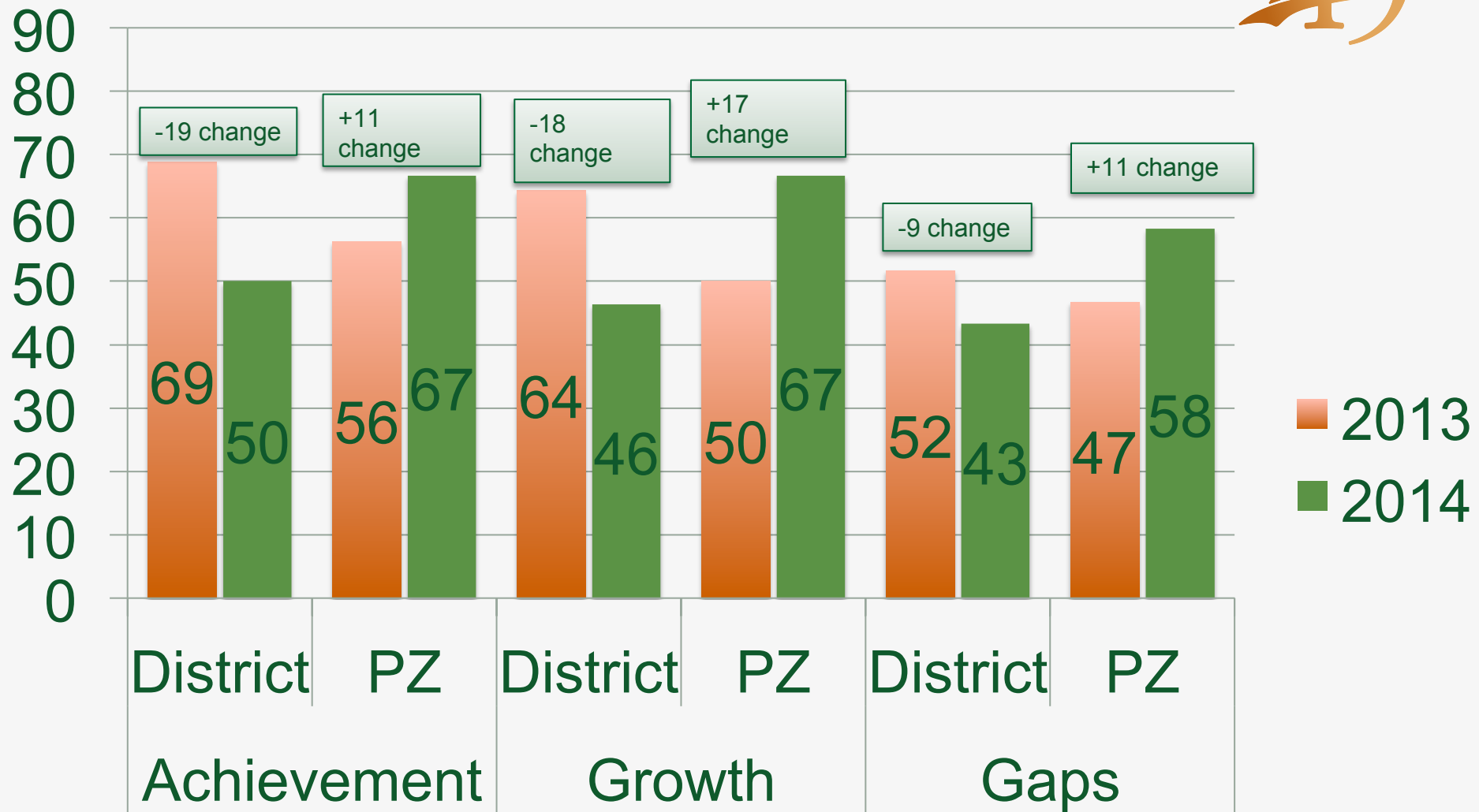
# POWER Zone BOE Update

November 13, 2014

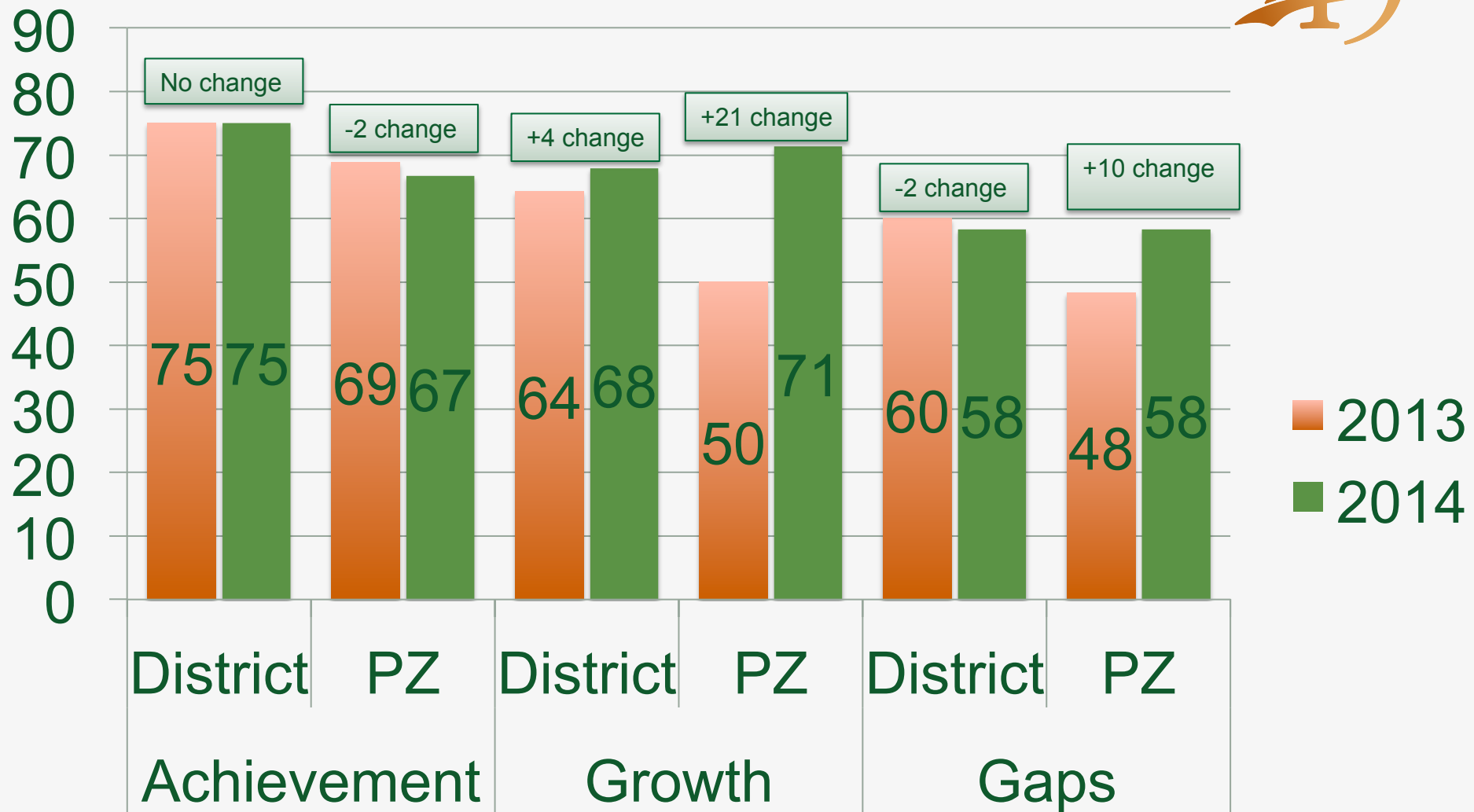


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# High School SPF Data

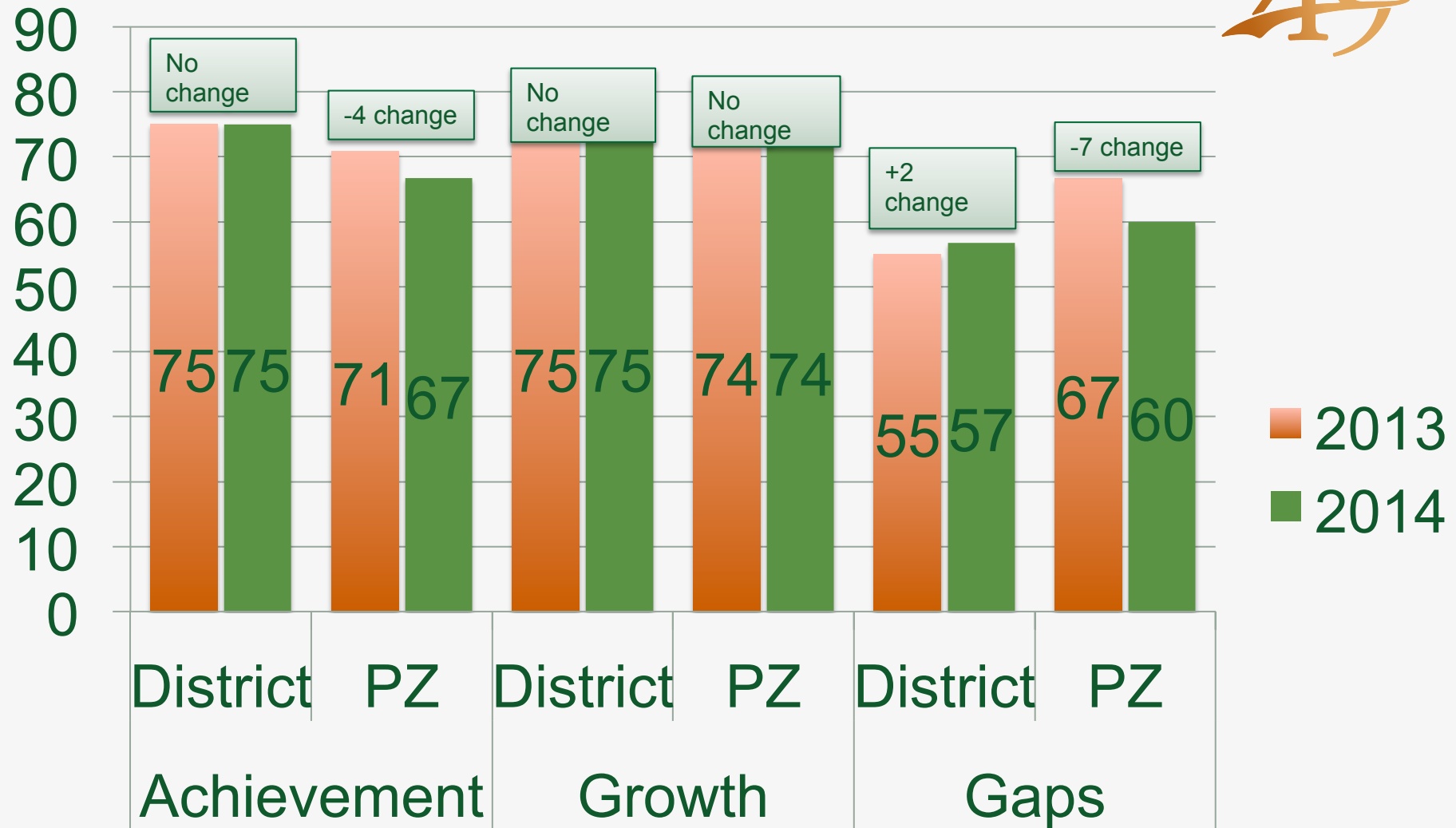


# Middle School SPF Data



2013  
2014

# Elementary School SPF Data



# POWER Zone Student Achievement/ Growth Improvement Measures



- The Gift of Focus:
  - Resources and Training for Primary Literacy and HS Pathways (CE, Dual Credit, AP)
- Curriculum Pathway Work
- Growth Based Evaluation Tool
- Capturing Kids Hearts Culture
- Instructional Tool Programming
- POWER Zone Accountability Plan



# Stetson Elementary



- **Literacy Components**
- **How do we help kids read**



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# Daily Instruction



- Whole Group instruction in reading strategies
  - Every child regardless of reading level
- Differentiated small reading groups
  - Specific targets based on need of group or student
- Treasures Reading Curriculum
  - Used as a structure for instruction
- Leveled Library
  - Enhance the Treasures Program
  - Groups of 6 books at various grade levels

# Interventions



- Lexia Core 5
  - Self leveling computer based intervention
  - 18 instructional levels from phonemic awareness to comprehension
- Sonday Reading Intervention
  - Multi sensory approach to reading skills
  - Targeted at K - 3
  - Training is ongoing
  - Will be used daily with small groups

# Interventions continued



- Educational Paraprofessional
  - Works with small groups on reading skills
  - Phonics, vocabulary and fluency
  - Progress Monitor

# Literacy Working Group



- Refine and refocus reading instructional practices
- Define school wide reading instruction expectations
- Consolidate Reading Strategies
  - PD to all teachers
- Assess need for interventions
- Support effective use of interventions

# School Wide Expectations



- Reading blocks will be 90 – 120 minutes in length.
- Every child should practice reading silently every day.
- Every child should be read to every day.
- Every child should practice reading aloud regularly.
- Every child should be exposed to your “at grade level” whole group instruction every day.
- Interventions, such as small group pullouts of below grade level students by our educational para or resource teacher should be in addition to our reading instruction whenever possible
- Every child who is below grade level or is a fragile benchmark student will receive small group reading instruction every day. Have a specific goal for the group or student.
- Include guided reading using books from the leveled library.

# Love of Reading



- Reading becoming an increased priority
- Revamped Library
- Library Paraprofessional mission to ensure student access to books
  - Previews new books with classes
  - Reads aloud to develop interest
- One third of teachers in Book Study

# What next?



- Data Wall
  - Used to drive discussions about individual students, his/her progress, and interventions being used.
- Continue to develop reading as a priority in the school
- Sharing of reading strategies teacher to teacher



# Reading Focus at Ridgeview Elementary School



◆ Libraries

◆ Resources

◆ Professional Development

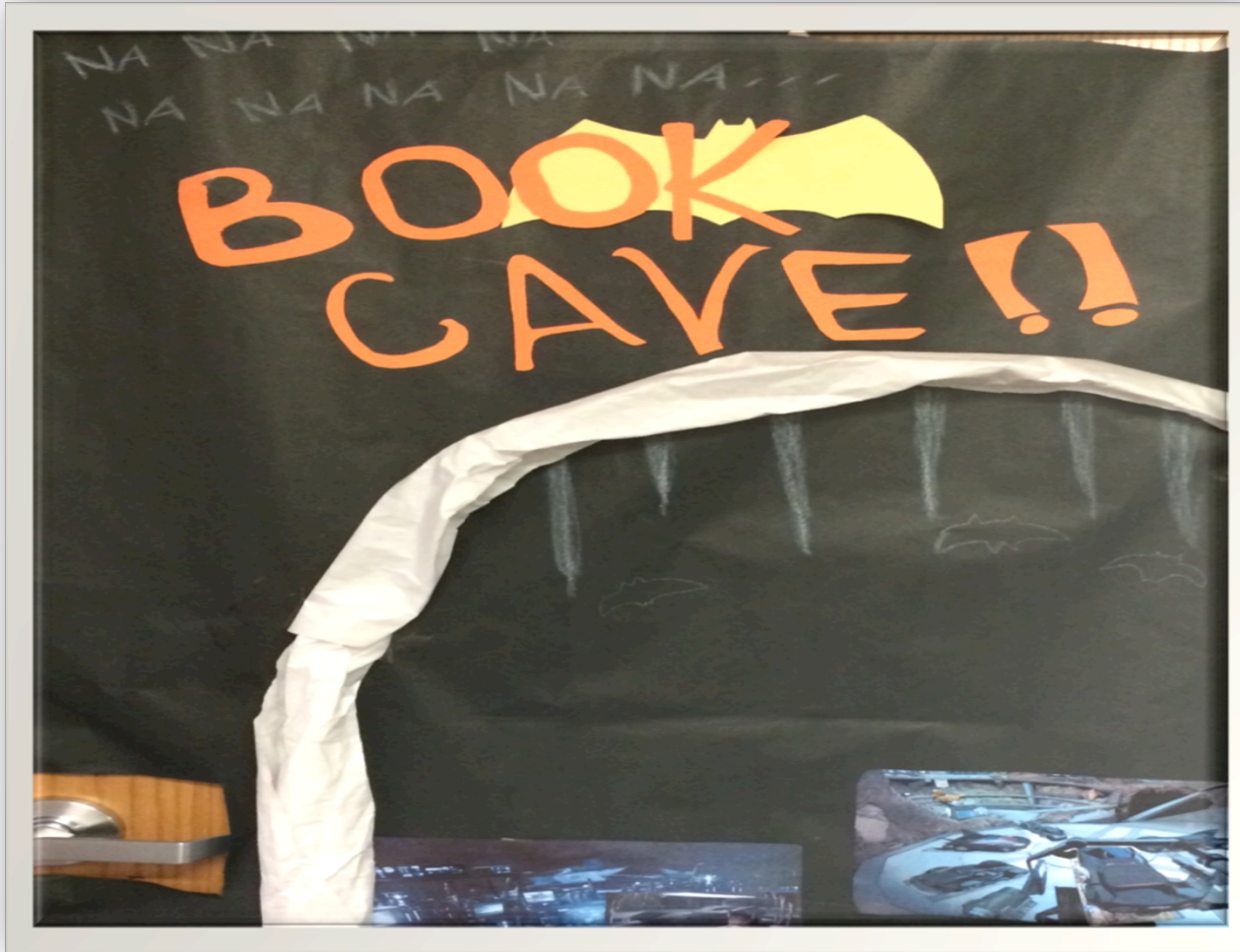
◆ Data Meetings

# BOOK BAGS



100 Book Bags were donated by Literacy for All Children, and we gave them to our most at-risk readers for home libraries. Each Book Bag was appropriately leveled and had anywhere from 12 to 25 books included... instant personal libraries for students! Students and parents were very excited to receive the gift of books!

# BOOK CAVE



We have transformed a storage closet into a BOOK CAVE! We have approximately 250 students who have or will benefit from the Book Cave this school year. 150 RV students started Fall Break with an engaging book of their choice, at their level. Admin (dressed in superhero gear) will meet with at-risk readers throughout the year to talk about reading and gift them with books!

# Other ways we are building libraries:



- Each teacher was given a small budget to add high interest books to their classroom libraries.
- We have invested time and money this year and last in building our guided reading leveled library, to include books that are considered anchor texts for Common Core State Standards. Teachers use these small group sets of books to support differentiated reading instruction.
- We are sending resources home regarding ways parents can access books for their children: free digital libraries, Pikes Peak Library District, etc.

# NEW Reading Resources and Professional Development



Some grade levels have identified the need for additional resources to support reading instruction and intervention.

We have purchased:

- **Phonics for Reading** (1<sup>st</sup>-5<sup>th</sup> grades) – digital training
- **Rewards** (5<sup>th</sup> grade) – digital training
- **Rite Flight** (2<sup>nd</sup>-5<sup>th</sup> grades) – 2 training sessions: 20+ teachers will be trained; some were trained during Fall Break and the rest will be on Nov. 25th
- **SIPPS** – Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (4<sup>th</sup> grade) – digital training
- **Sonday System** – Orton-Gillingham based (special education/ ELD/ preschool/ tier 3 at-risk) - 2-day training on Nov 6 and 7



# Continued Reading Resources and Professional Development:



- Lexia Core 5 intervention program
  - Lexia Coach and Administration provide ongoing training and also support with data analysis
- Treasures reading curriculum
- Saxon Phonics
- Drawing Children into Reading
  - Artist, Wendy Halperin, joined us in July for additional training on this innovative and engaging project
- Balanced Literacy approach with differentiated Guided Reading groups
  - Guided Reading PD will be presented by Rebecca Thompson for all RV teachers on Nov. 24

# Reading Meetings



- Teams are meeting with Sherry Kyle twice monthly for our Curriculum Pathway work in literacy
- Teams meet weekly for PLC work to include data discussions and collaboration regarding reading; a member of admin attends
- Admin held an additional meeting with each team recently to specifically discuss reading data and needs
- Admin met one-on-one with each classroom teacher to discuss every below grade level reader: benchmark and progress monitoring data, specific instructional gaps, additional diagnostic assessments needed, interventions in place, additional resources and support needed, attendance, home support, etc.

## Another focus at Ridgeview: Health and Wellness



### **Ridgeview leads the way with health and wellness!**

Ridgeview recently received national recognition through the Presidential Let's Move Active Schools program; we were one of only two schools in Colorado to meet the criteria for this award! Ridgeview was also recently recognized as a Touchdown School through the Broncos Fuel Up to Play 60 program. Fuel Up ambassadors, led by teacher Marvra Winner, had the opportunity to attend a celebration at Sports Authority Field at Mile High during Fall Break.



# LEx (Literacy Excellence) @ OES *Responding to the needs of our students*



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# Why?



- 15-20% of the general population are dyslexic
- 80% of students receiving Special Education services are there because of reading problems
- 70% of students nationwide never attain reading proficiency
- 36% of students with learning disabilities drop out of high school
- 85% of incarcerated youth struggle with reading

# What does this look like at OES?



- **Take Flight** ~ Reading Intervention for 60 students- 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> (as identified by a body of evidence on multiple assessments), 45 minutes daily, tier 3
- **Rite Flight** classroom support for fluency & comprehension, tiers 1 & 2
- Differentiated resources to meet the needs of this group of students inside the classroom (Learning Ally, Times Tales, Handwriting Without Tears)
- Training for all teachers: Dyslexia 101 (1 day), Foundations for Literacy (2 days), Rite Flight (1 day), Book Study: Overcoming Dyslexia by Sally Shaywitz

# Continued Reading Strategies.....



- **Rite Flight** classroom support for fluency & comprehension
- Intervention support from 4 interventionists:
  - 2 Take Flight and 2 other
- Lexia
- Two Parent information nights on interventions
- Bingo for Books and Book Swaps
- Reading Counts
- An intentional focus on our Core Reading Instruction in every classroom

# Skyview Middle School

This is a curriculum map that you can buy from Marzano



## CMapper Template Projected/Diary Map

(Individual planned/operational curriculum evidence at school-site level)

### Recording Reminders

• Unit name is written in ALL CAPITAL LETTERS and boldfaced

Content = What students must KNOW (topic or conceptual)  
 • Written as a Key Noun/ Noun Phrase: Descriptor  
 • Capitalize each word  
 • For visual intra-alignment each Content listing begins with sequential alphabet letter starting with A for the first (or only) unit in s given month. **Important Intra-alignment Note:** Start over with the letter "A" only when recording a new month, not after recording additional units in the same month.

- Italics the term *Resources* to set apart from Content
- Align to Content/Skills by recording underneath each Content listing / Make 2 dashes before each listing
- Do not write out the name of textbook, just chapter(s) or unit(s); if appropriate, specific page numbers when entire chapter/unit is or was not used.

- Assessments are aligned to specific Content-Skill statement(s) by letter/number coding. See page 3 for more specific information.

MONTH/YEAR	CONTENT	SKILLS	ASSESSMENT
October 2007	<b>NUMBER SENSE: PLACE VALUE/FRACTIONS</b> A. Place Value: 0-999 <i>Resources</i> --Chapter 1 --Units, Rods, Flats  B. Fractions: $\frac{1}{4}$ , $\frac{1}{2}$ <i>Resources</i> --Bingo Math, pp. 52-58 --Instant Math Centers, pp. 43-49  <b>DATA/STATISTICS/PROBABILITY: VISUAL REPRESENTATION</b> C. Pictographs/Tally Charts: Up To 5 Variables <i>Resources</i> --Chapter 3, pp. 111-116 --Practice Workbook, pp. 27-32	A1. Identify and interpret in writing placement of any given digit (e.g., 742 -- 4 is in 10s place) A2. Identify and interpret in writing value of any given digit (e.g., 742-- value of 4 is 40) A3. Write given number based on combined value A4. Write standard form numbers in expanded form to represent addition property  B1. Identify in writing fractions represented by models in symbols (e.g., $\frac{1}{4}$ , $\frac{3}{4}$ ) and words (e.g., one-fourth, three-fourths) B2. Represent manipulatively and in writing given fractions using models B3. Illustrate in writing numeric fractions using real-world examples  C1. Interpret and answer in writing teacher- and student-generated questions pertaining to graphed data using terms and symbols: most, equal, least, more than, less than, greatest (> < =)	A1-C3. 30 Item (MC/FinB/Short Answer) Test A1-A2. SAME 20 Item Test A3. FOR Partner Problems Exercise (Evaluation: Teacher Ob/Anecdotal Records) A4. 10 Item Quiz  B1-B3. 20 Item Test B2. FOR Mode Match Up Exercise  C1-C3. Self-Selected Topic Survey Project C1. FOR 5 Item Graph Labeling Quiz (Evaluation: Peer Review/Student Feedback) C3. FOR Small-Group Graph Comparisons Discussions (Evaluation:

In any element field, use numerals to represent quantities rather than number words including 0-9. (Note: Write the appropriate number word[s] if students are literally learning them, such as four or one-fourth.)

One space horizontally separates each Content/Skills/Assessment "sets." The one line space may be based on any element field as it depends on the length of text with the fields. Note: When viewing a map in cyberspace the line spacing across the screen may not be even. This is normal and not something that can be controlled. If you want an across-the-map perfect-line spacing convert the month/entire map to a WORD document and align the text as desired to view, print out, and/or



# This is a curriculum map you get when you Engage teachers in the process!



## Skyview Middle School - Language Arts 7 Curriculum Guide

Course Title: 7th Grade Language Arts

Year: 2014-2015

Essential Question(s):

Concept/Skill	Pacing	Colorado Academic Standard	Colorado Academic Standard Evidence Outcome (DOE)	Key Vocabulary	Formative/ Summative Assessments (Include Common Assessment)	Materials/Resources	Activities
Introduction to Novels		<b>2.1 Reading for All Purposes:</b> Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts. <b>2.2 Reading for All Purposes:</b> Informational and persuasive texts are summarized and evaluated. <b>2.3 Reading for All Purposes:</b> Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts. <b>4.1 Research and Reasoning:</b> Answering a research question logically begins with obtaining and analyzing information from a variety of sources.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text Understand that language represents and constructs how readers perceive events, people, groups, and ideas; recognize positive and negative implications of language and identify how it can affect readers in different ways Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").				
Comprehension & Self-Monitor		<b>1.2 Oral Expression and Listening:</b> Small and large group discussions rely on active listening and the effective contributions of all participants. <b>2.2 Reading for All Purposes:</b> Informational and persuasive texts are summarized and evaluated.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.				
Fluency		<b>2.2 Reading for All Purposes:</b> Informational and persuasive texts are summarized and evaluated.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.				
Read Fiction Shorts/Novels		<b>2.1 Reading for All Purposes:</b> Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts. <b>4.1 Research and Reasoning:</b> Answering a research question logically begins with obtaining and analyzing information from a variety of sources.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Determine a theme or central idea of a text and analyze its development over the course of the text Provide an objective summary of the text; Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").				
Characterization		<b>2.1 Reading for All Purposes:</b> Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts. <b>3.1 Writing and Composition:</b> Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Provide an objective summary of the text; Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) 55. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.				

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Skyview Middle School  
Curriculum Pathways – Our work on Curriculum  
2013 – to date



Benefits:

- As the building instructional leader, I know without a doubt that ***EVERY teachers knows the CAS*** for their content area and have engaged with prioritizing the Evidence Outcomes
- Alignment of Lessons to the CAS prepares students for CMAS, PARCC, Scantron. Leads to ***student achievement and growth.***
- Deep, Rich Curriculum ***conversations*** about standards and skills, vocabulary, Depth of Knowledge, pacing, etc.

**Skyview Middle School**  
**Curriculum Pathways – Our work on Curriculum**  
**2013 – to date**

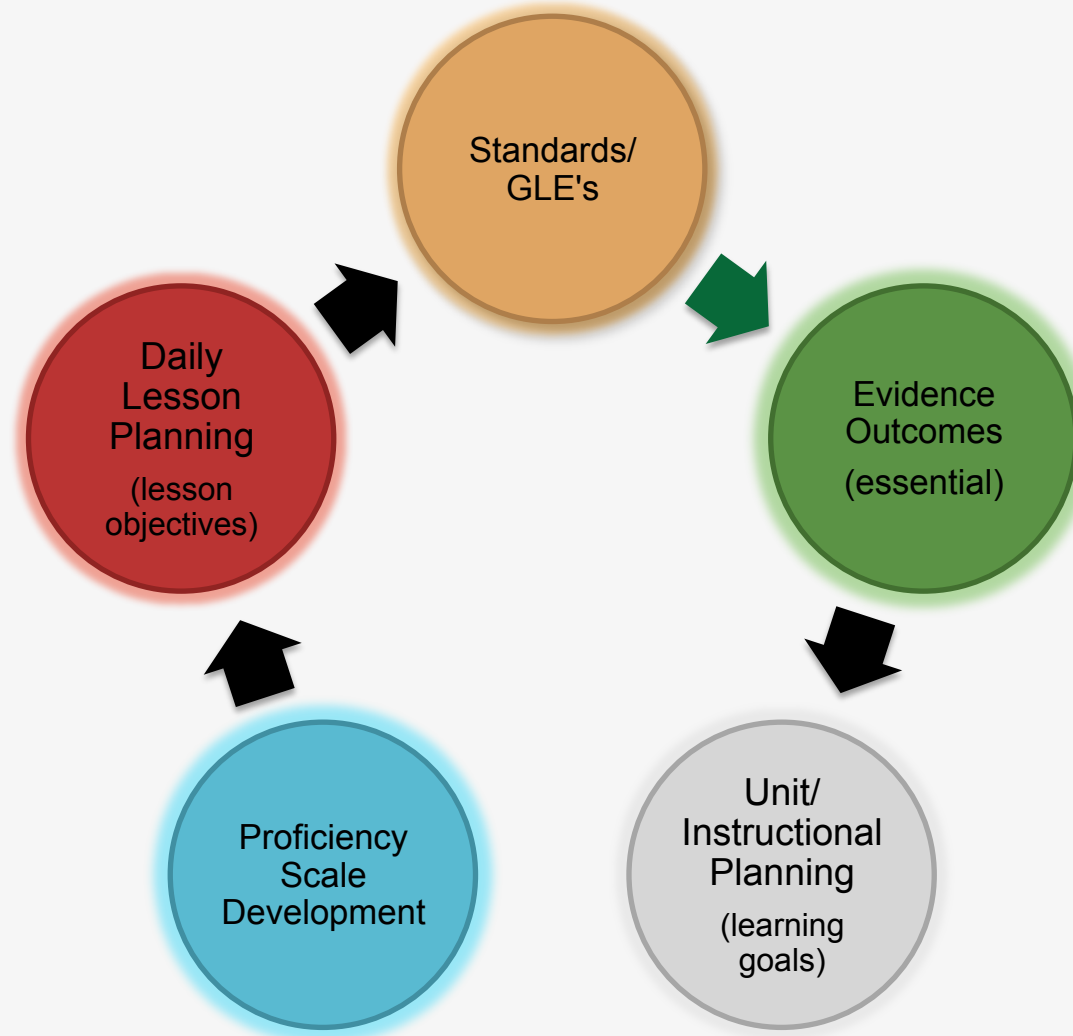


What we have done so far:

- **2013-2014** Prioritized the Evidence Outcomes, Designed the documentation to capture our work
  - **2014-2015** Pacing, DOK levels, Vertical Alignment (6<sup>th</sup> – 8<sup>th</sup>), Vocabulary
  - **2015-2016** Planning Common Assessments, Common Unit design with focus activities
- \* Success of Curriculum work is dependent upon time to collaborate, learn and produce!**



# New Understanding of curriculum work – teacher ownership of the perpetual process.





**New**

**11-13-14**





**Julie Rife**  
**Concurrent Enrollment**  
**&**  
**Fantastic 49**





**Program Assistant  
PPCC  
7 Years**

**Promote Vocational Program**

**Promote Concurrent Enrollment**

**Promote High School Articulation**

**Plan AVP Visit Days**

**Professional Training: Resume, Interviews, Workforce Readiness**

**Advise Students on Post-Secondary Transition**





**Concurrent Enrollment**  
**Dual Enrollment**  
**Advanced Placement**





**5 Year - Assent Program  
(With AA Degree)**

**CTE/PLTW**

**Certification**





**Monday / Wednesday**

**Seniors / Freshman**

**Tuesday / Thursday**

**Juniors / Sophomore**

**Friday**

**AM / PM Off**

**Internships**





**Jason DaLee**

**UCCS**  
**Math & Science**



# Questions?



THE BEST DISTRICT TO LEARN, WORK & LEAD



## **BOARD OF EDUCATION AGENDA ITEM 9.03**

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer
<b>TITLE OF AGENDA ITEM:</b>	Enrollment Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	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:**

<b>Rock #1</b> —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>
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — 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>
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — 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:** October 31, 2014

## FALCON SCHOOL DISTRICT 49

### 2014-2015 PROJECTED-AMENDED BUDGET

#### PUPIL COUNT

October Count for Fiscal Year	Actual Students Oct-09	Actual Students Oct-10	Actual Students Oct-11	Actual Students Oct-12	Actual Students Oct-13	Increase in Students	Budgeted Students Oct-14	Actual Students Oct-14
Coordinated Schools								
Preschool - Tuition Based (no other funding)		107	72	51	75	2	77	54
Preschool - Colo. Preschool Prgm. (CPP)	125	125	125	125	125	(1)	124	119
Preschool - Special Education	125	145	162	129	100	0	100	105
Kindergarten	899	829	849	893	857	(40)	817	872
Grades One - Five	4,359	4,397	4,412	4,513	4,612	69	4,681	4,734
Total Elementary School	5,508	5,603	5,620	5,711	5,769	30	5,799	5,884
Grades Six - Eight	2,804	2,721	2,713	2,775	2,764	46	2,810	2,881
Total Middle School	2,804	2,721	2,713	2,775	2,764	46	2,810	2,881
Grades Nine - Twelve Day School	3,544	3,697	3,789	3,933	4,027	51	4,078	4,224
Grades Nine - Twelve Night School	84	97	110	107	114	0	114	114
Total Senior High School	3,628	3,794	3,899	4,040	4,141	51	4,192	4,338
Total Coordinated Schools	11,940	12,118	12,232	12,526	12,674	127	12,801	13,103
Student growth over prior year		1.49%	0.94%	3.37%	3.61%		1.00%	3.38%
Charter Schools								
Homeschool	0	113	175	294	346	-	346	344
Kindergarten	357	319	379	335	331	(84)	247	372
Grades One - Five	1,493	1,578	1,178	1,617	1,639	266	1,905	1,700
Grades Six - Eight	544	627	499	715	741	170	911	784
Grades Nine - Twelve (*)	64	69	0	0	3,149	351	3,500	3,260
Total Charter Schools	2,458	2,706	2,231	2,961	6,206	703	6,909	6,460
Student growth over prior year		10.09%	-17.55%				11.33%	4.09%
Total D49-Authorized Schools	14,398	14,824	14,463	15,487	18,880	830	19,710	19,563
Student growth over prior year		2.96%	-2.44%	7.08%	21.91%		4.40%	3.62%
Affiliated Schools								
Colorado Digital BOCES					356	346	702	1,701
<b>Total Distrcit 49-Funded Enrollment</b>	<b>14,398</b>	<b>14,824</b>	<b>14,463</b>	<b>15,487</b>	<b>19,236</b>	<b>1,176</b>	<b>20,412</b>	<b>21,264</b>
Student Increase (Decrease) From Previous Year		2.96%	-2.44%	7.08%	24.21%		6.11%	10.54%

# FALCON SCHOOL DISTRICT 49

## 2014-2015 PROJECTED-AMENDED BUDGET

### ASSESSED VALUATION - MILL LEVIES

	MILL LEVIES							Authorized	
	Net Assessment Rate	Market Valuation	Assessed Valuation	General Fund	Mill Levy Override	SB 184 Adjustment	Bond Redemption Fund	Total Mills	Funded Pupil Count
04-05			\$360,878,890	28.847		0.124	14.310	43.281	9,544.50
05-06			\$452,258,300	24.459	9.802	0.093	12.494	46.848	10,132.50
06-07			\$504,523,250	24.459	9.800	0.076	11.212	45.547	11,580.50
07-08			\$620,028,470	24.459	9.800	0.324	11.212	45.795	12,221.50
08-09			\$656,524,910	24.459	9.800	0.203	11.212	45.674	12,984.30
09-10	10.69%	\$6,544,920,650	\$699,610,580	24.459	9.800	0.101	11.212	45.572	13,697.98
10-11	10.61%	\$6,632,924,756	\$703,938,280	24.459	9.800	0.321	11.212	45.792	14,027.84
11-12	10.69%	\$6,200,983,265	\$662,871,630	24.459	9.800	0.371	11.212	45.842	14,201.66
12-13	10.51%	\$6,317,740,713	\$663,717,810	24.459	9.800	0.114	11.212	45.585	14,572.86
13-14	10.51%	\$6,321,813,966	\$664,597,320	24.459	9.800	0.146	11.212	45.617	17,932.98
14-15	10.65%	\$6,449,273,854	\$686,887,540	24.459	9.800	0.146	11.212	45.617	18,598.20

Changes 2013-14 to 2014-15	Amount	Percentage
Assessed Valuation	\$22,290,220	3.35%
Funded Pupil Count (Gross)	665.22	3.71%

The mill levies indicated for the fiscal year 2014-2015 are actual as of the December 2013 Mill Levy Certification.  
 Final actual levies are established, per statute, in December 2014, and are final as of the January amended budget date.  
 The student counts indicated for the fiscal year 2014-2015 are actual.



# 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
<b>Falcon Innovation Zone</b>				<b><u>budgeted change</u></b>					
132	Falcon Elementary School	principal Malinda Keck	294.40	(11.90)	282.50	292.60	10.10	56,007	3.45%
134	Meridian Ranch Elementary School	Kim Leon	639.10	21.63	660.73	687.74	27.01	149,791	3.93%
137	Woodmen Hills Elementary School	Kelly Warren	668.18	27.00	695.18	669.86	(25.32)	(140,405)	(3.78%)
220	Falcon Middle School	Brian Smith	902.00	25.00	927.00	934.00	7.00	38,817	0.75%
310	Falcon High School	Cheryl DeGeorge	1,241.00	30.02	1,271.02	1,276.00	4.98	27,641	0.39%
312	Total Zone	Monty Lammers	3,744.68	91.74 2.4%	3,836.42	3,860.20 0.6% 3.1% vs LY	23.78	131,850	0.62%
<b>Sand Creek Innovation Zone</b>									
131	Evans International Elementary Schl	Michelle Styter	605.58	1.26	606.84	616.14	9.30	51,571	1.51%
135	Remington Elementary School	Mark Brown	520.08	(31.00)	489.08	513.38	24.30	134,725	4.73%
138	Springs Ranch Elementary School	Kim Mariotti	592.26	(1.19)	591.07	546.24	(44.83)	(248,576)	(8.21%)
225	Horizon Middle School	Dustin Horras	610.00	(2.00)	608.00	626.00	18.00	99,814	2.88%
315	Sand Creek High School	Ron Hamilton	1,236.00	(48.02)	1,187.98	1,242.50	54.52	302,340	4.39%
317	Total Zone	Sean Dorsey	3,563.92	(80.95) -2.3%	3,482.97	3,544.26 1.8% -0.6% vs LY	61.29	339,874	1.73%
<b>POWER Zone</b>									
136	Ridgeview Elementary School	Theresa Ritz	636.44	20.09	656.53	719.12	62.59	347,100	8.70%
139	Stetson Elementary School	Jeff Moulton	547.36	4.82	552.18	551.94	(0.24)	(1,326)	(0.04%)
140	Odyssey Elementary School	Pam Weyer	516.08	10.56	526.64	526.44	(0.20)	(1,109)	(0.04%)
230	Skyview Middle School	Cathy Tinucci	1,021.50	41.92	1,063.42	1,094.00	30.58	169,559	2.80%
320	Vista Ridge High School	Bruce Grose	1,227.00	15.55	1,242.55	1,314.00	71.45	396,200	5.44%
322	Total Zone	Mike Pickering	3,948.38	92.94 2.4%	4,041.32	4,205.50 4.1% 6.5% vs LY	164.18	910,424	3.90%
<b>iConnect Innovation Programs</b>									
510	Patriot Learning Center (w/ Nt Schl)	Tom Wilke	248.50	13.46	261.96	251.00	(10.96)	(60,773)	(4.37%)
464	Falcon Virtual Academy	Dave Knoche	484.28	13.40	497.68	507.38	9.70	53,782	1.91%
	Homeschool Program	Jessica McCallister	62.80	32.92	95.72	98.42	2.70	14,972	2.74%
522	Total Zone	Kim McClelland	795.58	59.78 7.5%	855.36	856.80 0.2% 7.7% vs LY	1.44	7,981	0.17%
<b>Internal Service &amp; Vendor Groups</b>									
Total Coordinated Schools			Peter Hilts	12,052.56 163.51 1.4%	12,216.07	12,466.76 2.1% 3.4%	250.69	1,717,242	2.01%

### 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	5,123.46	103.98
Midd Schools	2,533.50	2,654.00	120.50
High Schools	3,704.00	3,832.50	128.50
Multi Schools	795.58	856.80	61.22
Coord. Schools	12,052.56	12,466.76	414.20

### 14/15 Bud. - 14/15 Est. Revenue Bridge (excl. charters)

14 / 15 Budget Funding	\$ 77,218,891
Change to Allocations	-
Vol Variance (student count)	1,667,486
Rate Variance (PPR rate)	49,756
Net Change	1,717,242
14 / 15 Budget Funding	\$ 78,936,134

## **BOARD OF EDUCATION AGENDA ITEM 9.04**

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Peter Hilts
<b>TITLE OF AGENDA ITEM:</b>	Overview of District Counselor Function (10 minutes) - Hilts
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** During the transition to more local decisions about staffing budgets, many of our schools adjusted how they provide counseling. At the same time, the workload for counseling has increased with more iCAP and assessment expectations.

**RATIONALE:** This overview provides a baseline overview of how various counseling functions are fulfilled in District 49.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The data in this overview are primarily from our employment and management databases in the district counseling department.

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

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

**FUNDING REQUIRED:**

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Discussion Item—this is the second overview to review how the counselor role is adjusting and coordinated with other administrative and student support functions.

**APPROVED BY:** Peter Hilts, CEO

**DATE:** November 6, 2014

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## ELEMENTARY AND MIDDLE SCHOOL-BY-SCHOOL COUNSELOR FUNCTIONS

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### EVANS INTERNATIONAL ELEMENTARY

#### 1. Personal Development

The counselor accomplishes this function by:

- Providing individualized, small group, and classroom guidance
- Developing and supporting daily student behavior plans
- Working with students to resolve conflicts
- Making referrals to Girls and Boys Club
- Assessing student and/or family needs and supporting it by Send Hunger Packing program, providing clothing and food support, resources for outside agencies.

The school social worker accomplishes this function by:

- Providing individualized and small group support according to student IEP goals and students within the RtI Process
- Conducting assessments and observations and sharing intervention strategies for students with an IEP or within the RtI Process

#### 2. Mental Health Support

The counselor accomplishes this function by:

- Making referrals to outside agencies depending on need of student/family
- Attending parent-teacher conferences. Requesting a release of information to contact providers.
- Developing and tracking daily behavior plans to help with diagnosis, changes with medications, determine supports and interventions
- Addressing behavior issues as they occur and helping to de-escalate the situation
- Providing student support and intervention (i.e., sensory breaks, social skills, assistive technology, collaborating with OT, PT, and nurse to determine necessary supports)

The school social worker accomplishes this function by:

- Providing individualized and small group support according to student IEP goals and students within the RtI Process
- Conducting assessments and observations and sharing intervention strategies for students with and IEP or within the RtI Process

#### 3. Crisis Management

The counselor accomplishes this function by:

- Dealing with behavior episodes and helping to de-escalate
- Completing Threat and Suicide Assessments with the crisis team
- Making reports to DHS and Sheriff's office when necessary
- Serving as contact person for the school when a child returns to school after an incident. Developing a safety plan, providing counseling support, communicating with staff



4. Academic Advising

The counselor accomplishes this function by:

- Serving as RtI Coordinator, facilitating monthly Student Success Team meetings and tracking student success with interventions and needs
- Coordinating with SPED, classroom teacher, and interventionist to determine appropriate interventions
- Facilitating student retention meetings
- Working with the Assistant Principal to monitor attendance

5. Course Scheduling

The counselor accomplishes this function by:

- Working with administrators and classroom teachers to determine placement
- Completing kindergarten readiness assessments
- Upon enrollment, calling a previous school to learn about student needs
- When students enroll, work with administrators and SPED to determine class placement

6. Document Management

The counselor accomplishes this function by:

- 504 plans. The counselor is responsible for initiating, and meeting with all parties to develop a 504 plan. Enter the 504 plan into Alpine and flag it in Infinite Campus.
- Maintaining updated RtI student folders
- Working with SPED to develop Functional Behavior Assessments, Behavior Plans, and IEP's

7. School Assessment Coordinator

The counselor accomplishes this function by:

- When assessment accommodations are being considered the counselor gathers evidence, completes assessments, and provides request for the use of non-standard accommodations
- Developing an assessment calendar with administrators
- Verifying 504 accommodations
- Generating parent letters to notify them of the use of accommodations
- Serving as an assessment proctor and a school assessment coordinator with the assistant principal

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**REMINGTON ELEMENTARY**

At Remington Elementary School, our school counselor accomplishes the....

- Personal Development function by implementing an elementary school social emotional guidance curriculum with all students throughout the year. Our counselor focuses on skills for learning, empathy, emotional management skills, and problem solving skills with the new guidance curriculum. In the past, the counselor would do skill focused guidance lesson but this year our counselor is implementing a new program school wide called Second Step. This program was recently purchased with Medicaid monies and is being implemented by our counselor and supported by teachers and parents. In addition, our counselor meets with students one-on-one to address any personal development challenges they may have (ie. friendship challenges, conflict resolution, expressing emotion in a respectful manner, etc).
- Mental Health Support function is met by collaborating with parents who have their child/children in private therapy. Our counselor provides short-term immediate individual and/or small group counseling services to all students based on student needs (ie. family changes, military needs, etc.) The counselor also supports administration with disciplinary or student/parent needs by being a non-disciplinarian support.
- Crisis Management function is met by our school counselor by being apart of our school crisis team. Our counselor works with students, staff, and parents when students or families or in a crisis situation (ie. loss of a family member, financial difficulties, incidences that require immediate attention).
- Academic advising function is met by our school counselor by collaborating with teachers through the RtI process. Our school counselor collaborates with teachers to implement behavior plans to help students' academic needs.
- ICAP function is not met by our school counselor as it is not a elementary school requirement.
- Course Scheduling function is not a duty of an elementary school counselor.
- Document Management function is met by our school counselor by being our building 504 coordinator and support the RtI process. Our counselor interprets student cumulative files as needed for student support but is not responsible for the management of cumulative files, IEP documents, GT documents, or ELP plans.

School Assessment Coordinator function was primarily the responsibility of our school counselor until the 2013-2014 school year. The RES counselor had been responsible for organizing and coordinated CSAP/TCAP and CogAT. Now the school counselor is the assistant to the School Assessment Coordinator, RES assistant principal. The school counselor support our building SAC in preparing for any school assessments.



## **SPRINGS RANCH ELEMENTARY**

Sandy Gates, Counselor

ASCA National Model – American School Counseling Association

½ preventative, including whole school programs

### **BIONIC**

Bobcat Ambassadors

Classroom lessons – in every classroom, every two weeks

Peer Mediators

Capturing Kids Hearts

Positive Behavior Support

### **WATCH D.O.G.S.**

Kindness, Anti-Bullying initiatives (rocks, bucket fillers)

¼ split between responsive services

RtI

Small Groups

504s

¼ Crisis Management

Individual counseling

Supporting teachers in those situations (e.g. losing a family member)

DHS reports

Disruptive students

Crisis Team

Personal Development

Classroom lessons

Leadership opportunities

Mental Health Support

Individual counseling

Small group counseling

Crisis Management

(see above)

includes short-term and long-term issues

Academic Advising/Course Scheduling

Career awareness activities and lessons

Academic Success Skills Classroom lessons

Student placement

RtI

Document Management

RtI

504

DHS reports

D49 reports, e.g. Suicide, Threat Assessments

Assessment

Assistance during standardized assessment

**\*\*Thoughts:**

Training and Support:

- Would be nice to have monthly, or at least quarterly counselor meetings
- Mrs. Gates finds the state conference beneficial and we ensure that she attends each year
- Counselors in district do have a network to support each other, which is helpful
- Ensure that new counselors feel this support (meetings would help with this)
- Mrs. Gates is a huge part of our school-wide positive culture at SRES; she is very visible and available for students, teachers, classrooms, and families; this is one of the advantages of having a school counselor, and is hard to define and put data with. She is a very, very important, and needed part of our staff.

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## STETSON ELEMENTARY

### Personal Development

- Classroom guidance in all grade levels

- Drug Awareness

- Health and Wellness

- Respect

- Diversity

- Bullying

### Small Group and Individual Counseling

- Friendship/Social Skills

- Anger Management

- Deployment

- Divorce/Family concerns

- Coping Skills

- Kids Against Crime Presentation for 5<sup>th</sup> graders

- Middle School Leadership Day for 5<sup>th</sup> graders

### Positive Behavior Support

- Daily Announcements for 5<sup>th</sup> graders

- Snack Shack 4<sup>th</sup> and 5<sup>th</sup> graders

- Scheduling/ maintaining/ budget management

### Care and Share Food Drive

- Santa's Toy Express referrals

- Operation School Bell referrals

- Manage High School Tutoring program

### Crisis Management

- Grief

- Student concerns as they come up

### Mental Health Support

- Suicide/ Threat Assessment

- Counseling as needed

### Document Management

- DHS reports

- Suicide/Threat Assessment reports

- RTI Coordinator

- Initial Paperwork teacher and parents

- Scheduling meetings with teachers and parents and others

- Attend all meetings

- Maintain plan in Alpine
- Student Observations
- Create Behavior plans as needed
- Create tracking charts as needed
- Refer to SPED as needed

School Assessment Coordinators- CO-SAC

CogAT and TCAP/CMAS

- Create accommodation groups
- Create testing schedule/testing rooms
- Organize testing documents
- Proctor testing sessions
- Track absences and make up schedules
- Distribute testing results

- Parents/cum files/other schools

Attend Parent/Teacher conferences as requested by teacher or parent

Not involved in

- Course Scheduling
- Academic Advising
- ICAP

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## **ODYSSEY ELEMENTARY**

The OES School Counselor is an integral part of our educational program. She is a professional educator with a mental health perspective who understands and responds to challenges presented by our diverse student population.

During the elementary years, the knowledge, attitude, and skills that our students acquire in the areas of academic, personal, and social development serve as a foundation for future success. The goal is to remove barriers to learning and promote academic achievement by providing education, prevention, and intervention services.

### **Personal Development :**

- Small Groups of 6-8 students who meet weekly to improve: Anger Management; Friendships; Study Skills; Self-Esteem; Children with military-deployed parents; Families in Transition
- Classroom Guidance Lessons for k-5: Bullying prevention and awareness; Red Ribbon Week anti-drug awareness; conflict resolution; character education; understanding self and others, including peer relationships, coping strategies, and effective social skills
- Individual student planning, including: Conflict Resolution, Goal-Setting, Decision-Making, Understanding and using healthy coping skills

### **Mental Health Support:**

- Consult / Collaborate with administrators, teachers, parents
- At-risk student identification, assist with intervention plans
- School Climate (PBIS & SAC committees)
- Outreach to underprivileged students, parents, families

### **Crisis Management:**

- Crisis Interventions (for students, families, & OES)
- Child Abuse Reporting & Family Assistance
- Suicide & Threat Assessments
- Community resource information provided to families

### **Document Management:**

- Attendance tracking and improvement plan
- Bloomboard Goals – tracking for improved Discipline and Attendance

### **School Assessment Coordinator**

- Organize, schedule, and oversee TCAP, CogAT, CMAS, screenings; oversee WIDA

### **RtI Building Coordinator**

- Facilitate all RtI meetings
- Assist teachers in data collection areas



- Provide training to teachers in behavior strategies and behavior tracking
- Assist teachers in developing behavior plans for individual students

## **RIDGEVIEW ELEMENTARY**

At Ridgeview I have a licensed School Psychologist in my Counselor FTE position. I made this decision a few years back because I wanted to have immediate access to the expertise that a School Psychologist can offer. This has been a good decision. In addition to filling many counseling duties, my School Psychologist is a Special Education expert and leader in our building. I am happy to provide more info on that piece of her role if you would like it.

### **Personal Development**

Our School Psychologist supports students with this through short character education lessons in classrooms once per month, small group counseling sessions as needed, and 1-1 counseling support as needed. Teachers and enrichment teachers provide a lot of this as well through their normal work with students. A large part of elementary school is helping students to find their strengths and areas of interest and to also help them work on areas of growth. All staff at RV support with this development of students.

### **Mental Health Support**

Our School Psychologist takes the lead on this. She provides small group and individual support as needed for various areas of concern. Teachers, students, and/or parents can request this support; parent permission is required for ongoing support of this nature. The itinerant School Psychologist assigned to us also supports with IEP mental health minutes. Elementary teachers also, by nature, take a lead on this with their own students. There is a lot of nurturing and care that takes place right in the classrooms. Our kids deal with many challenges: divorce, deployment, death and loss, financial hardships at home, and the list goes on.

### **Crisis Management**

Our School Psychologist takes the lead on this need at RV. I do not send her to support with crises at other schools, rather the itinerant psychologists serve in that function. Administration is also highly involved with Crisis Management. At times our nurse and Health Assistant are also highly involved, depending upon the nature of the crisis. As a school grows, this becomes more of a need and it takes many at times to manage it.

### **Academic Advising**

Our School Psychologist coordinates our SST/RtI process. She is the keeper of the documentation and facilitates meetings. She advises when more intensive, long-term support may be needed via special education. Teachers and administration work closely with her on this.

### **Course Scheduling**

Our School Psychologist helps to support both inclusion and pull-out special education support for our most at-risk kids. Some of these students are in our RtI process, receiving

intensive interventions, but not yet sped qualified. Our special education staff and administration support with this planning and scheduling.

#### Document Management

Our School Psychologist facilitate all Special Education paperwork, RtI paperwork, child abuse reports, threat assessment documentation, attendance concerns, and anything of this nature.

#### SAC

This takes up a lot of hours for our School Psychologist, supported by our Assistant Principal. It has increased dramatically over the past couple of years. It definitely impedes her ability to focus on the other pieces of her role.

#### ICAP

N/A

## **FALCON ELEMENTARY**

We have a half time counselor in our building this year and we did not have a counselor for the past two years. We are very happy to have Monic' and we are clarifying her role as time goes since she is half time.

Here are the domains and how we are utilizing her under each domain:

(1) Personal Development: Our counselor, Monic' Dion, is supporting students in this area. She has not started going into classrooms yet for character development lessons but will be starting that after Fall Break. Our counselor also leads small groups for students that need support with friendship skills, students need help dealing with their parent's divorce, family deployments, or being new to a school or community.

(2) Mental Health Support:

We have a school social worker, Kathleen Eisenbrown, who support our students in which this service is part of their IEP. Our school social worker and our counselor have also formed social groups for our students that needs support in this area.

(3) Crisis Management: Since our counselor is half time and so is our AP, this is a role that all three of us share in the event that one person is not there. We are all focused on providing immediate support for a child in the event this occurs.

(4) Academic Advising/Course Scheduling: We do have a need for this in our elementary school setting.

(5) Document Managing——Our counselor and myself both handle this area since she is half time.

(6) SAC—Our counselor and AP are both leading the charge in this area.

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**WOODMEN HILLS ELEMENTARY****Personal Development:****1. Small Group Classes**

Go Fish – Families in Separate Homes-Parents separated or divorced? In this group, we are FISH – Families in Separate Homes-swimming together with some common experiences...discussing family changes and learning from other students about what helps when family changes are occurring.

Cool Cats – Anger Control-Do you sometimes get angry easily? Wondering how to control the anger when it is boiling inside? Learn ways to control your anger in positive, non-violent ways and get support while working through strong emotions.

All About Me – Self Esteem-Wondering who you are and what differences you make to the world? This is the group for you! Learn how to feel better about yourself and be proud of who you are. Learning to also put yourself out there for others, understanding the needs of others and how that is connected with who you are and who you want to be.

Lean on Me – Making and Keeping Friends-Need help making and keeping friends? Learn how to get along with others, start and maintain long lasting friendships. This group will help in listening to what others are saying, and expressing your own needs in a positive manner.

Good Grief – Grief and Coping-Feeling some loss in your life? Loss can be moving to a new school, losing someone or something you love, or can just be that you are feeling lost in your life. Learn the stages of grief and get support from others that have lost something in their lives and how to cope and enjoy the little things in life!

Junior Jitters – Changes and Transition-Are you nervous about Junior High? Change can be tough and scary sometimes, but Junior High has a lot to offer! Talk about what the changes will be, what to expect, ways to handle difficult situations, and how to make the most of moving up in the world and making your mark on the world in whole new ways!

Space Camp – Personal Space and Appropriate Touch/Play-A group that is for students who need additional assistance with personal space, and learning how to play with others and have fun without making others feel you are bothering them. Learn new skills for knowing others expectations of you and learn what a boundary is and how to use boundaries in your life.

2. Provide Community Resources: Operation School Bell, Mental Health Resources such as Alpine Connection Counseling Center, Leads Community Projects such as Helping Hands Food Drive, Care and Share Food Drive, Pennies for Patients/ALS, Student Council/Peer Mediation. Our counselor also teaches a special's class 1 period per day for 2<sup>nd</sup> graders. She teaches about self, family, and community with an academic integration approach.

**Mental Health Support:**

- See above small group classes
- 1:1 student support
- Positive Behavior Support to include our "Awards Assemblies" for students each quarter, schedules "Treat with the Principals" quarterly celebrations, assists with assists with recognizing students for their positive referrals.

**Crisis Management:**

- Emotional Emergency Management

**Academic Advising/Course Scheduling:**

- Makes teacher/student placement recommendations, Retention, 504's, RtI support

**Document Management:**

- 504's, Threat Assessments, retention conference scheduling, and RtI teacher support

**School Assessment Coordinator:**

- SAC trainings, testing scheduling, accommodation documentation, testing environment preparation, rosters, organization of materials. She is a Co-SAC with our half-time Dean of Students

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## **MERIDIAN RANCH ELEMENTARY**

### **Stephanie Kelkenberg – School Counselor – Meridian Ranch Elementary**

At MRES I accomplish Personal Development by

- Attend district school counseling meetings
- Attend all professional development days in the building
- Attend district/out of district opportunities that arise that pertain to the school counseling field
- Participate in weekly SpEd meetings
- Staff development training on crisis plans, PBIS, child abuse, behavior interventions and safety plans

At MRES I accomplish Mental Health Support by

- Plans and implements structured classroom guidance groups
- Provides monthly comprehensive character education lessons for each individual classroom.
- Facilitates comprehensive small group lessons based on the needs of the school (i.e. friendship group, divorce group, deployment group, anger management group, and a loss/grief group)
- Meet with students one on one when in a crisis (referred by self, teacher or parent/guardian)
- Compile resources for staff, students and parents/guardians
- Make referrals to other school support services or community resources
- PBIS Coordinator
  - Implement Bulldog Bone Exchange program
  - Conduct monthly PBIS committee meetings
  - Coordinate quarterly Bulldog Pride Assemblies
- Collaborating with staff about various students, situations, etc.
- Mental health support for staff (i.e. outside referrals)

At MRES I accomplish Crisis Management by

- Maintain proper documentation for parental restraining orders
- Ensure that appropriate personnel are in the know in order to keep students safe
- Conduct all suicide assessments
- Ensure that parents/guardians are given outside referrals if needed
- Follow up with individual students as needed
  - Follow district protocol for assessments (i.e. paperwork)
- \* Member of the Crisis Team
  - Assist with all practice drills and with actual crisis events
- \* Participate in tabletop exercises
- \* Assist administration with discipline (parent phone calls, conference with students, and ensure consequences are followed through with)

At MRES I accomplish Academic Advising (ICAP) by

- Conduct age appropriate classroom guidance lessons on college and career (i.e. age appropriate interest inventories)

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- Attend all monthly Bulldog Talks where we discuss students who need extra academic support/interventions (RtI –Response to Intervention)
  - Assist administration team and teachers at the end of the school year when placing students in classrooms for the Fall
  - Advise administration when a classroom/program change is being considered
  - Assist with new student G/T designation

At MRES I accomplish Document Management by

- Coordinator for all 504 plans
- Write, manage, and assist with implementing all 504 plans
- Use of master and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program
- Keep a written record of correspondence with students/parents

At MRES I accomplish School Assessment's by

- Attend all SAC trainings provided by the district
- Train 3<sup>rd</sup> grade staff members for CogAT administration
- Set schedule for CogAT testing
- Assist in administering CogAT testing (proctor)
- Train pertinent staff members to administer CMAS/PARCC testing
- Set schedules, gather supplies, set up computer labs, ensure classrooms are ready for testing and proctor assessments
- Collaborate with teachers/SpEd staff for student accommodations on CMAS/PARCC assessments
- Conduct parent PTA presentations regarding assessments

At MRES other duties that I accomplish throughout the school year are

- Student Council coordinator
  - Hold monthly meetings with 3<sup>rd</sup> – 5<sup>th</sup> grade student representatives
  - Community service projects (i.e. Red Ribbon Week, canned food drive, toy drive, Pennies for Patients, and school supply drive)
  - Assist students with recycling project
  - Recess duty – 5<sup>th</sup> grade
  - Before and after school duty (assigned and substitute)



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## HORIZON MIDDLE

Personal Development – this a lot by classroom teachers as far as developing relationships with students. Counselors do some of this but it is very difficult to get in during the day due to the academic needs as well as time. Counselors have bully forms they manage and meet with students when turned in. Counselors plan activities each year for Red Ribbon week. Counselors run Why Try and SmartGirl groups when possible (Smart Girl is being brought back this year). Counselors head-up our WEB program and activities. Counselors participate in grade level RtI meetings. Meet with students individually when needed regarding social, emotional, and academic needs.

Mental Health Support – group and individual counseling. Referrals to outside agencies. Counseling and meeting with parents to provide support in meeting students needs and discuss outside resources and needs

Crisis Management – referrals outside agencies, suicide and threat assessments, death counseling

Academic advising - doesn't happen much at this level as far as class advising. Counselors do facilitate 8th grade visits with the high school as well as visiting all 5th grade students at the elementary schools each Spring. Implement, develop, and manage 504 plans

•ICAP – counselors work with GT teacher to ensure they are implemented and meet with those students missed during class. No time for individual counseling on ICAP's

Course Scheduling - counselors do all scheduling and changing of classes. Counselors build everything in IC

Document Management - 504 managing and implementation. At times other schools call and ask about specific classes in order to give credit

School Assessment Coordinators – done along with an Assistant Principal. Counselors take a big role in this, scheduling and doing make-ups when needed. Counting books, labeling, small groups, accommodations

**Design:** We have three counselors, each assigned to a grade level and who loop with that grade level. They partner with a grade level Administrator (Assistant Principal) who also loops with them. We find that this is the best way for them to get to know their student group the best so that services and interventions are quicker to be applied and relationships are maintained.

### **Functions:**

#### **Personal Development**

- Counselors run individual counseling groups that address current issues for their class. Some of these groups include Deployed Parent Group, Organization and Study Skills Groups, Relationship Groups (“mean” girls groups, How to keep a friend groups), and Academic Groups
- All three counselors address Anti-bully skills by presenting our school Anti-bully policy and Upstander skills to large class size groups during the 1<sup>st</sup> Semester of school.
- Guest Speakers are brought in through the counseling department for both the student body and our parent community. We have addressed topics such as The Teenage Brain, Suicide Awareness, and Anti-bully Forums.
- Personal one on one counseling is a large part of their day as they work with students and parents on individual problem solving.

#### **Mental Health Support**

- Our Counselors conduct Threat Assessments as needed
- They support students who have been placed in mental health institutions with school to home communication, parent to teacher communication, out of building placement testing and sharing of academic assignments.
- Individual one on one counseling to support students on a daily basis for mental health needs
- Collaborate with local mental health facilities for training and staff development.

#### **Crisis Management**

- They are the first to be involved in Crisis management plans and have had to facilitate the process as it pertains to the death of a student and staff member.
- They function as members of the overall Crisis Management Team for our zone and district when necessary
- They support students when necessary in a behavior crisis, especially in the event of police involvement, mental health placement or expulsion support with academics.

#### **Academic Advising**

- All three counselors meet one on one with students struggling with school, support extra time for homework and support placement of students into interventions
- All counselors co-facilitate RTI teams at their grade level and are responsible for helping teachers with the analysis of data, placement into intervention, Tier I collaboration for student success, and facilitating the problem solving process. They work with building Psychologist to provide support to RTI students in need.
- ICAP – all three counselors have a specific function in the CIC process to guide their grade level students through the creation of an ICAP, learning styles inventory, and career inventory. They are responsible for collaboration with Tyra Little in the management of the CIC program

- 
- Function as co-facilitator in any requests for retention or special education testing.

### **Course Scheduling**

- All counselors manage the schedule creation and upkeep for their grade level students. They must intake new students, test them, place them in appropriate classes and manage the back and forth of course scheduling for them.
- One lead counselor will collaborate with Principal in the creation, maintenance of a master schedule
- They provide assistance in special scheduling circumstances: how to add new courses, how to support intervention needs with existing courses, the flow of personnel to fulfill the teaching load for the building.

### **Documentation Management**

- They collaborate with their RTI teams to document interventions and student progress on Alpine and our building level RTI documentation spreadsheet.
- They are experts at finding and using data from Alpine and encourage the use of Alpine in their grade level teacher teams.
- They document all parent and student interactions, some in Infinite Campus and some in personal counseling notes

### **School Assessment Coordinators**

- One lead counselor is a co-SAC with our Assistant Principal SAC. She facilitates the testing protocols for our building, and manages the test delivery from beginning to end. We are in the process of training a second counselor to take these responsibilities over, so for the time being, we have two counselors assigned to this task.
- The same counselor will take on the staff development associated with the delivery of state assessments.
- They do not manage Scantron or common assessments for content areas. This is managed by another person in the building.

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## FALCON MIDDLE

Falcon Middle School currently has 3 counselors. Each of them is assigned a grade level (6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup>) and they will stay with that group of kids as they progress through all three years of middle school. Each counselor is also paired up with a grade level administrator so that they can collaborate on any issues that come up related to their students or classrooms. Together, this team facilitates weekly RTI meetings with their grade level teams to problem solve and identify various academic and behavioral interventions. They also keep each other in the loop on various social, emotional, and behavioral issues that need to be addressed with students in their grade level.

Below is a list of the duties that the counselors perform as they relate to the various domains of school counselors:

**Personal Development:** Conduct Conflict Resolution/Bullying presentations to all students through Social Studies classes twice per year, Facilitate the D49 Bullying survey twice per year, Implement small counseling groups, Facilitate weekly RTI meetings with teachers, Help supervise Lunch duty so that they can interact with their entire grade level, and Conduct new student orientations for new students at FMS.

**Mental Health Support:** The School Social Worker provides the mental health support hours for students with disabilities. Our counselors provide this support for any students dealing with issues related to suicide/cutting/etc. They also counsel students dealing with issues related to bullying and conduct mediations as well. They also meet with any students needing help with social and emotional issues.

**Crisis Management:** Conduct Suicide Assessments, Provide 1 on 1 counseling for students, Participate as members of the campus Crisis Management Team, Assist with drills and evacuations as a member of the team.

**Academic Advising:** Facilitate weekly RTI meetings to help problem solve student academic needs and follow up with students/parents, Provide support to the GT students in the RTI meetings as well, Advise students on specific Exploratory classes that can be taken, Advise students on strategies to use in the classrooms with their teachers if they are struggling, Advise students and parents on the Online class opportunities that are available if specific classes are not offered or if they need a specific core class in a different environment, Facilitate the ICAP implementation for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades.

**Course Scheduling:** Handle the development of student schedules for the school year, Assist the Principal in the development of the master schedule based on student needs.

**Document Management:** 504's, RTI Plans, Suicide Assessments, DHS Reporting, Conflict Resolution forms, Mediation forms, and store the Cumulative Files in the Counseling office.

**Assessment:** Assist Administration with the facilitation of state assessments, Help in the planning of testing rooms for students needing accommodations based on 504, RTI, IEP, etc.

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## **SAND CREEK HIGH**

All named persons or rolls fulfilling counseling functions at the school are listed in relative order of degree of emphasis in the target area:

☐ Personal Development – Counselors (Vicky Glaser, Kathy Helling, Thomas Bignall - starting on October 7th), Individual Education teachers (led by dept. chair Karen Sandidge and Zone social worker Sherrie Thomas), District GT TOSA (David Sinha), MFLAC military counselor (Ken Calhoun), Advisory teachers (this program requires professional development), administrators (Ron Hamilton, Janet Giddings, Jared Welch), IB Coordinator (Nicole Sides), Director (Rod Baker), coaches, club sponsors.

☐ Mental Health Support - Counselors, Individual Education Dept. chair Karen Sandidge and Zone social worker Sherrie Thomas, MFLAC military counselor (Ken Calhoun)

☐ Crisis Management - Counselors, Individual Education Dept. chair Karen Sandidge and Zone social worker Sherrie Thomas, administrators (Ron Hamilton, Janet Giddings, Jared Welch), SRO (Officer Jason Reeser)

☐ Academic advising - Counselors, assistant principal Janet Giddings, JROTC commanders John Gaughn and Ben Brown, District GT TOSA (David Sinha), specific teachers (Sue Bloyd, Leslie Fischer, Christie Morphet), The Scholastic Scorpions support team, IB Coordinator (Nicole Sides)

• ICAP – Zone academic dean Audra Lane with support from Tyra Little, Counselors, all CTE and Social Studies teachers, advisory teachers

☐ Course Scheduling – Counselors, Audra Lane, Nicole Sides, Registrar (Robin Didion), assistant principals Jared Welch and Janet Giddings

☐ Document Management – Registrar, Counseling secretary (Paula Fox), Counselors, Administrative secretaries (Janet Anderson and Rebecca Sellers), Individual education staff, ELD supervisor (Jackie Kwon), Zone nurse

☐ School Assessment Coordinators – Assistant principals Janet Giddings and Jared Welch, Jackie Kwon, Audra Lane (support as previous SAC)

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## **FALCON HIGH**

### **Falcon High School Counselors Provide:**

- Academic skills support
- Organizational, study and test-taking skills
- Post-secondary planning and application process
- Career planning \_ ICAPS
- Education in understanding self and others
- Coping strategies
- Peer relationships and effective social skills
- Communication, problem-solving, decision-making, conflict resolution and study skills
- Career awareness and the world of work
- Substance abuse education
- Multicultural/diversity awareness
- Goal setting
- Academic plans – ICAPS
- Tracking student success with interventions and needs
- Coordinating with SPED, classroom teacher, and interventionist to determine appropriate interventions
- Working with the Assistant Principal to monitor attendance
- Individual and Classroom Guidance
- Career plans
- Problem solving
- Education in understanding of self, including strengths and weaknesses
- Transition plans

### **Responsive Services**

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Peer facilitation
- Peer Mediation classroom presentations and individual counseling
- Consultation/collaboration
- Referrals

### **Mental Health Support**

- Making referrals to outside agencies depending on need of student/family
- Attending parent-teacher conferences. Requesting a release of information to contact providers.
- Developing and tracking daily behavior plans to help with diagnosis, changes with medications, determine supports and interventions
- Addressing behavior issues as they occur and helping to de-escalate the situation

### **System Support**

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

### **Course Scheduling**

- Working with administrators and classroom teachers to determine placement
- When students enroll, work with administrators and SPED to determine class placement
- Graduation requirements / track all course completion
- Credit Recovery placement
- Online referrals – ie BYU

### **Crisis Management**

- Dealing with behavior episodes and helping to de-escalate
- Completing Threat and Suicide Assessments
- Making reports to DHS and Sheriff's office when necessary
- Serving as contact person for the school when a child returns to school after an incident.  
Developing a safety plan, providing counseling support, communicating with staff

### **College and Career Readiness:**

- School profile
- Transcripts submission
- NCAA
- College In Colorado
- Scholarships applications start to finish – i.e – Boettcher, Daniels
- Letters of recommendations
- College Aspirations
- Academic Planning for College and Career Readiness
- Enrichment and Extracurricular Engagement
- College and Career Exploration and Selection Processes
- College and Career Assessments
- College Affordability Planning
- College and Career Admission Processes
- Transition from High School Graduation to College Enrollment
- Concurrent enrollment
- Ascent
- Area Vocational via PPCC and Beauty School
- Financial Aide nights
- FAFSA
- College Relations / Visits

### **Secondary School Counselors Collaborate with:**

#### **Parents:**

Academic planning/support  
 Post-secondary planning  
 Scholarship/financial search process  
 School-to-parent communications  
 School-to-work transition programs  
 One-on-one parent conferencing  
 Referral process

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**Students:**

Student registration – new student intake

Student to Student

Academic support services

Program planning

Peer education program

Peer mediation program

Crisis management

Transition programs

Portfolio development, providing recommendations and assisting students with the post-secondary application process

Classroom guidance lessons on post-secondary planning, study skills, career development, etc.

School-to-work transition programs

Academic support, learning style assessment and education to help students succeed academically

Classroom speakers

At-risk student identification and implementation of interventions to enhance success

**Administrators:**

School climate

Academic support interventions

Behavioral management plans

School-wide needs assessments

Data sharing

Student assistance team development

**Community:**

Job shadowing, worked-based learning, part-time jobs, etc.

Crisis interventions

Referrals

Career education

*These examples are not intended to be all-inclusive*



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## VISTA RIDGE

### **Counseling Duties 2014/2015**

#### **Michele**

Lead Counselor

10<sup>th</sup> grade / sophomores

11<sup>th</sup> grade split H-N

504's – each counselor will do their own caseload

11<sup>th</sup> grad ICAP'S- each counselor will do their own caseload

Peer Counseling/ Mediation Coordinator

Daily Announcements

Registration/Team

#### **Meg**

12<sup>th</sup> grade/ seniors

11<sup>th</sup> grade split A-G

504's – each counselor will do their own caseload

11<sup>th</sup> grad ICAP'S- each counselor will do their own caseload

Registration/Team

Senior Awards/ Ashlie

3.75 Awards/ Ashlie

Scholarship Coordinator

PSAT

AVP/AVB

NCAA

ACT

#### **John**

9<sup>th</sup> grade/Freshman

11<sup>th</sup> grade split O-Z

504's – each counselor will do their own caseload

11<sup>th</sup> grad ICAP'S- each counselor will do their own caseload

Registration/ Team

AP testing/Ashlie

Academic awards/ Ashlie

ASVAB

#### **Testing**

ACT- Meg

PSAT- Meg

PLAN- Meg

AP- John and Ashlie

NCAA- Meg

ASVAB- John

#### **Counseling Team**

Grade level parent email communication

8<sup>th</sup> grade orientation

Skyview – ALL

Horizon – John

RMCA – Michele/ Meg

IMCA – Michele/ Meg

BLRA – Michele/ Meg

#### **Ashlie – Counseling Secretary**

Military Liaison

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AP testing with John  
Parent mass email communication  
Registration /Team  
Academic awards with John  
3.75 Awards with Meg  
Senior Awards with Meg  
8<sup>th</sup> grade orientation with the team  
College night/ College fair

**Other VRHS Counselor Responsibilities:**

- \*Facilitate 504 Meetings
- \*Attend IEP Meetings
- \*Meet with Administrators
- \*Meet with Teachers
- \*Meetings with Teachers
- \*Phone Calls to Parents
- \*Weekly PLC Meeting 7:30-8:45
- \*Scheduling of new students
- \*Contact former schools for student background info.
- \*Check transcripts
- \*Credit summary tracking on a daily basis
- \*Managing crisis issues that arise
- \*Scholarship questions
- \*Managing scholarships (Boettcher, Daniels Fund, \*Booster Club, D-49 Falcon Education Foundation
- \*Help students be successful in school
- \*Advisory meetings/guidance lessons with groups of students
- \*Parent Information nights for each grade level
- \*Supporting and managing ICAPS for each grade level
- \*Proctoring tests
- \*Coordinate PSAT, ASVAB, ACT, PLAN, AP testing
- \*Tracking and coordinating Academic Awards presentations
- \*Senior Awards Night
- \*3.75 Awards Night
- \*Tracking students who need credit recovery and making sure they are signing up
- \*Meeting with credit deficient students
- \*Balancing Classes, Changing schedules, Add/Drops
- \*Managing college representative visits
- \*NCAA managing & updating courses
- \*NCAA working with student athletes.
- \*Peer Counselor coordination & support
- \*Picking students for the Rocky Mountain Youth Leadership Conference
- \*A counselor is on the rotation for Freshmen orientation on the first day of school
- \*Managing and updating the course catalog guide.
- \*Having a representative on wolf council
- \*Having a representative on administrative meetings.
- \*Help support the building of the master schedule.
- \*8<sup>th</sup> grade registration information
- Going into classes at Skyview, Horizon, RMCA, TICA, Banning Lewis.
- 8<sup>th</sup> Information Night at VR

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Go back to Skyview for students who did not complete online registration

\*AVP/AVB - Manage and schedule students for the Program

Information meeting about AVP/AVB Program

Review applicants and determine candidates for the program

PPCC Orientation/Tour for prospective AVP candidates

Scheduling student class loads to coordinate with PPCC class times

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## **PATRIOT LEARNING CENTER**

### **Counselor Duties for Robin Schawe**

Robin Schawe (MA, LAC) is the middle school, high school and night school counselor at Patriot Learning Center.

#### **Personal Development**

Robin prides herself in her own personal education. She recently completed a year and a half of classes and internship hours to receive her LAC. She felt that working with the alternative population she would be better suited to help them with more knowledge of addiction.

- Received my LAC (Licensed Addictions Certificate)
- Attended Young Adult Conference: Failure to Launch

#### **Mental Health Support**

Robin's main focus at PLC is mental health. She has weekly counseling appointments set up and takes walk in's whenever necessary. Robin also runs multiple groups throughout the school year for all the MS, HS and NS students.

- Group Counseling
- Individual Counseling
- Addiction Counseling

#### **Crisis Management**

Robin is a major player on the Crisis Management Team and she is the main point of contact for any suicide and threat assessments done at PLC. Robin also completes DHS reports and assists the other staff members that are required to make DHS reports.

- Suicide/Threat Assessments
- Crisis Management Team
- DHS Reports

#### **Academic Advising**

Robin plays a big role in the academic advising world of PLC. Robin is in charge of all the ICAP's for MS, HS and NS. Robin pulls the students in small groups and works with them on their ICAP's to make sure that they understand the importance of their ICAP and to make sure that they are able to utilize every aspect of College In Colorado. Robin is the 504, RTI, AVP and Concurrent Enrollment Coordinator for PLC. She is very involved with helping the students find scholarships; apply to the colleges of their choice, filling out the FASFA application and COF if applicable.

- ICAP's
- AVP Coordinator
- College/Career Prep
- Scholarships
- Concurrent Enrollment Coordinator
- IEP Meetings
- 504 Coordinator
- Classroom Curriculum
- RTI Coordinator

#### **Course Scheduling**

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Robin came to PLC with immense master scheduling knowledge. She has always built the master schedules for MS, DS and NS. Being a smaller school using IC Wizard to build schedules is not the best option. Robin builds each schedule based on all the individual students and their needs.

- Master Schedule for MS, HS and Night School

### **Document Management**

Unfortunately, because PLC is a small school Robin has also had to take on the main role of registrar. Here at PLC we run off the point system, therefore grades are not rolled in IC like most school, but they are hand entered. Robin handles all credits, grades and transcripts for the MS, HS and NS students.

- Transcripts/Credits
- Transcript Requests
- Registration
- Grades
- Truancy/Attendance

### **School Assessment Coordinators**

- Organized testing
- Proctor

### **Other**

- Lunch Duty/ Before/After School Duty

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## **FALCON VIRTUAL ACADEMY**

Please list the responsibilities you have under these areas and list any support personnel (job title) that help you within the categories:

### **Personal Development**

- Seek out leadership opportunities for students such Mojo Up anti bullying campaign
- Facilitate Adopt a Newbie/Stomp out Social Isolation program
- Facilitates opportunities for peer mentoring, friendship guidance, coping skills
- Meet consistently to work on self advocacy
- Work with senior class on goal setting
- Emphasize relational capacity with students in building
- daily individual conference with students who have social/emotional needs
- parent/student meetings and trainings to help with academic skills and time management techniques
- NHS sponsor

### **Mental Health Support**

- Meet with individuals and small groups to address coping skills, defense mechanisms for more positive self esteem
- Collaborate with administration on all suicidal ideations and tendencies
- talk with students who have been hospitalized as a point of reentry
- Liaison to Peak View and other treatment centers for students
- Liaison between students and families, teachers/students/families
- Safe haven for students to talk about emotional & mental health needs
- Greet and welcome students

### **Crisis Management**

- Member of crisis management team
- Support staff when crisis occurs
- Facilitate group and individual conversations

### **Academic advising**

- Progress Monitors all High School Seniors in arenas of log-ons, assignment submissions, attendance and grades.
- ACT test prep courses(coming this year)
- Guide and counsel students on academic goals
- Work with students on career guidance
- Organizer of career fair
- Scholarship liason and assistance
- College visits
- All facets of Concurrent Enrollment: meetings, advising, coordinate Accuplacer testing, parent meetings, credits assistance, degree plan management
- Advise all students on college entrance requirements

### **ICAP**

- Facilitation of all ICAP's for students grades 6-12

### **Course Scheduling**

- Schedules all 7-12 students through BlackBoard- our online LMS

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- Scheduling for K-6 is managed by our Assistant Principal/Operations Manager
  - Key stakeholder in master scheduling development with Admin
  - Collaborate with teachers on course placements for all 7-12 students

### **Document Management**

- Send all transcripts for scholarships and college applications
- Document all pertinent conversations in counselor log
- Update all transcripts
- Our receptionist helps occasionally with documents management as we do not have a registrar

### **School Assessment Coordinators**

- We do not use our counselor to manage or orchestrate TCAP/CMAS testing. That role is taken on by administration
- Facilitation and Process for the following assessments fall under the counseling role
  - ACT voucher distribution
  - Accuplacer in collaboration with Janet Nace from PPCC

## BOARD OF EDUCATION AGENDA ITEM 10.01

<b>BOARD MEETING OF:</b>	November 13, 2014
<b>PREPARED BY:</b>	Tammy Harold, Board of Education President
<b>TITLE OF AGENDA ITEM:</b>	Executive Session: Pursuant to C.R.S. 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

### BACKGROUND INFORMATION, DESCRIPTION OF NEED:

### RATIONALE:

### RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to go into Executive Session pursuant to C.R.S. 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification for the evaluation and review of the Chief Business Officer.

**APPROVED BY:** Tammy Harold, Board President

**DATE:** November 3, 2014