



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

Mission Statement

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

AGENDA
REGULAR BOARD OF EDUCATION MEETING
March 12, 2015
6:30 p.m.
Education Services Center – Board Room

Fantastic 49 - 6:00 p.m.

- Educating Children of Color
- District 49 Facilities
- FHS Presidential Volunteer Service Award Winner
- Horizon Middle School - JOOI Club
- African American Youth Leadership Conference

6:30 p.m.

1.00 Call to Order and Roll Call

2.00 Welcome and Pledge of Allegiance

3.00 Approval of Agenda

4.00 Consent Agenda

- 4.01 Approval of Matters Relating to Administrative and Professional/Technical Personnel
- 4.02 Approval of Matters Relating to Licensed Personnel
- 4.03 Approval of Matters Relating to Educational Support Personnel
- 4.04 Approval of Matters Relating to Schedule B Personnel
- 4.05 Approval of Matters Relating to Specialized Services Providers
- 4.06 Approval of Minutes of Regular Board of Education Meeting 2/12/2015 and Special Board of Education Meeting 2/25/2015
- 4.07 Approval of Matters Relating to Continuing Building Administrative Personnel

5.00 Board Update

- 5.01 Chief Officer Update

6.00 Open Forum (3 minute time limit for each speaker)

7.00 Action Items

- 7.01 Approval of Personnel Policy Revisions
 - 7.01a GBEC Drug-free Workplace
 - 7.01b GBJ, GBJ-R Personnel Records and Files
 - 7.01c GC Professional Staff
 - 7.01d GCE-GCF Instructional Staff Recruiting and Hiring
 - 7.01e GCKB, Administrative Staff Assignments and Transfers
 - 7.01f GCQC-GCQD, GCQC-GCQD-R Resignation of Instructional Staff/Administrative Staff
 - 7.01g GCQF, GCQF-R Discipline, Suspension and Dismissal of Professional Staff

REGULAR BOE MEETING March 12, 2015

Page 2

- 7.01h GDE, GDF-R Educational Support Staff Recruiting/Hiring
- 7.01i GDO, GDO-R Evaluation of Educational Support Staff
- 7.01j GBK, GBK-R, GBK-E Staff Grievances
- 7.02 Action of Proposal to Change Name of Falcon Virtual Academy
- 7.03 Education Program Policies (10 minutes) Hiltz
 - 7.03a IG Curriculum Development
 - 7.03b IK Academic Achievement
 - 7.03c IKA Grading
 - 7.03d IKCA Weighted Grading
 - 7.03e IKF, IKF-R Graduation Requirements
- 7.04 Action on New Job Description, Concurrent Enrollment Instructional Coordinator
- 7.05 Action on Policies
 - 7.05a BEC, Executive Session
 - 7.05b EHB, Records Retention
 - 7.05c IHBB, Gifted Education
 - 7.05d IHBEA, English Language Learner
- 7.06 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 Calendar Changes for 2015-2016 at Springs Ranch Elementary School (10 minutes)
 - 9.02 Department of Justice Update (10 minutes)
 - 9.03 Budget Focus for 2015-16 School Year (10 minutes)
- 10.00 Other Business**
- 11.00 Adjournment**

DATE OF POSTING: March 5, 2015

Donna Richer
Executive Assistant to the Board of Education



BOARD OF EDUCATION AGENDA ITEM 4.01

SPECIAL BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Administrative and/or Professional-Technical Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

FUNDING REQUIRED: Yes

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

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

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

DATE: February 27, 2015



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Licensed Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

FUNDING REQUIRED: Yes

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

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

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

DATE: February 27, 2015

BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Lisa Hines, Educational Support Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Educational Support Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

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

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Paul Andersen, Personnel Director **DATE:** March 2, 2015



BOARD OF EDUCATION AGENDA ITEM 4.04

SPECIAL BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Susan Junkins, HR Specialist
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Schedule B Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

FUNDING REQUIRED: Yes

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

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

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

DATE: March 2, 2015



BOARD OF EDUCATION AGENDA ITEM 4.05

SPECIAL BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Continuing Special Services Providers and Those Not Being Recommended for Continuation
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

FUNDING REQUIRED: Yes

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

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

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

DATE: February 27, 2015

BOARD OF EDUCATION AGENDA ITEM 4.06

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Donna Richer, Executive Assistant
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board Meeting on 2/12/2015 and Special Board of Education Meeting 2/25/15
ACTION/INFORMATION/DISCUSSION:	Consent Agenda

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

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

RELEVANT DATA AND EXPECTED OUTCOMES: Minutes of the meetings will be posted on the district website after approval.

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

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

APPROVED BY: Marie LaVere-Wright, Board Secretary

DATE: February 27, 2015



BOARD OF EDUCATION AGENDA ITEM 4.07

SPECIAL BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Continuing Building Administrative Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

FUNDING REQUIRED: Yes

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

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

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

DATE: February 27, 2015

BOARD OF EDUCATION AGENDA 7.01

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Revisions to Personnel Policies
ACTION/INFORMATION/DISCUSSION:	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:

Revisions to Existing Policies and Associated Regulations – District Initiated:

- GBEC, Drug-free Workplace
- GBJ, GBJ-R, Personnel Records and Files
- GDE-GDF, Educational Support Staff Recruiting/Hiring
- GDO, Evaluation of Educational Support Staff
- GDO-R, Evaluation of Educational Support Staff

Revisions to Existing Policies and Associated Regulations – CASB Recommended Updates:

- GC, Professional Staff
- GCE-GCF – Instructional Staff Recruiting and Hiring
- GCKB, Administrative Staff Assignments and Transfers
- GCQC-GCQD, Resignation of Instructional Staff/Administrative Staff
- GCQC-GCQD-R, Resignation of Instructional Staff/Administrative Staff
- GCQF, Discipline, Suspension and Dismissal of Professional Staff
- GCQF-R, Discipline, Suspension and Dismissal of Professional Staff
- GDE-GDF-R, Educational Support Staff Recruiting/Hiring

Repeal of Existing Policies and Associated Regulations and Exhibits

- GBK, GBK-R, GBK-E, Staff Grievances. With the adoption of KEA, Stakeholder Grievance on October 9, 2014, policy GBK is no longer needed. Repeal of GBK is needed to eliminate a redundant policy and its associated regulation and exhibit.

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 leave policies in place that reflect the requirements of the law as well as the needs of the district.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Updating and improving leave policies are directly linked to Rock #3. Clear and up to date leave policies are essential for supporting our staff.



Regular BOE Meeting March 12, 2015
Item 7.01 continued

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion at a previous work session, I move to approve the recommended revisions to all policies listed in item 7.01.

APPROVED BY: Peter Hilts, Chief Education Officer
Brett Ridgway, Chief Business Officer

DATE: February 27, 2015



BOARD-APPROVED POLICY OF DISTRICT 49

Title	GBEC
Designation	Alcohol/Drug-Free Workplace (Drug and Alcohol Use by Staff Members)
Office/Custodian	CEO/Director of Human Resources Safety and Security

The Board recognizes the importance of maintaining a workplace that is free from alcohol and drugs to enhance the safety and welfare of employees and students and ensure compliance with applicable law. Accordingly, it shall be a violation of Board policy for any district employee to manufacture, distribute, dispense, possess, use or be under the influence of alcohol or illicit drugs on district property, in or on district vehicles or any other school approved vehicle, at any school-sponsored activity or event, or off district property when the employee is on duty. ~~This prohibition shall also apply to employees during non-work hours to the extent such use impairs an employee's ability to perform his/her job in a safe and effective manner and without endangering the health or safety of District 49 students, parents, or other employees.~~

For purposes of this policy, “illicit drugs” means narcotics, drugs and controlled substances as defined in law. Although some actions involving marijuana are no longer prohibited by state law, federal law still prohibits the manufacture, sale, distribution, possession and use of marijuana. As a recipient of federal funds, the district has an obligation to maintain a drug-free workplace. Thus, marijuana is an illicit drug for the purposes of this policy. “Illicit drugs” also includes any prescription or over-the-counter drug that does not meet the following four criteria:

1. ~~(1) The employee has a current and valid prescription for the drug or the drug is sold over-the-counter;~~
2. ~~(2) The drug is used or possessed for the purpose for which it was prescribed or sold over-the-counter;~~
3. ~~(3) The drug is used or possessed at the dosage prescribed or recommended; and~~
4. ~~(4) The drug is used or possessed consistent with the safe and efficient performance of the employee's job duties.~~

~~The unlawful manufacture, distribution, dispensing, possession, or use of controlled substance is prohibited in Falcon School District #49. This policy shall apply to all school District employees.~~

Compliance with ~~Observance of~~ this policy is a condition of employment. A violation shall subject the employee to appropriate disciplinary action **up to and including termination dismissal and referral for prosecution,** ~~which may include termination.~~ Disciplinary action shall be taken in accordance with applicable ~~Board of Education board or administrative policies and procedures policies.~~ In appropriate circumstances and at the district's ~~'s~~ discretion, disciplinary ~~sanctions actions~~ may include the completion of **a treatment plan as approved by the Director of Human Resources,** ~~an approved drug or alcohol abuse assistance or rehabilitation program.~~ Any such program shall be at the employee's expense. However, the District is not required to offer rehabilitation in lieu of ~~termination dismissal~~ or other discipline to any employee who has violated this policy.

An employee knowingly in the possession of or under the influence of alcohol or any ~~controlled substance~~ **illicit drugs** shall be ~~suspended~~ **placed on administrative leave** immediately by the principal or supervisor if such use or possession is:

1. On District property at any time;
2. At any other site where the employee has been assigned and is performing duties at that location in the capacity of District employee; or

4. _____

- 2.3. At any school-sponsored or school-sanctioned activity.**

~~An employee shall be suspended immediately after arrest for the unlawful manufacture, distribution, dispensing, possession, and use of controlled substance~~**illicit drugs** ~~or for being under the influence of a controlled substance~~**illicit drugs**.

~~After investigation, the Chief Education Officer may reinstate the employee if it appears to be in the best interests of the District. The matter shall be reported to the Board.~~

Pursuant to law, any employee who is convicted or pleads *nolo contendere* under any criminal drug **or alcohol** statute for a violation occurring ~~in the workplace~~, shall notify the ~~Human Resources Department~~**Director of Human Resources** no later than five days after the conviction. **The Chief Education Officer shall notify the Board of Education**. The District has an obligation under federal law to notify the appropriate federal agency within ~~10~~**ten** days after receiving notice of such conviction **or plea** if there is a relationship between federal funds received by the District and the convicted employee's work site.

Awareness and prevention program

~~This information shall be communicated to all new employees at the time of their orientation. Annually, principals and supervisors will remind staff of this policy and its ramifications. All employees will have a signed check-off sheet in their personnel file declaring they received the policy and any related information.~~

The Chief ~~Education~~ Officers shall establish an awareness and prevention program to inform employees about:

4. _____

1. _____ The dangers of drug and alcohol abuse.

2. _____ The dangers of drug and alcohol abuse.

3. _____ The Board's policy of maintaining a drug-free workplace **provisions of this policy.**

4. _____ Available drug and alcohol counseling, rehabilitation and employee assistance programs.

5. _____ Penalties that may be imposed upon employees for drug and alcohol abuse violations occurring the workplace.

- The dangers of drug and alcohol abuse;
- The provisions of this policy;
- Available drug and alcohol counseling, rehabilitation and employee assistance programs; and
- Penalties that may be imposed upon employees for drug and alcohol abuse violations.

The Board shall conduct a periodic review of its awareness and prevention program to determine its effectiveness, and implement appropriate changes.

~~Annual~~ **Notification of to employees**

This information shall be communicated to all new employees at the time of their orientation. Annually, principals and supervisors will remind staff of this policy, and its ramifications. All employees shall acknowledge receipt of this policy and related information.

All employees will have a signed check-off sheet in their personnel file declaring they received the policy and any related information.

~~Information about the standards of conduct required by this policy shall be communicated to employees on an annual basis. All employees shall acknowledge receipt of this policy and related information.~~

- Adopted: May 4, 1989
- Revised: March 14, 1991
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: February 12, 2009
- Revised: August 11, 2011
- **Revised: March 12, 2015**

LEGAL REFS:

- 20 U.S.C. § 1145g (Drug-Free Schools and Communities Act Amendments of 1989)
- 20 U.S.C. § 3221 (definition of “illicit drug use” and “drug prevention program”)
- 20 U.S.C. § 3224A, Drug-Free Schools and Communities Act of 1986, as amended in 1989 (certification of drug and alcohol abuse prevention programs)
- 21 U.S.C. § 812 (definition of “controlled substance”)
- 41 U.S.C. §§ 701 and 702 (Drug-Free Workplace Act of 1988)
- ~~21 U.S.C. 812 (definition of controlled substance)~~
- C.R.S. § 22-32-110(1)(k) C.R.S. §§ 22-63-111 and -116

CROSS REFS:

- EEAEAA, Drug and Alcohol Testing for Commercial Driver's ~~s~~-Licensed Employees
- GCQF, Discipline, Suspension, and Dismissal of Professional Staff Members
- GDQD, Discipline, Suspension, and Dismissal of Support Staff Members
- JICH, Drug and Alcohol Use by Students



BOARD-APPROVED POLICY OF DISTRICT 49

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

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

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

- Adopted: April 21, 1977
- Revised to conform with practice: date of manual adoption

- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: December 9, 2010
- Revised: September 8, 2011
- Revised: January 10, 2013
- Revised: March 13, 2014
- **Revised: March 12, 2015**

LEGAL REFS:

- C.R.S. 22-9-109 (*licensed personnel evaluations - exemption from public inspection*)
- C.R.S. 22-32-109.1(9) (*immunity provisions in safe schools law*)
- C.R.S. 24-19-108(1)(c) (*exceptions to public records*)
- C.R.S. 24-72-2012 **et seq.** ~~(1.3) and (4.5)~~ (*Colorado Open Records Act*)

CROSS REFS:

- CBB, Recruitment of Superintendent
- **GCE/GCF, Professional Staff Recruiting/Hiring**
- KDB, Public's Right to Know/Freedom of Information

Title	Personnel Records and Files
Designation	GBJ-R
Office/Custodian	Education/Director of Human Resources

Who has access to a personnel file?:

4. Human Resources staff **working in their capacity as records custodian have access to the personnel files. Others who may access are listed below. Any review of the personnel file must be made under the immediate** ~~(with supervision of a by the Human Resources representative Department)~~ :
 - ~~2.1. The individual employee. (with supervision by the Human Resources Department)~~
 - ~~3.2. A member of the supervisory chain.~~
 - ~~4.3. Board of Education (acting in official capacity as a group through the a Chief Education Officer/Chief Business Officer).~~

Human Resources will not release ~~No confidential personnel file information will be released to any unauthorized party. All files will be maintained in the human resources office or appropriate storage facility.~~

What records are contained in the personnel file?

Materials kept on file

~~These documents~~ **Items used to describe an individual employee's job performance, qualifications, and conduct, including :**

- ~~1. Items to be included:~~ performance appraisal documents, written reprimands **corrective communications**, attendance records, training records, official documents describing an employee's education and experience, the application, and mandated forms.
- ~~Items to be excluded:~~ **Parent and student comments are not consider personnel records will not be housed in the personnel file.**
- ~~2. , student comments, and items that do not fit in the inclusive section.~~

Retention of material records

Personnel records are maintained for the duration of employment and for an additional ten (10) years after retirement or separation from the district.

- ~~1. Employees: (as long as relevant for employment decision-making)~~
 - ~~a. Active file: all basic performance evaluation documentation and written reprimands for up to seven years.~~
 - ~~b. Archive file: will be established to maintain employee information which is more than seven (7) years old.~~
- ~~2. Past employees: ten (10) years after retirement or separation.~~

Internal review process

~~Periodically, the Human Resources Department will review files to ensure that files are being maintained properly. Any inappropriate material will be removed and returned to the individual.~~

Removal of information procedure

All items placed in a personnel file will remain intact, with the possible addition of documentation from the employee on an item of contrary opinion. Only in situations where a specific timeline has been outlined by a

supervisor and employee will any item be deleted. It becomes the employee's obligation to review their file to ensure the deletion of any material which has a specific timeline for deletion.

If, in the course of its work, ~~Periodically, the Human Resources Department~~ discovers records in a file that do not meet the definition of a personnel record, Human Resources will remove the record, notify the employee of the removal and, if appropriate, return the document to the employee. ~~will review files to ensure that files are being maintained properly. Any inappropriate material will be removed and returned to the individual.~~

Appeal process

An individual who disagrees with the procedure or decision of the Human Resources Department may appeal to the Chief Education Officer/Chief Business Officer for relief. The Chief Education Officer/ Chief Business Officer's decision will be final. [PAA1]

Individual inspection

~~An employee may inspect his/her personnel files upon request. will be available for employees to review.~~ Employees shall contact human resources to schedule a review of files. **Human Resources shall arrange for a review by the employee within five (5) business days. An employee may review his/her personnel file up to one time per fiscal year.**

Right to copy

At any time an individual may ask to have items copied by the Human Resources Department for their personal use. Applicable charges may apply at the current rate for copies. **Human Resources shall provide the requested copies within five (5) business days.**

Sign-in cards

The Human Resources Department will **establish a system for tracking each time a personnel file is reviewed.** ~~maintain a review card for each individual file.~~ This will allow the individual to know who has viewed the file and when.

~~No confidential file information will be released to an unauthorized party. All files will be maintained in the human resources office or appropriate storage facility.~~

- Adopted: October 7, 1993
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: December 9, 2010
- Revised: September 8, 2011
- **Revised: March 12, 2015**



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Professional Staff
Designation	GC
Office/Custodian	CEO/Director of Human Resources Personnel Director

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

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

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

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

Current practice codified: 1992

- Adopted: date of manual revision
- Reviewed: May 11, 2000
- Revised: December 13, 2001
- Revised: October 10, 2010
- Revised: August 11, 2011
- Revised: March 13, 2014
- **Revised: March 12, 2015**

LEGAL REFS:

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



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Professional Instructional Staff Recruiting/Hiring
Designation	GCE/GCF
Office/Custodian	Education/Director of Human Resources

Recruiting

The Board of Education directs the Chief Education Officer or designee to develop and maintain a recruitment program designed to attract and retain the best possible personnel. The District should make every effort to hire Instructional staff who are highly qualified as defined by the federal No Child Left Behind Act of 2001 (NCLB).

Annually, the Chief Education Officer, with the assistance from other administrative staff, will determine the personnel needs of the District. ~~A core staffing document will be developed and maintained to guide decisions on staffing and the establishment of new positions.~~

The search for instructional personnel shall extend to a wide variety of educational institutions and geographical areas. Consideration of the diverse characteristics of this school system and a need for staff members of various backgrounds will drive employment decisions and recommendations.

Recruitment procedures shall not overlook the talents and potential of individuals already employed in the District. Any present employee may apply for a position for which he/she is licensed and meets the other stated requirements.

Background checks

Prior to hiring any person, in accordance with state law the District shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit reports are used in the hiring process, the District shall comply with the Fair Credit Reporting Act **and applicable state law.**

Hiring

There shall be no discrimination in the hiring process on the basis of age, ~~handicap~~, disability, sex, sexual orientation, **genetic information**, religion, race, color, **creed**, national origin, ancestry, or marital status.

All candidates shall be considered on the basis of their merits, qualifications, and the needs of the District. The Board directs that recruitment procedures will give preference to candidates who meet the NCLB definition of highly qualified.

All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent. Unless otherwise required by law, the final selection for nomination shall be made only by the Chief Officer.

Appointment of candidates

Nominations shall be made at meetings of the Board of Education. **Nominations of candidates who are not highly qualified, as defined by the NCLB, will be accompanied with an explanation as to why a highly qualified candidate was not hired for the position.** The vote of a majority of the Board shall be necessary to approve the appointment of teachers, administrators or any other employee of the District. If there is a negative vote by the Board, the Chief Education Officer shall submit a new recommendation to the Board for approval.

Upon the hiring of any employee, information required by federal and state child support laws will be forwarded by the District in a timely manner to the appropriate agency.

- Adopted: April 21, 1977
- Revised to conform with practice: date of manual adoption
- Reviewed: May 11, 2000
- Revised: August 28, 2001
- Revised: November 11, 2010
- Revised: August 11, 2011
- **Revised: March 12, 2015**

LEGAL REFS:

- **C.R.S. 8-2-126** (*limits employers' use of consumer credit information*)
- **C.R.S. 13-80-103.9** (*liability for failure to perform an education employment required background check*)
- C.R.S. 14-14-111.5 (*Child Support Enforcement procedures*)
- **C.R.S. 22-2-119** (*inquiries prior to hiring*)
- C.R.S. 22-32-109 (1)(f) (*Board duty to employ personnel*)
- C.R.S. 22-32-109.7 (~~D~~*duty to make inquiries prior to hiring*)
- C.R.S. 22-32-126 (~~P~~*principals role in hiring and assignment-employment and authority*)
- **C.R.S. 22-60.5-114(3)** (*State Board can waive some requirements for initial license applicants upon request of school district*)
- **C.R.S. 22-60.5-201** (*types of teacher licenses issued*)
- C.R.S. 22-61-101 (*prohibiting d*~~Discrimination in employment prohibited~~)
- C.R.S. 22-61-103 (*requirement for t*~~Teacher's oath or affirmation~~)
- C.R.S. 22-63-201(~~licensure required~~*Employment license required exception*)
- C.R.S. 22-63-202 (*Employment contracts and mutual consent placement*~~-contracts to be in writing- duration- damage provision~~)
- ~~C.R.S. 22-34-402 (1) (Discriminatory and unfair employment practices)~~
- **C.R.S. 22-63-206** (*transfers*)
- C.R.S. 24-5-101 (*effect of criminal conviction on employment*)
- **C.R.S. 24-34-402(1)** (*discriminatory or unfair employment practices*)
- C.R.S. 24-72-202 (4.5+3) (*definition of personnel file in open records*)
- ~~C.R.S. 24-72-204 (3)(a) (Allowance or denial of inspection grounds procedure appeal definitions)~~
- 42 U.S.C. 653 (a) (*Personal Responsibility and Work Opportunity Reconciliation Act*)
- 15 U.S.C. 1681 et seq. (*Fair Credit Reporting Act*)
- **20 U.S.C. 6319** (*teacher requirements under No Child Left Behind Act of 2001*)
- **34 C.F.R. 200.55** (*federal regulations regarding highly qualified teachers*)

CROSS REFS:

- GBA, Open Hiring/Equal Employment Opportunity and Affirmative Action
- **GCKAA, Teacher Displacement**



BOARD-APPROVED POLICY OF DISTRICT 49

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

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

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

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

- Current practice codified: 1992
- Adopted: date of manual revision
- Reviewed: May 11, 2000
- Revised: October 7, 2010
- Revised: March 13, 2014
- **Revised: March 12, 2015**

LEGAL REFS:

- C.R.S. 22-63-203(2)(b)(IV) (*calculation of probationary period for probationary teacher serving as superintendent*)
- C.R.S. 22-63-206 (*transfers*)

CROSS REFS:

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

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Resignation of Instructional Staff/Administrative Staff
Designation	GCQC/GCQD
Office/Custodian	Education/Director of Human Resources

In accordance with state statutes, a teacher **or licensed administrator** may cancel a contract prior to the beginning of an academic year by giving written notice on or before July 1, during an academic year by giving at least 30 days written notice, or at any time by mutual agreement with the Board of Education. The Board delegates the authority to accept resignations to the Chief Education Officer.

A teacher **or licensed administrator** who fails to honor a contract, except in accordance with the statutes, shall be held responsible for the ordinary and necessary expenses incurred in securing a replacement not to exceed 1/12th of his annual salary. In addition, the teacher's **or administrator's license certificate** may be suspended.

A teacher **or licensed administrator** who resigns during the term of his contract shall be paid the prorated amount of his annual salary for each day he has been on duty.

The district shall comply with the mandatory reporting requirements concerning allegations of unlawful behavior involving a child and other offenses, in accordance with state law and the regulation accompanying this policy.

~~If an employee resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the Chief Education Officer is delegated the responsibility for immediately notifying the Colorado Department of Education (CDE) and for providing any information requested by the department concerning the circumstances of the resignation. The district also shall notify the employee that information concerning his resignation is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.~~

Mandatory reporting requirements

~~In addition, the Chief Education Officer or designee shall immediately notify CDE whenever a licensed employee resigns for any of the following reasons:~~

- ~~1. The individual is convicted, pleads nolo contendere or receives a deferred sentence or deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children.~~
- ~~2. The individual is convicted, pleads guilty, pleads nolo contendere, or receives a deferred sentence for any of the following offenses:

 - ~~a. any felony, including but not limited to felony child abuse, felony unlawful sexual behavior, a felony offense involving unlawful sexual behavior, and a felony offense involving an act of domestic violence;~~
 - ~~b. a crime of violence;~~
 - ~~c. indecent exposure;~~
 - ~~d. contributing to the delinquency of a minor;~~
 - ~~e. misdemeanor domestic violence; —~~
 - ~~f. misdemeanor sexual assault;~~
 - ~~g. misdemeanor unlawful sexual conduct;~~
 - ~~h. misdemeanor sexual assault on a client by a psychotherapist;~~
 - ~~i. misdemeanor child abuse;~~~~

- ~~j. misdemeanor sexual exploitation of children;~~
- ~~k. misdemeanor involving the illegal sale of controlled substances;~~
- ~~l. physical assault;~~
- ~~m. battery; or~~
- ~~n. a drug-related offense.~~

~~3. When the county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the school employee is the suspected perpetrator and was acting in an official capacity as an employee of the district.~~

~~4. When the Board reasonably believes that an employee is guilty of unethical behavior or professional incompetence.~~

- Current practice codified: 1992
- Adopted: date of manual revision
- Revised: August 4, 1994
- Reviewed: May 11, 2000
- Revised: August 11, 2011
- **Revised:** March 12, 2015

LEGAL REFS:

- C.R.S. 19-3-301 et seq. (*Child Protection Act of 1987*)
- C.R.S. 22-32-109.7 (~~Board of Education~~—*specific duties regarding hiring inquiries and reporting—employment of personnel*)
- C.R.S. 22-63-202 (~~Employment contracts—contracts to be in writing—duration—damage provision~~)
- **1 CCR 301-37, Rules 2260.5-R-15.00 et seq. (mandatory reporting requirements)**

Title	Resignation of Instructional Staff/Administrative Staff (Mandatory Reporting Requirements)
Designation	GCQC/GCQD-R
Office/Custodian	Education/Director of Human Resources

The following procedures apply to the reporting of allegations against or offenses committed by licensed personnel who resign from the district.

Mandatory reporting requirements – unlawful behavior involving a child

If an employee resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the Chief Education Officer is delegated the responsibility for immediately notifying the Colorado Department of Education (CDE) and for providing any information requested by the department concerning the circumstances of the resignation. The district also shall notify the employee that information concerning his resignation is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

If the district learns that a current or past employee has been convicted of, pled *nolo contendere* to, or received a deferred sentence of deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children, the Chief Education Officer shall notify CDE.

Mandatory reporting requirements - other offenses

In addition **and in accordance with applicable State Board of Education rules**, the Chief Education Officer or designee shall immediately notify CDE whenever ~~acceptance of licensed employee resignations~~ **concerning a licensed employee is based upon the employee's conviction, guilty plea, plea of *nolo contendere*, or deferred sentence for any of the following offenses** ~~for any of the following reasons:~~

- a. felony child abuse, as specified in C.R.S. 18-6-401;
- b. felony unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- c. a felony offense involving unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- d. a crime of violence, as defined in C.R.S. 18-1.3-406;
- e. indecent exposure, as described in C.R.S. 18-7-302;
- f. contributing to the delinquency of a minor, as described in C.R.S. 18-6-701;
- g. felony domestic violence, as defined in C.R.S. 18-6-800.3;
- h. misdemeanor domestic violence, as described in C.R.S. 18-6-800.3 (1) and such conviction is a second or subsequent conviction for the same offense;
- i. misdemeanor sexual assault, as described in C.R.S. 18-3-402;
- j. misdemeanor unlawful sexual conduct, as described in C.R.S. 18-3-404;
- k. misdemeanor sexual assault on a client by a psychotherapist, as described in C.R.S. 18-3-405.5;
- l. misdemeanor child abuse, as described in C.R.S. 18-6-401;
- m. misdemeanor involving the illegal sale of controlled substances;
- n. physical assault;
- o. battery;
- p. a drug-related offense; or

- q. an offense committed outside of this state, the elements of which are substantially similar to any offense described in items a-m above.

The Chief Education Officer shall also immediately notify CDE when the district learns:

- a. the resigning employee has forfeited any bail, bond or other security deposited to secure the employee's appearance and the employee is charged with having committed a felony or misdemeanor for any offense described in items a-m above; or
- b. the resigning employee has paid a fine or received a suspended sentence for any offense described in items a-m above.

The Chief Education Officer shall also notify CDE when:

- a. The county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the school employee is the suspected perpetrator and was acting in an official capacity as an employee of the district:
 - b. The Board reasonably believes that an employee is guilty of unethical behavior or professional incompetence.
- ~~1. The individual is convicted, pleads nolo contendere or receives a deferred sentence or deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children.~~
 - ~~2. The individual is convicted, pleads guilty, pleads nolo contendere, or receives a deferred sentence for any of the following offenses:~~
 - ~~a. any felony, including but not limited to felony child abuse, felony unlawful sexual behavior, a felony offense involving unlawful sexual behavior, and a felony offense involving an act of domestic violence;~~
 - ~~b. a crime of violence;~~
 - ~~c. indecent exposure;~~
 - ~~d. contributing to the delinquency of a minor;~~
 - ~~e. misdemeanor domestic violence; —~~
 - ~~f. misdemeanor sexual assault;~~
 - ~~g. misdemeanor unlawful sexual conduct;~~
 - ~~h. misdemeanor sexual assault on a client by a psychotherapist;~~
 - ~~i. misdemeanor child abuse;~~
 - ~~j. misdemeanor sexual exploitation of children;~~
 - ~~k. misdemeanor involving the illegal sale of controlled substances;~~
 - ~~l. physical assault;~~
 - ~~m. battery; or~~
 - ~~n. a drug related offense.~~
 - ~~3. When the county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the school employee is the suspected perpetrator and was acting in an official capacity as an employee of the district.~~
 - ~~4.2. When the Board reasonably believes that an employee is guilty of unethical behavior or professional incompetence.~~

- Adopted: **March 12, 2015**



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Discipline, Suspension, and Dismissal of Professional Staff (And Contract Nonrenewal)
Designation	GCQF
Office/Custodian	Education/Director of Human Resources

The Board of Education shall follow procedures established by law for the suspension and dismissal of ~~certificated~~ teachers.

Full time probationary teachers, currently employed by the Board, shall be re- employed for the succeeding academic year at the appropriate salary unless the Board does not renew the contract of such teacher pursuant to law.

This provision also shall apply to teachers employed on a part-time continuous basis by the District and by the Pikes Peak Board of Cooperative Educational Services.

The Chief Education Officer, Innovation Zone Leader, Chief Business Officer shall be authorized for good cause to suspend with pay or place on administrative leave a professional staff member as a disciplinary measure and/or pending an internal investigation when a professional staff member is accused of serious misconduct. The Chief Education Officer, Innovation Zone Leader, or Chief Business Officer shall report all such suspensions to the Board at its next meeting and shall make a recommendation if further disciplinary action is warranted.

A teacher shall not be subject to any disciplinary proceeding including dismissal for actions which were in good faith and in compliance with the District's discipline code, nor shall a contract nonrenewal be based on such lawful actions.

The District shall not obtain consumer credit reports on a current employee unless the District is evaluating the employee for promotion, reassignment or retention. In all cases where credit **information or** reports are obtained and/or relied upon for purposes of reassigning, terminating or denying the promotion of an employee, the District shall comply with the Fair Credit Reporting Act **and applicable state law.**

The district shall comply with the mandatory reporting requirements concerning allegations of unlawful behavior involving a child and other offenses, in accordance with state law and the regulation accompanying this policy.

~~If an employee is dismissed as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the Chief Education Officer is delegated the responsibility for immediately notifying the Colorado Department of Education (CDE) as soon as possible but no later than ten (10) business days after the employee's dismissal. The Chief Education Officer shall provide any information requested by the department concerning the circumstances of the dismissal. The District also shall notify the employee that information concerning his/her dismissal is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.~~

~~If the District learns that a current employee has been convicted of, pled nolo contendere to, or received a deferred sentence or deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children, the Chief Education Officer, Innovation Zone Leader, Chief Business Officer shall immediately report this information to CDE.~~

~~In addition, the Chief Education Officer shall immediately notify CDE when a dismissal action against a licensed employee is based upon the employee's conviction, guilty plea, plea of nolo contendere, or deferred sentence for any of the following offenses:~~

- ~~a. any felony, including but not limited to felony child abuse, felony unlawful sexual behavior, a felony offense involving unlawful sexual behavior, and a felony offense involving an act of domestic violence;~~
- ~~b. a crime of violence;~~
- ~~c. indecent exposure;~~
- ~~d. contributing to the delinquency of a minor;~~
- ~~e. misdemeanor domestic violence;~~
- ~~f. misdemeanor sexual assault;~~
- ~~g. misdemeanor unlawful sexual conduct;~~
- ~~h. misdemeanor sexual assault on a client by a psychotherapist;~~
- ~~i. misdemeanor child abuse;~~
- ~~j. misdemeanor sexual exploitation of children;~~
- ~~k. misdemeanor involving the illegal sale of controlled substances;~~
- ~~l. physical assault;~~
- ~~m. battery; or~~
- ~~n. a drug-related offense.~~

~~The Chief Education Officer shall also notify CDE when:~~

- ~~a. The county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the school employee is the suspected perpetrator and was acting in an official capacity as an employee of the District.~~
- ~~b. The Board reasonably believes that an employee is guilty of unethical behavior or professional incompetence.~~

- Adopted: April 21, 1977
- Revised to conform with practice: date of manual adoption
- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Reviewed: May 11, 2000
- Revised: October 7, 2010
- Revised: September 8, 2011
- **Revised: March 12, 2015**

LEGAL REFS:

- **C.R.S. 8-2-126** (*limits employers' use of consumer credit information*)
- C.R.S. 19-3-301 et seq. (*Child Protection Act of 1987*)
- C.R.S. 22-2-119 (*duty to make inquiries prior to hiring*)
- C.R.S. 22-32-109.1(9) (*immunity provisions in safe schools law*)
- C.R.S. 22-32-109.7 (*specific duties regarding hiring inquiries and reporting*)
- C.R.S. 22-63-202 (3) (*temporary suspension during contract period*)
- C.R.S. 22-63-202 (4) (*disclosure of reasons why left employment*)
- C.R.S. 22-63-203 (*renewal and non-renewal of probationary teacher contracts*)
- C.R.S. 22-63-301 et seq. (*dismissal of licensed staff*)
- 1 CCR 301-37, Rules 2260.5-R-15.00 et seq. (*mandatory reporting requirements*)
- 15 U.S.C. 1681 et seq. (*Fair Credit Reporting Act*)

CROSS REF:

- GBG, Liability of School Personnel/Staff Protection

Title	Discipline, Suspension, and Dismissal of Professional Staff (And Contract Nonrenewal)
Designation	GCQF-R
Office/Custodian	Education/Director of Human Resources

The following procedures apply to the reporting of allegations against or offenses committed by licensed personnel who face a dismissal action or are dismissed by the district.

Mandatory reporting requirements – unlawful behavior involving a child

If an employee is dismissed as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the Chief Education Officer is delegated the responsibility for immediately notifying the Colorado Department of Education (CDE), no later than ten (10) business days after the employee's dismissal and for providing any information requested by the department concerning the circumstances of the dismissal. The district also shall notify the employee that information concerning the dismissal is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

If the district learns that a current or past employee has been convicted of, pled *nolo contendere* to, or received a deferred sentence of deferred prosecution for a felony or a misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children, the Chief Education Officer shall notify CDE.

Mandatory reporting requirements – other offenses

In addition and in accordance with applicable State Board of Education rules, the Chief Education Officer or designee shall immediately notify CDE when a dismissal action concerning a licensed employee is based upon the employee's conviction, guilty plea, plea of *nolo contendere*, or deferred sentence for any of the following offenses:

- a. felony child abuse, as specified in C.R.S. 18-6-401;
- b. felony unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- c. a felony offense involving unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- d. a crime of violence, as defined in C.R.S. 18-1.3-406;
- e. indecent exposure, as described in C.R.S. 18-7-302;
- f. contributing to the delinquency of a minor, as described in C.R.S. 18-6-701;
- g. felony domestic violence, as defined in C.R.S. 18-6-800.3;
- h. misdemeanor domestic violence, as described in C.R.S. 18-6-800.3 (1) and such conviction is a second or subsequent conviction for the same offense;
- i. misdemeanor sexual assault, as described in C.R.S. 18-3-402;
- j. misdemeanor unlawful sexual conduct, as described in C.R.S. 18-3-404;
- k. misdemeanor sexual assault on a client by a psychotherapist, as described in C.R.S. 18-3-405.5;
- l. misdemeanor child abuse, as described in C.R.S. 18-6-401;
- m. misdemeanor involving the illegal sale of controlled substances;
- n. physical assault;
- o. battery;
- p. a drug-related offense; or

- q. an offense committed outside of this state, the elements of which are substantially similar to any offense described in items a-m above.

The Chief Education Officer shall also immediately notify CDE when the district learns:

- a. the resigning employee has forfeited any bail, bond or other security deposited to secure the employee's appearance and the employee is charged with having committed a felony or misdemeanor for any offense described in items a-m above; or
- b. the resigning employee has paid a fine or received a suspended sentence for any offense described in items a-m above.

The Chief Education Officer shall also notify CDE when:

- a. The county department of social services or the local law enforcement agency reasonably believes that an incident of child abuse or neglect has occurred and the school employee is the suspected perpetrator and was acting in an official capacity as an employee of the district:
- b. The Board reasonably believes that an employee is guilty of unethical behavior or professional incompetence.

- Adopted: March 12, 2015



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Educational Support Staff Hiring GDE/GDF
Designation	Educational Support Non-Licensed Staff Recruiting/Hiring GDF
Office/Custodian	Education/Director of Human Resources

The Board of Education shall establish and budget for educational support staff positions in the District on the basis of need and the financial resources of the District.

The recruitment and selection of candidates for these support positions shall be the responsibility of the Chief ~~Education Officer, Zone Innovation Leader, Chief Business Officer, Chief Operation~~ Officers or their designees, typically ~~who shall confer with~~ principals and other supervisory personnel. ~~in making a selection.~~ Only qualified ~~paraprofessionals, as~~ paraprofessionals, as defined by the No Child Left Behind Act of 2001, shall be hired.

All vacancies shall be made known to the present staff. All qualified staff members may submit an application.

Prior to hiring any person, in accordance with state law, the District shall conduct background checks with the Colorado Department of Education Bureau of Investigation and previous employers regarding the applicant's fitness for employment. In all cases where credit reports are used in the hiring process, the District shall comply with the Fair Credit Reporting Act.

All applicants recommended for a position in the District shall submit a set of fingerprints and a form with information about felony or misdemeanor convictions as required by law. (This requirement shall not apply to any student under the age of 18 currently enrolled in the District applying for a job.) Applicants may be conditionally employed prior to receiving the fingerprint results.

The Board shall officially appoint all employees upon the Chief ~~Education Officer, Chief Business Officer or Chief Operation~~ Officer's recommendation; however, temporary appointments may be made pending Board action.

- Adopted: April 21, 1977
- Revised: August 17, 1978
- Revised: April 18, 1985
- Revised: November 11, 1991
- Revised to conform with practice: date of manual revision

- Revised: August 4, 1994
- Reviewed: May 11, 2000
- Revised: December 9, 2010
- Revised: November 10, 2011
- Revised: January 10, 2013
- **Revised: March 12, 2015**

LEGAL REFS.:

- 15 U.S.C. 1681 et seq. (*Fair Credit Reporting Act*)
- 20 U.S.C. 6319 (*paraprofessional requirements under No Child Left Behind Act of 2001*)
- 42 U.S.C. 653 (a) (*Personal Responsibility and Work Opportunity Reconciliation Act*)
- 34 C.F.R. 200.58, 200.59 (*federal regulations regarding paraprofessional qualifications*)
- C.R.S. 13-80-103.9 (*liability for failure to perform an education employment required background check*)
- C.R.S. 14-14-111.5 (*Child Support Enforcement procedures*)
- C.R.S. 22-2-119 (*duty to make inquiries prior to hiring*)
- C.R.S. 22-32-109(1)(f) (*Board duty to employ personnel*)
- C.R.S. 22-32-109.7 (*duty to make inquiries prior to hiring*)
- C.R.S. 22-32-109.8 (*fingerprinting requirements for non-licensed positions*)
- C.R.S. 24-5-101 (*effect of criminal conviction on employment*)
- C.R.S. 24-34-402 (1) (*discriminatory and unfair employment practices*)

~~CROSS REFS.: GBA, (*Open Hiring/Equal Employment Opportunity*) GDA, (*Support Staff Positions*)~~

CROSS REFS.:

- **GBA**, (*Open Hiring/Equal Employment Opportunity*)
- **GDA**, (*Support Staff Positions*)
- GDEA, Posting and Advertising of Support Staff Vacancies
- GDJ, Support Staff Assignments and Transfers

Title	Support Staff Non-Licensed Educational Support Staff Recruiting/Hiring
Designation	GDE/GDF-R
Office/Custodian	Education/ Director of Human Resources

Fingerprinting

All applicants, except current students less than 18 years of age, selected for employment in a support staff position must submit a complete set of fingerprints taken by a qualified law enforcement agency as required by state law.

The District will submit the fingerprints to the Colorado Bureau of Investigation for processing for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation.

The District will charge the applicant a nonrefundable fee to cover the direct and indirect costs of fingerprint processing.

During the employment application process, the applicant must certify either that he or she has never been convicted of a felony or misdemeanor charge (not including any misdemeanor traffic offense) or that he or she has been convicted of a felony or misdemeanor charge (not including any misdemeanor traffic offense). The applicant must specify the felony or misdemeanor, the date of the conviction, and the court entering the judgment.

Although an applicant may be conditionally employed prior to receiving the results, he or she may be terminated if the results are inconsistent with the information provided in the application process. In accordance with state law, the employee or applicant shall be terminated or disqualified from district employment if the results disclose a conviction for any of the following offenses:

- a. Felony child abuse, as described in C.R.S. 18-6-401;
- b. A crime of violence, as defined in C.R.S. 18-1.3-406(2);
- c. A felony involving unlawful sexual behavior, as defined in C.R.S. 16-22-102(9);
- d. Felony domestic violence, as defined in C.R.S. 18-6-800.3;
- e. A felony drug offense, as described in C.R.S. 18-18-401 *et seq.*, committed on or after August 25, 2012;
- f. Felony indecent exposure, as described in C.R.S. 18-7-302;
- g. Attempt, solicitation or conspiracy to commit any of the offenses described in items a-f; or
- h. An offense committed outside of this state, which if committed in this state would constitute an offense described in items a-g.

The district shall notify the district attorney of inconsistent results for action or possible prosecution.

Background checks

The Human Resources (HR) office will conduct a Background Information Systems (BIS) check, or other immediate computerized background check, on all hires for non-licensed positions.

~~Background~~ Reference checks

Prior to hiring ~~and in accordance with state law~~, the hiring supervisor ~~Human Resources Office will:~~

~~1. Check with the Colorado Department of Education to determine if there is any information on record indicating the applicant has been convicted of a crime involving unlawful sexual behavior or unlawful behavior involving children.~~

~~The department's records will indicate if the applicant has been convicted of, pled nolo contendere to, or received a deferred sentence for such crimes. The department also will provide any available information to indicate whether the applicant has been dismissed by or resigned from a school district as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior which was supported by preponderance of evidence according to information provided to the department by a school district and confirmed by the department in accordance with state law. The department shall also provide information regarding whether the applicant's license or certification has even been denied, suspended, revoked or annulled in any state, including but not limited to any information gained as a result of an inquiry to a national teacher information clearinghouse.~~

~~Information of this type that is learned from a different source shall be reported by the district to the department.~~

~~The department will not disclose any information reported by a school district unless and until the department confirms that the allegation resulted in the person's name being placed on the state central registry of child protection.~~

~~2. will c~~Contact previous employers of the applicant to obtain information or recommendations relevant to the applicant's fitness for employment. **The hiring supervisor must submit completed reference checks to HR.**

Credit reports

~~The human resources~~HR office will not obtain a credit report on an applicant unless the office has first notified the individual in writing, in a document consisting solely of the notice, that the district would like to obtain a credit report and requesting the individual's written authorization to obtain the report. A credit report will only be requested when the applicant submits a written authorization.

~~The human resources~~HR office will not rely on a credit report in denying an application unless the office has first supplied the applicant with a disclosure that includes a copy of the credit report and a summary of the applicant's rights. If an application for employment is denied because of the credit report, the ~~human resources~~HR office will give the applicant notice that the action has been taken, as well as:

1. ~~€~~The name, address and phone number of the credit bureau supplying the report;
2. ~~a~~A statement that the credit bureau was not involved in the decision to deny the application; and
- ~~—a~~A notice of the applicant's right to dispute the information in the report.
- 3.

Title I paraprofessionals

Prior to hiring paraprofessionals to work in Title I Schoolwide or Targeted Assistance Programs, the HR office shall determine whether the applicant meets the qualifications required under federal law and regulations.

Fingerprinting

—All applicants except current students less than 18 years of age selected for employment in a support staff position must submit a complete set of fingerprints taken by a qualified law enforcement agency as required by state law.

1. ~~In addition to the fingerprints which are submitted to the Colorado Bureau of Investigation, the human resources office will conduct a Background Information Systems (BIS), or other immediate computerized background check, on all non-licensed hires~~

2. ~~On the form the applicant must certify either that he or she has never been convicted of a felony or misdemeanor charge (not including any misdemeanor traffic offense) or that he or she has been convicted of a felony or misdemeanor charge (not including any misdemeanor traffic offense). The form must specify the felony or misdemeanor, the date of the conviction, and the court entering the judgment.~~

3.

4. ~~The District will release the fingerprints to the Colorado Bureau of Investigation for processing for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation.~~

5.

6. ~~Although an applicant may be conditionally employed prior to receiving the results, he or she may be terminated if the results are inconsistent with the information provided on the form. The District will notify the district attorney of such inconsistent results for action or possible prosecution. In accordance with state law, the employee or applicant shall be terminated or disqualified from district employment if the results disclose a conviction for any of the following offenses:~~

~~7. a. felony child abuse, as described in C.R.S. 18-6-401;~~

~~— b. a crime of violence, as defined in C.R.S. 18-1.3-406(2);~~

~~— c. a felony involving unlawful sexual behavior, as defined in C.R.S. 16-22-102(9);~~

~~— d. felony domestic violence, as defined in C.R.S. 18-6-800.3;~~

~~8. e. a felony drug offense, as described in C.R.S. 18-18-401 et seq., committed on or after August 25, 2012;~~

~~— f. felony indecent exposure, as described in C.R.S. 18-7-302;~~

~~— g. attempt, solicitation or conspiracy to commit any of the offenses described in items a-f;~~
~~or~~

9. ~~h. an offense committed outside of this state, which if committed in this state would constitute an offense—described in items a-g.~~

~~The district shall notify the district attorney of inconsistent results for action or possible prosecution.~~

10. ~~The District will charge the applicant a nonrefundable fee to cover the direct and indirect costs of fingerprint processing.~~

11. ~~The human resources office will process the transfer request and place the applicant's fingerprints on file after receipt.~~

~~4. Information report to state~~

In accordance with federal and state law, the ~~personnel~~ HR office will report the name, address and social security number of every new employee to Colorado State Directory of New Hires, P.O. Box 2920, Denver, Colorado 80201-2920.

2._____.

3._____This report, due within 20 days of the date of the hire or on the first payroll after the 20 days have expired, shall be submitted even if the employee quits or is terminated before the report is due. Upon termination, the employee's last known address, the fact of the termination, and the name and address of the employee's new employer, if known, shall be reported to the applicable court or agency.

4._____

5._____ Upon receiving a Notice of Wage assignment, the district shall remit the designated payment within 7 days of withholding the income according to instructions contained in the Notice. Child support withholding takes priority over other legal actions against the same wages.

~~Title I paraprofessionals~~

~~Prior to hiring paraprofessionals to work in Title I Schoolwide or Targeted Assistance Programs, the human resources office shall determine whether the applicant meets the qualifications required under federal law and regulations.~~

- Current practice codified: 1992
- Adopted: date of manual adoption
- Revised: August 4, 1994
- Reviewed: May 11, 2000
- Revised: December 9, 2010
- **Revised: March 12, 2015**

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Evaluation of Educational Support Staff
Designation	GDO
Office/Custodian	Education/Director of Human Resources

The District has adopted an ~~evaluation~~ system **for the evaluation of Educational Support Staff ("support staff")**. **The system is** designed to ensure the highest quality of services for the District's students, staff and community. This system shall assist supervisors and support ~~employees~~ **staff** in understanding the evaluation process.

~~However,~~ Support staff ~~employees~~, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the Board of Education and shall have only those employment rights expressly established by Board policy. Nothing in this policy shall diminish the District's ability to employ support staff ~~members~~ only for such time as the District is in need of or desirous of the services of such employees. The District reserves the right to discipline or terminate the employment of a support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.

The evaluation system ~~shall be~~ is designed to:

- ~~4.~~ Improve or support teaching and learning **and**
- ~~2.1.~~ Enhance implementation of curricular programs.
- ~~3.~~ Measure professional growth, development and performance
- ~~4.2.~~ Promote and improve communications between the employee and supervisor.
- ~~5.3.~~ Provide insight and feedback regarding the employee's performance, including areas of strength, opportunities for growth, and need for improvement.
- ~~6.4.~~ Provide recognition for outstanding performance.
- ~~7.5.~~ Ensure that consistent procedures and ~~uniform~~ performance standards are used for the evaluation of all employees who hold the same position.
- ~~8.6.~~ Explain the responsibilities of the employee and ~~employer~~ **supervisor** in the evaluation process.
- 7. Provide information to substantiate personnel decisions including promotions, transfers, and terminations.** ~~Provide additional information that may relate to personnel decisions~~

9. ~~Current practice codified: 1980~~

- Adopted: date of manual adoption
- Revised: April 18, 1985
- Revised: June 2, 1988
- Revised to conform with practice: date of manual revision
- Reviewed: May 11, 2000

- Revised: November 11, 2010
- **Revised: March 12, 2015**

Title	Evaluation of Educational Support Staff
Designation	GDO-R
Office/Custodian	Education/Director of Human Resources

The goal of the **Educational Support Staff** (hereinafter referred to as “support staff” or “employee”) support employee performance evaluation system is to insure the highest quality of support services for the District’s students, staff and community.

Definitions

~~A conditional employee is any support staff member in his first uninterrupted work year of employment with the District.~~

~~A regular employee is any support staff member who has completed one work year of conditional employment with evaluations which indicate continued effective performance.~~

~~A probationary employee is any support staff member who has been placed on probation by his supervisor because of unsatisfactory performance.~~

Schedule of eEvaluations

~~All support Regular employees staff~~ are evaluated annually no later than April 15. Any employee who ~~assumes transfers to~~ a different position will be evaluated after six (6) months and after one (1) year in the new position.

Employees whose performance has been rated as less than **meets expectations** effective will be placed on ~~probation and~~ evaluated more frequently as indicated in the procedures which follow. Additional evaluations may also be completed at the discretion of the supervisor.

Rating scale

~~Exceeds Performance Standards: Knows what is expected and achieves objectives without supervision. An enthusiastic and positive model for other employees.~~

~~Meets Performance Standards: Knows what is expected and achieves objectives with little supervision. An enthusiastic and positive model much of the time.~~

~~Unsatisfactory Performance: Knows what is expected, but is not achieving objectives. Seldom enthusiastic or positive.~~

~~A rating of “unsatisfactory performance” in one essential function will indicate that the supervisor has the option of placing the employee on probation for up to six (6) months.~~

~~A rating of “unsatisfactory performance” in two (2) consecutive evaluations in the same essential function and/or responsibility that exceeds 10% of the essential functions will indicate that the employee’s work is most unsatisfactory in that area and that the employee will be placed on probation.~~

~~When a rating of “exceeds performance standards” or “unsatisfactory performance” is given in any essential function, the supervisor giving the rating will present reasons for the rating in writing and must review the area with the employee.~~

Evaluation criteria

~~Each support employee will be evaluated on the performance of the responsibilities listed in his or her position description. The effectiveness of the employee in carrying out duties is assessed on the basis of the performance factors included on the evaluation report. Performance indicators will be established in each of the performance areas to define the District’s standard of expected performance.~~

Observation and ongoing performance feedback

Over the course of the employment year, the supervisor will make observations of the employee’s work. The supervisor will maintain a record and sufficient documentation of these observations in order to accurately rate the employees’ work on each performance ~~factor~~**standard**.

The supervisor will share observations of the employee’s performance on an ongoing basis. When observations reveal performance concerns, the supervisor will communicate with the employee to identify needed improvements and provide assistance as required.

Evaluation report

The supervisor will complete the performance evaluation report for each support staff member according to a specific time schedule. The supervisor will review records, secure additional input as necessary and fill out the appropriate evaluation forms.

The support staff evaluation system uses the following rating scale:

Points	Rating	Description
4	Exceeds Expectations	Consistently and substantially exceeds requirements of the position and perform at maximum levels of effectiveness.
3	Meets Expectations	Consistently meet and/or exceed requirements of the position and perform in a fully satisfactory and reliable manner.
2	Partially Meets Expectations	Is working towards consistently meeting requirements of the position. Performance is satisfactory and minimal improvement is needed.
1	Does Not Meet Expectations	Does not meet established norms and standards for the position or may regularly fail to meet one or more of the established standards and goals for the position.

When a supervisor assigns a rating of “Does Not Meet Expectations” or “Partially Meets Expectations” any performance standard, the supervisor must provide an explanation for the rating.

Evaluation conference

The supervisor will schedule a conference with the employee to review the evaluation report. The conference will focus on a review of the employee’s performance ratings, any relevant documentation, and recommendations.

At the conclusion of the conference, the supervisor and the employee will sign the evaluation report. The employee’s signature on the form indicates only that the evaluation report has been reviewed and explained. Signing the form does not indicate that the employee agrees with the content of the evaluation.

The original of the signed report will be directed to the building **or department** administrator for review. **The administrator will then forward the completed evaluation document to Human Resources for its placement and inclusion** in the employee's personnel file. The supervisor will retain a copy of the report and provide a copy to the employee.

The employee may respond to the report in writing within seven (7) working days of the conference. **The employee shall provide the written response directly to the supervisor, who shall then forward the response to Human Resources.** ~~Two (2) copies of the written report are required; one (1) copy is provided to the supervisor and the other copy to the building administrator.~~ **The employee's written response will be appended to the evaluation document.**

Improvement Plan

When an employee's overall performance has been rated as "~~unsatisfactory~~ **Does Not Meet Expectations**" or "~~Partially Meets Expectations~~ **needs improvement,**" **the supervisor may recommend termination of employment may be terminated or the supervisor may initiate a plan of improvement for the employee.** ~~may be placed on probation and re-evaluated on a schedule determined by the supervisor.~~

If a written improvement plan is developed and implemented, the supervisor will prepare the plan to include identification of the **area(s) skill deficiency and/or behavior(s)** needing improvement, steps to be taken in achieving improvements, and a time line for review of progress and re-evaluation(s). **The supervisor will develop the plan in consultation with Human Resources. The supervisor may seek input from the employee regarding the plan of improvement.**

~~Employee input into the plan may be secured at the discretion of the supervisor.~~

Prior to the implementation of the plan, ~~the supervisor it will be reviewed~~ **the plan** with the employee. **The supervisor will sign the plan document and give the employee the opportunity to sign the plan document. The employee may choose not to sign the plan document; however, the plan of improvement will be in effect with or without the employee's signature.**

~~, and signed by the employee and the supervisor. The employee's signature indicates that the plan has been reviewed with and explained by the supervisor. Signing the plan does not indicate agreement with the content of the plan.~~

A copy of the assigned plan will be forwarded to the building **or department** administrator. A copy will be retained by the supervisor and a copy will be provided to the employee. **The supervisor shall send the document with original signatures to Human Resources.**

The supervisor will monitor the employee's performance and provide feedback to the employee. If the supervisor's subsequent Re-evaluations which documents show insufficient progress toward improvement, the supervisor will may result in a recommendation for termination of employment.

At will status of support staff

Support staff ~~employees~~, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Nothing in this policy shall diminish the District's ability to employ support staff ~~members~~ only for such time as the District is in need of or desirous of the services of such employees. The District reserves the right to discipline or terminate the employment of a support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.

~~The evaluation form will be completed in two copies. One (1) copy will be retained by the employee and one (1) copy sent to the personnel office.~~

- Current practice codified: ~~1980~~
- Adopted: date of manual adoption
- Revised: June 2, 1988
- Reviewed: May 11, 2000
- Revised: November 11, 2010
- **Revised: March 12, 2015**

Title	Staff Grievances
Designation	GBK

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

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

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

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

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

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

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

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

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



Title	Staff Grievances
Designation	GBK-E

Grievance Initiation Form

Grievant Information

Name _____ Date _____

Position _____ Supervisor _____

Building/Location _____ Contact Phone _____

Grievance Description

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

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

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

Grievant's Signature Date



STEP 1: IMMEDIATE SUPERVISOR

Name _____ Title _____

Date grievance received at this level _____

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

Supervisor's Signature _____ *Date* _____

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

GRIEVANT RESPONSE

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

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

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



STEP 2: PERSONNEL DIRECTOR

Name _____ Title _____

Date grievance received at this level _____

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

Personnel Director's Signature

Date

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

GRIEVANT RESPONSE

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

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

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



STEP 3: CHIEF OFFICER

Name _____ Title _____

Date grievance received at this level _____

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

Chief Officer's Signature _____ *Date* _____

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

GRIEVANT RESPONSE

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

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

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



~~STEP 4: BOARD OF EDUCATION~~

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

Date grievance received at this level _____

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

Board President's Signature

Date

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

~~Revised: November 14, 2013~~

Title	Staff Grievances
Designation	GBK-R

Definitions

- ~~1. Grievant: an employee or employees who are directly affected by a District decision or action and object to it.~~
- ~~2. Grievance: an alleged material violation (misapplication or misinterpretation) of Board of Education policies or administrative regulations that apply to all employees.~~

Conditions

- ~~1. Grievances shall be documented and presented using the District's Grievance Initiation Form GBK-E.~~
- ~~2. All records associated with the grievance shall be maintained in the Human Resources office. Grievance records shall be considered private information and shall be maintained separate from the individual employee's personnel record. All records will be kept for a minimum of three (3) years.~~
- ~~3. Retaliation in any form will not be tolerated against any aggrieved person because of the filing of a grievance.~~
- ~~4. Employees are not authorized to contact Board members individually about grievances.~~
- ~~5. The grievant shall be permitted to have one (1) representative present at any step of the grievance process.~~
- ~~6. When appropriate, the grievant may give his/her grievance initiation form directly to the Personnel Director or Chief Officer; thus bypassing the immediate supervisor. This action shall be taken only in those instances where the matter communicated is of such a personal and private nature that it cannot be effectively communicated at a lower level. The Personnel Director and/or Chief Officer reserve the right to redirect the grievant to the appropriate level.~~

Time Limits

- ~~1. Days referred to in this policy shall be regularly scheduled working days when the administrative office(s) are open.~~
- ~~2. Employees must file their grievance within sixty (60) working days following the alleged violation. However, depending on the nature of the grievance, the Chief Officer may recommend an extension of the filing deadline to ninety (90) working days.~~
- ~~3. The time limits stated in various sections of these procedures may be extended by mutual consent of the Board, its authorized agents, and the grievant.~~
- ~~4. If no extension occurs and the grievant does not file an appeal to the next level within ten (10) working days of receiving a response, the grievance shall be considered to have been settled and closed at the previous level, and the answer given at that level shall stand.~~

Grievance Procedures

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

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

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

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

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

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

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

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

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

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

BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Peter Hiltz, Chief Education Officer
TITLE OF AGENDA ITEM:	Proposal to Change Name of Falcon Virtual Academy
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Policy FF and regulation FF-R, naming facilities, have been adopted. The anti-defamation league has been contacted and have given assurance that possible use of the acronym SS would not be offensive in our community.

RATIONALE: Effective branding is a crucial component in our educational model and we have successfully branded FVA, however we believe it is our school's climate and culture that is more recognizable than our actual name.

RELEVANT DATA AND EXPECTED OUTCOMES: Our mission and vision will be finalized once the name change is adopted and released but until then our focus is to directly align with D49's strategic plan and the big rocks. Our new strategic plan will place a greater focus on rigor, individualized pathways, family choice, project based learning, concurrent enrollment, post-secondary readiness and educational opportunity made possible through mobility.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	As one school in our portfolio, FVA is poised to adopt an identity that reflects its true identity.
Rock #5 — Customize our educational systems to launch each student toward success	The Springs Studio for Academic Excellence will personalize learning for all types students to launch them toward success.

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After additional research and clarification, I move to approve the rebranding of Falcon Virtual Academy to Springs Studio for Academic Excellence.

APPROVED BY: Peter Hiltz, CEO

DATE: March 5, 2015



Falcon Virtual Academy's blended learning model has prompted many new enrollees to ask the question- Why do you call yourself Falcon Virtual Academy when your building is not in Falcon and you're not really virtual? This question has sparked many "Hummm" moments without a solid answer. Effective branding is a crucial component in our educational model and we have successfully branded FVA, however we believe it is our school's climate and culture that is more recognizable than our actual name. With that knowledge, we are making a formal request to change our name. Below is a timeline of the events leading up to our potential name change and the stakeholders included in this community endeavor:

- Staff Meetings 2012-2013- Initial discussion on a potential name change with our new facility. Discussed that our logo actually had negative connotation as it was a pixelated Falcon which eluded to a digital experience which was of poor quality. Our discussions also revolved around "Virtual" having a negative and outdated connotation due to full virtual schools having poor academic achievement.
- SAC Meetings 2013-2014- we had multiple discussion about the possibility of a name change and the potential impact. Consensus was that we would not have a significant backlash and it would not hurt our enrollments but we could better illustrate what we do with a name change.
- Face to Face conversations 2013-2014- engaged one on one with parents and community members to garner input and response
- April 2014 Social Media (Facebook, Twitter) to reach out and probe our stakeholders regarding perceptions of the current name and potential concerns with a change. We had minimal responses opposing a name change which were due to familiarity than community connection.
- April 2014- Peter Hilts facilitated a storyboarding session with our staff, a representative sample of students, parents and SAC members. Our mission was to clarify and revisit the mission and vision of our school. Re-naming the school was a significant topic as we have moved away from full virtual and embraced a blended model. We identified that FVA should not be identified in the following ways:

- An Alternative School, Online School, Homeschool program or Charter School

However we should be identified for these attributes:

- Flexible, Opportunity, Rigorous, Relationship builders, Collaborative, Engaged, and a launch pad for kids
- May 2014- Worked with Lunch Bucket Creative to conduct a SWOT analysis of our re-naming which revealed that the issues we believed our name portrayed were true and that our new name ideas were sound in the educational market-place.
- August 2014-2105- Sought input from outside business partners including Herff Jones who has dealt with school identities for nearly 40 years.

Our mission and vision will be finalized once the name change is adopted and released but until then our focus is to directly align with D49's strategic plan and the big rocks. Our new strategic plan will place a greater focus on rigor, individualized pathways, family choice, project based learning, concurrent enrollment, post-secondary readiness and educational opportunity made possible through mobility. All of this will stem from our "Springs Studio for Academic Excellence", best described as a workspace where students do highly engaging work in an open environment. This time and space is beyond that of instructional time and faculty guidance is not constantly available. It allows for students to engage each other, help each other, and inspire each other while working on their passions. *(adapted from a Carleton University description of Studio Teaching)*

BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Education Program Reporting and Evaluation Policies
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

To comply with Colorado's adoption of new graduation guidelines in 2013, local school boards must adopt graduation requirements that "meet or exceed" state guidelines. School boards may adopt new graduation policies beginning in 2014, but must adopt policies that will apply to the class of 2021.

RATIONALE:

In order to operate a coherent system of secondary education, it is preferable to begin discussing and implementing new graduation guidelines while the class of 2021 is still in middle school. This approach will give us time to implement and adjust new guidelines before those guidelines begin to directly affect the class of 2021 when they enter high school as freshmen in the fall of 2017.

6 th	2014	—	2015
7 th	2015	—	2016
8 th	2016	—	2017
9 th	2017	—	2018
10 th	2018	—	2019
11 th	2019	—	2020
12 th	2020	—	2021

RELEVANT DATA AND EXPECTED OUTCOMES:

In addition to student growth and performance data from local and state assessments, the district should continue tracking graduation rates, postsecondary destinations, and college remediation/preparation rates.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best</u> <u>district</u> in Colorado to learn, work and lead	Because graduation guidelines inform other approaches such as program evaluation, curriculum and grading approaches, and systems of assessment and reporting, we would be wise to give our secondary schools ample time to adjust existing operations to meet new policy expectations.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Recommendations for revision of policies were reviewed at the previous work session. I move to approve the policy revisions in item 7.03.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 27, 2015



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Curriculum Development
Designation	IG
Office/Custodian	Education/Executive Director of Learning Services

The Board of Education is required by state law to determine the educational programs delivered in the schools of the district. Curriculum shall be aligned with the Colorado Academic Standards to ensure that each student is provided the educational experiences needed to achieve or exceed grade-level standards or complete the requirements and goals as listed on a student's Individualized Education Program (IEP).

The Chief Education Officer shall direct principals to collaboratively research, develop, implement and evaluate curriculum. All new curricular programs and courses of study as well as the elimination and extensive alteration of the content of current programs and courses shall be presented by the Chief Education Officer or designee to the Board for its consideration and action.

Zone and school leaders shall review each school's curriculum regularly to ensure that the curriculum and assessment programs are effective and reflect relevant Colorado Academic Standards. Curricular reviews shall include administrators, teachers, parents, and accountability committee members.

Curricular reviews shall include consideration of student achievement results for all student populations, educational equity, curriculum breadth and depth, and congruence of instructional strategies and assessments with the Colorado Academic Standards.

- Adopted: July 10, 2014
- Revised: **March 12, 2015**

LEGAL REFS:

- *Colo. Const. Art. IX, Sect. 15 (Board has control of instruction within the district)*
- *C.R.S. 22-7-407 (2)(a) (adoption of content standards; alignment of curriculum)*
- *C.R.S. 22-20-101 et seq. (Exceptional Children's Educational Act)*
- *C.R.S. 22-20-201 et seq. (education of gifted children)*
- *C.R.S. 22-32-109 (1)(t) (Board duty to determine educational program and prescribe textbooks)*
- *C.R.S. 22-32-110 (1)(r) (Board power to exclude immoral or pernicious materials and books)*

CROSS REFS:

- AEA, Standards Based Education
- IK, Academic Achievement

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Academic Achievement
Designation	IK
Office/Custodian	Education/Executive Director of Learning Services

It is the responsibility of the Board of Education to ensure a quality educational program for students that promotes academic achievement. The Board represents the entire community in setting the District's academic priorities.

The Board aims to improve student achievement by setting clear academic expectations for students by adopting the Colorado Academic Standards. It is the Board's belief that all students can learn given appropriate time and instruction.

Each student is expected to meet or exceed the Colorado Academic Standards as they progress through the school system. While all students are expected to reach the standards, the Board acknowledges that differences in performance will exist among students.

The school staff and students are directly responsible for student learning. The Board expects each student to learn to the best of his/her ability, and each staff member to develop and maintain a climate that encourages and supports academic achievement and high standards of behavior. The Colorado Academic Standards are to be the focal point of classroom instruction.

To fulfill this expectation, all students will be provided challenging instructional programs. Student learning and performance will be continuously monitored against the standards through the use of valid and reliable measures.

- Adopted: November 17, 2010
- Revised: **March 12, 2015**

LEGAL REF:

- C.R.S. 22-7-401 *et seq.* (*Education Reform*)
- C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- AED, Accreditation
- IG, Curriculum Development
- IKA, Grading / Assessment Systems

NOTE: Current versions of the Colorado Academic Standards are published on the district website at D49.org, and at the website of the Colorado Department of Education, which is: www.cde.state.co.us

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Grading/Assessment Systems
Designation	IKA
Office/Custodian	Education/Executive Director of Learning Services

The Board of Education believes that students will respond more positively to the opportunity for success than to the threat of failure. The district shall seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluating student performance.

Assessment system

The principal shall implement a comprehensive program of assessment that adequately measures each student's progress toward and achievement of the Colorado Academic Standards. The program of student assessment shall:

1. Challenge students to think critically, apply what they have learned and give them the opportunity to demonstrate their skills and knowledge.
2. Include "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary.
3. Provide reliable and valid information on student and school performance to educators, parents/guardians and employers.
4. Provide timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the Colorado Academic Standards.

In accordance with applicable law, the district's program of assessment shall accommodate students with disabilities or limited English proficiency.

Each school's assessment results, in combination with state assessment results, will be used as a measurement of student achievement. The principal shall utilize school, district and state assessments to evaluate school-wide achievement and plan for continuous improvement.

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. This information shall be included in each student's individual student record. Appropriate school personnel, including those who work directly with the student, shall have access to the student's statewide assessment results and longitudinal academic growth information and shall explain that information to the student's parent/guardian.

Classroom assessment practices shall be aligned with the Colorado Academic Standards and the state assessment program, Colorado Measures of Student Success (CMAS). Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Grading system

The administration and professional staff shall devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the Colorado Academic Standards. Records and reports of individual students shall be available in a form that will be meaningful to parents/guardians as well as teachers. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow students.

The Board shall approve the grading, reporting, and assessment systems of schools and zones as developed by the professional staff, upon recommendation of the Chief Education Officer.

- Adopted: September 2, 1999
- Revised: July 12, 2001
- Revised: July 11, 2002
- Revised: June 30, 2011
- Revised: July 10, 2014
- Revised: March 12, 2015

LEGAL REFS:

- C.R.S. 22-7-407 (*district academic standards*)
- C.R.S. 22-7-409 (*state assessment implementation schedule*)
- C.R.S. 22-7-409 (1.2)(d)(II) (*assignment of scores on statewide assessments for students with disabilities*)
- C.R.S. 22-7-409 (1.9) (*state assessment results included on student report card if feasible; results of college entrance exam included on student transcripts*)
- C.R.S. 22-11-101 et seq. (*Education Accountability Act of 2009*)
- C.R.S. 22-11-203 (2)(a) (*principal required to provide educators access to their students' academic growth information "upon receipt" of that information*)
- C.R.S. 22-11-504 (3) (*policy required to ensure explanation of student assessment results and longitudinal growth information*)

CROSS REFS:

- AEA, Standards-based Education
- AED, Accreditation
- IK, Academic Achievement
- JRA/JRC, Student Records/Release of Information on Students



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Weighted Grading
Designation	IKCA
Office/Custodian	Education/Director of Concurrent Enrollment

The Board of Education believes that all high school students should pursue the most challenging and rigorous course of instruction which their individual skills and abilities will allow them to master. At the same time, the Board believes that students who are engaged in the most demanding course work offered in the curriculum should be recognized in a manner which makes them highly competitive with their peers for admission to selective colleges and universities and for scholarships and financial aid.

The term “weighted grading” is used to describe the process of assigning additional strength or numerical value to a grade which a student earns in certain courses designated as “weighted” courses. This additional numerical value will be used to compute a student’s grade point average (GPA) and class rank. Courses selected for weighting are those which are determined to be rigorous, require prerequisites, and are considered college preparation or college level courses.

All Advanced Placement (AP), CU Succeed, ~~and~~ International Baccalaureate (IB), and college level Concurrent Enrollment courses will be given credit on a 5.0 weighted grade scale, with the exception of the following college courses:

1. Academic Achievement Skills (AAA)
2. Physical Education (PED)
3. Outdoor Studies (OUT)
4. Any Developmental Level course (ex: CCR092/094, ENG090, MAT050/055)

Career and Technical Education courses with confirmed articulated college credit will be given credit on a 5.0 weighted grade scale if the following three criteria have been met:

1. Successful completion of the high school Career and Technical Education course with a final course grade of A or B.
2. College credits have been articulated and recorded on an official college transcript.
3. A copy of the college transcript has been provided to the high school registrar or equivalent, who will authorize a grade adjustment based on a 5.0 weighted grade scale.

Designated honors courses will be given credit on a 4.5 weighted grading scale. Any student taking a weighted class who does not earn a passing grade will not be awarded class credit.

When students transfer into the District with credit in courses that meet the stipulations outlined, district staff will adjust those grades to the appropriate weighted grade scale. Students must provide college transcripts to justify the weighted grade.

All courses approved for weighted grades will follow a District approved curriculum and require the course final exam. Honors courses will be weighted once the curriculum has been developed to meet specific standards.

Mastery demonstrations may also be awarded credits based on a 5.0 weighted grade scale when evidence of postsecondary level competency is verified through the design, implementation, and presentation of rigorous learning projects and college or career-ready demonstrations guided by an instructional mentor.

- Adopted: April 4, 2002
- Reviewed: July 8, 2010
- Revised: February 2, 2012
- Revised: April 8, 2012
- Revised: February 13, 2014
- Revised: October 9, 2014
- Revised: March 12, 2015



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Graduation Requirements
Designation	IKF
Office/Custodian	CEO/Zone Leaders

Graduation from Falcon School District #49 is based upon demonstrated mastery of Colorado Academic Standards. Students may demonstrate master by completing a sequence of courses, by attaining specified levels of achievement on designated assessments, or by a combination of coursework, assessments, and other rigorous demonstrations.

To facilitate the transition from the traditional credit-based method of granting diplomas to the competency-based model required by Colorado's graduation guidelines, the legacy standards of District 49 are incorporated in a new regulation, IKF-R.

In order to grant a diploma, zones and schools must verify that a student has demonstrated mastery in the following content areas:

- 21st Century Skills and Technology
- English/Language Arts
- Fine Arts
- Foreign Language
- Health and Physical Education
- Mathematics
- Science
- Social Studies

The Chief Education Officer and Zone Leaders shall collaborate with secondary school administrators and teachers to develop a menu of methods by which students may demonstrate mastery of the Colorado Academic Standards. Where applicable, district leaders may collaborate with other districts or BOCES to submit rigorous and standards-based assessments for endorsement by the Colorado Department of Education. The approved course of study and methods to demonstrate mastery shall be incorporated into each student's Individual Career and Academic Plan (ICAP) and, where appropriate referenced in any Individualized Education Plan (IEP) or other individualized learning plans.

- Current practice codified: 1980
- Adopted: Date of manual adoption
- Revised: December 3, 1987
- Revised: April 18, 1991
- Revised: August 10, 2000
- Revised: March 7, 2002
- Revised: July 12, 2007
- Revised: January 10, 2008
- Revised: July 8, 2010
- Revised: September 8, 2011
- Revised: March 8, 2012
- Revised: February 13, 2014

- Revised: March 12, 2015

LEGAL REFS:

- C.R.S. 22-2-106 (State board – duties)
- C.R.S. 22-1-104 (*teaching history, culture and civil government*)
- C.R.S. 22-32-109(1)(kk) (*board to establish graduation requirements*)
- C.R.S. 22-32-132 (*discretion to award diploma to honorably discharged veterans*)
- C.R.S. 22-33-104.5 (*home-based education law*)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- AEA, Standards Based Education
- IA, Instructional Goals and Learning Objectives
- IHA, Basic Instructional Program
- IHAC, History and Civil Government Education
- IHBG, Home Schooling
- IHCDA, Concurrent Enrollment
- IK, Academic Achievement
- ILBA, District Program Assessments
- ILBB, State Program Assessments
- ILBC, Literacy and Reading Comprehension Assessments



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Graduation Requirements, Courses, and Credits
Designation	IKF-R
Office/Custodian	CEO/Zone Leaders

Policy IKF specifies that graduation from District 49 must be based on demonstrated mastery of Colorado Academic Standards. One method of demonstrating mastery is successful completion of a sequence of courses. In the traditional model of earning credits toward graduation, each course is associated with an academic content area as well as a number of credits earned. The following tables establish the baseline expectations for credit-based demonstration of mastery toward high school graduation. In this model, one credit denotes the successful mastery of content that has traditionally been incorporated in a full year of study. Credit is awarded on a semester basis only and requires a passing grade of "D" or higher.

The Falcon Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.0 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Practical Arts or Foreign Language	2.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	7.5 credits
Total	25.0 credits

The POWER Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.0 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Practical Arts or Foreign Language	1.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	7.5 credits
Total	24.0 credits

The Sand Creek Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.5 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Foreign Language	2.0 credits
Technology	1.0 credit

Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	6 credits
Total	25.0 credits

The iConnect Zone grants a diploma to students who demonstrate mastery by completing the following credits:

English	4.0 credits
Social Studies	3.0 credits
Science	3.0 credits
Mathematics (at High School)	3.0 credits
Practical Arts or Foreign Language	1.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	7.5 credits
Total	24.0 credits

COLLEGE ENDORSEMENT

Diplomas of students attending the Sand Creek and Falcon Innovation Zones who meet the following requirements will include a college endorsement:

English (American Literature and English Literature required)	4.0 credits
Social Studies	4.0 credits
Science (Chemistry required)	4.0 credits
Mathematics (Geometry and Algebra II required)	4.0 credits
Foreign Language (Two years of the same language required)	2.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	6.0 credits
Total	26.5 credits

Diplomas of students attending the Vista Ridge (Power Zone) and iConnect Zone who meet the following requirements will include a college endorsement:

English (American Literature and English Literature required)	4.0 credits
Social Studies	3.0 credits

Science (Chemistry required)	4.0 credits
Mathematics (Geometry and Algebra II required)	4.0 credits
Foreign Language (Two years of the same language required)	2.0 credits
Fine Arts	1.0 credit
Physical Education	1.0 credit
Health	0.5 credit
Elective Credits	7.0 credits
Total	26.5 credits

One-half Physical Education credit can be earned per semester by:

- Successfully completing an athletic season
- Participating in a school sponsored activity, such as, JROTC drill, Civil Air Patrol, etc.
- Participating in marching band and successfully completing the required number of after school events

Two (2) .5 credits can be applied toward the 1.0 PE graduation requirement or 1.0 credit (elective) throughout a student's high school career.

The transcript posting will actually indicate the activity participated in during the semester.

Any student participating in a qualifying activity who due to unforeseen injury or circumstance is unable to complete the season may earn the attempted credit.

Final decisions will be determined by the building principal.

Contingent upon the approval of a counselor and the principal, college courses, correspondence courses, and night school courses may be accepted for high school credit. Independent study, work experience, and experience-based programs approved by a counselor and the principal may be taken for high school credit upon presentation of an instructional outline and objectives to be monitored by a faculty member.

- Current practice codified: 1980
- Adopted: Date of manual adoption
- Revised: December 3, 1987
- Revised: April 18, 1991
- Revised: August 10, 2000
- Revised: March 7, 2002
- Revised: July 12, 2007
- Revised: January 10, 2008
- Revised: July 8, 2010
- Revised: September 8, 2011
- Revised: March 8, 2012
- Revised: February 13, 2014
- Revised: **March 12, 2015**

LEGAL REFS:

- C.R.S. 22-2-106 (State board – duties)
- C.R.S. 22-1-104 (*teaching history, culture and civil government*)
- C.R.S. 22-32-109(1)(kk) (*board to establish graduation requirements*)
- C.R.S. 22-32-132 (*discretion to award diploma to honorably discharged veterans*)
- C.R.S. 22-33-104.5 (*home-based education law*)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- AEA, Standards Based Education
- IA, Instructional Goals and Learning Objectives
- IHA, Basic Instructional Program
- IHAC, History and Civil Government Education
- IHBG, Home Schooling
- IHCDA, Concurrent Enrollment
- IK, Academic Achievement
- ILBA, District Program Assessments
- ILBB, State Program Assessments
- ILBC, Literacy and Reading Comprehension Assessments

BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Paul Andersen and Mary Perez
TITLE OF AGENDA ITEM:	Concurrent Enrollment Instructional Coordinator
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In an effort to support the launch of D49 Concurrent Enrollment, the administration proposes the creation of this position. The CE Instructional Coordinator will serve as liaison with postsecondary institutions and provide pre-collegiate and postsecondary instruction, advising, planning, and support for students, parents and D49 staff and faculty.

RATIONALE: This position will provide increased opportunities for students' college and career awareness and success at the pre-collegiate and postsecondary level and for the increased marketability of teaching staff as they pursue postsecondary adjunct qualifications and are coached and supported in the delivery of postsecondary level instruction on D49 campuses.

RELEVANT DATA AND EXPECTED OUTCOMES: The proposed job description is attached for review.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Investing in the preparation of pre-collegiate and college level pathways with secondary staff and for secondary students aligned with students' Individual Career & Academic Plans.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Position will provide regular, active training and feedback for D49 instructors who wish to deliver college level courses and return to graduate school to obtain adjunct qualifications. Teachers may also elect to expand their career opportunities by instructing adult learners in our region at local postsecondary institutions.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	As the D49 secondary educational pipeline is groomed for pre-collegiate and postsecondary outcomes, on our high school campuses, AP, IB, and college entrance exam scores will increase to reflect a college and career readiness culture.
Rock #5 — Customize our educational systems to launch each student toward success	The position is designed to create deliberate, individualized educational pathways and provide pre-collegiate and college-level support for students (and parents) as reflected in students' ICAPs. The position will provide pre- and postsecondary instruction, coaching, and advising to students as they begin to navigate college and career options on our high school campuses and on campuses of higher education. Orientations and counseling will be aligned with Individual Career and Academic Plans.

FUNDING REQUIRED: Yes **AMOUNT BUDGETED:** \$95,000 (Estimated salary + benefits) this cost will be offset by increased revenues (due to increased enrollment in CE courses) and increased efficiencies in master scheduling at the zone and building level. We project the position will have neutral impact on the overall budget.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After detailed discussion at previous work session, I move to approve the job description and position for a Concurrent Enrollment Instructional Coordinator.

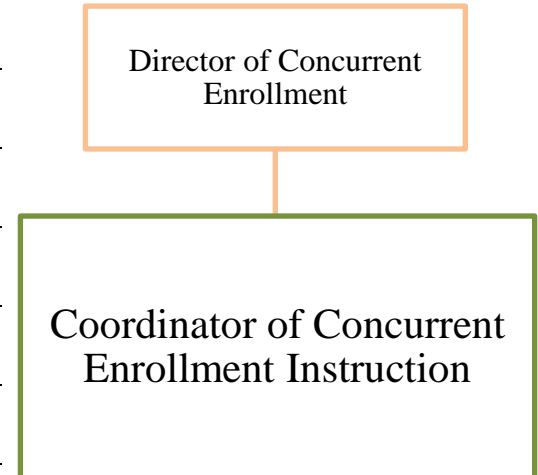
APPROVED BY: Peter Hilts, CEO

DATE: February 25, 2015

COORDINATOR OF CONCURRENT ENROLLMENT INSTRUCTION

Job Title:	Coordinator of Concurrent Enrollment Instruction
Initial:	February 2015
Revised:	
Work Year:	210 days
Office:	Education Office
Department:	
Reports To:	Director of Concurrent Enrollment
FSLA Status:	Exempt
Pay Range:	Administrative Salary Schedule – Coordinator

Related Organization Chart



SUMMARY: The Coordinator of Concurrent Enrollment (CE) Instruction (Coordinator) serves as liaison between department chairs and faculty in District 49 secondary schools and institutions of higher education to identify gaps and streamline solutions and processes for student success in the transitioning from secondary to postsecondary coursework, as reflected in students' Individual Career and Academic Plans. The Coordinator is also responsible for providing individual pre-collegiate and postsecondary instruction, advising, planning, and support for secondary students and parents, prior to and throughout the Concurrent Enrollment and ASCENT programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of essential functions and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties and responsibilities may vary depending upon building assignments and other factors.

- Provides feedback and training to district secondary instructors regarding postsecondary expected outcomes, grading conventions, college course rigor and pacing, college course prerequisites, and FERPA (Family Education Rights & Privacy Act).
- Serves as an adjunct instructor (certified by institution(s) of high education) for college courses taught through postsecondary partnerships.
- Provides support to secondary school staff and students regarding soft skills and postsecondary workforce readiness skills development and training necessary to gain entry-level employment in the students' chosen field of study.
- Collaborates with secondary instructors to clarify and enrich the ongoing development of student Individual Career and Academic Planning and its connection to student motivation, ownership, perseverance, and success.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Coordinates collaborative opportunities between secondary and higher education instructors, advisors, or administrators to improve student participation and ownership of their education process and career and college planning.
- Provides assistance to Concurrent Enrollment students regarding the use of postsecondary academic resources and services and participation in career and college planning events at institutions of higher education to support student success and encourage development of student self-advocacy skills.
- Assists teachers in creating a positive, nurturing, and effective pre-collegiate classroom environment in an effort to retain and successfully graduate students from their program of study as reflected in the students' Individual Career and Academic Plans.
- Provides high school and postsecondary academic advising to pre-collegiate, college-ready, and vocational students and their parents prior to enrolling in postsecondary coursework and programs.
- Provides assistance to parents and students with the interpretation of college entrance exam scores and the mapping of educational pathways and remediation options required for both college and career pathways based on exam scores.
- Conducts Concurrent Enrollment orientations and communications for both college ready and pre-collegiate students and parents on an ongoing basis.
- Regularly communicates with both college-ready and pre-collegiate students and parents, setting specific office hours for meeting, coaching, and planning on secondary campuses.
- Attends required professional development in both secondary and higher education settings.
- Represents the college and high school with professionalism and collegiality at all times.
- Participates in faculty committees.
- Collaborates effectively with high school instructors regarding college readiness indicators and preparation in content area.
- Enforces school board policies and regulations.
- Maintains current knowledge of business and industry trends, new technologies, etc.
- Performs other duties as assigned.

EDUCATION AND TRAINING:

Qualified candidates will have earned a Master's degree plus eighteen graduate level college credits in the content area (18 credits can be included in the Master's coursework.) The coordinator must submit college transcripts and application to the partnering Institution of Higher Education, and be accepted/approved as an adjunct instructor at the partnering Institution of Higher Education.

CERTIFICATES, LICENSES, & REGISTRATIONS:

- Criminal background check required for hire
- Valid Colorado Driver's license required for hire

EXPERIENCE:

- Significant experience teaching advanced placement, international baccalaureate or college level coursework preferred

SKILLS & KNOWLEDGE:

- English language skills
- Basic math and accounting skills
- Customer service and public relations skills
- Ability to work well and communicate with high school and post-secondary administration & staff, as well as parents
- Ability to defuse and manage potentially difficult situations
- Strong written and oral communication skills

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Critical thinking and problem solving skills
- Strong organizational skills
- Ability to maintain confidentiality in all job aspects
- Ability to manage multiple priorities with frequent interruptions
- Proficiency with Microsoft programs including Excel, Word, and PowerPoint

EVALUATION:

Performance of this job will be evaluated annually in accordance with observation and evaluation protocols set by District 49 and the partnering Institution of Higher Education.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	March 12, 2014
PREPARED BY:	Donna Richer, Executive Assistant to BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review-CASB Recommended Updates
ACTION/INFORMATION/DISCUSSION:	Action

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

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

RELEVANT DATA AND EXPECTED OUTCOMES: The following policies are recommended for revision/adoption by the Colorado Association of School Boards:

- 10.a BEC, Executive Session, update due to passage of Proposition 104
- 10.b EHB, Records Retention, not mandatory but legal requirements must be followed
- 10.c IHBB, Gifted Education, change in policy terminology
- 10.d IHBEA, English Language Learner, revised to reflect the statutory language of the English Language Proficiency Act.

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion at the last work session, I move to approve the policy revisions in item 7.05.

APPROVED BY: Brett Ridgway, CBO, Peter Hilts, CEO, Jack Bay, COO **DATE:** February 27, 2015



BOARD-APPROVED POLICY OF DISTRICT 49

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

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

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

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

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

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

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

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

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

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

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

- Adopted: September 19, 1996
- Revised: September 3, 1998
- Revised: September 2, 1999
- Revised: August 9, 2001
- Revised: November 3, 2005
- Revised: February 11, 2010
- Revised: September 11, 2014
- **Revised: March 12, 2015**

LEGAL REFS:

- C.R.S. 22-32-108(5) (*meetings of the board of education*)
- C.R.S. 22-32-108(5)(d) (*executive session minutes*)
- **C.R.S. 22-32-109.4(4) (*board meeting “at which a collective bargaining agreement is discussed” must be open to the public*)**
- C.R.S. 24-6-402 (*open meetings law*)

CROSS REFS:

- BEDG, Minutes

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



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Records Retention
Designation	EHB
Office/Custodian	Board of Education/Executive Assistant to the BOE

The Board has approved the district's use of the Colorado School District Records Management Manual (records management manual) developed by the Colorado State Archives Department to assist the district in determining the appropriate retention period for various types of records. School district records regarding the district's organization, functions, policies, decisions, procedures, operations, or other activities may be considered public records subject to retention.

The district shall retain records for the time periods specified by the records management manual, as may be amended from time to time, unless a longer retention period is required by state or federal law. District employees and Board members shall be responsible for adhering to the records management manual.

Whenever the district is a party in litigation or reasonably anticipates being a party in litigation, Board members and district employees in possession of hard copy or electronic documents, email and/or other evidence relevant to the litigation or reasonably anticipated litigation shall retain all such documents, emails and other evidence until otherwise directed by the superintendent or designee.

Documents and other materials that are not "records" required to be retained by district policy, the records management manual, or state or federal law, and are not necessary to the functioning of the district, may be destroyed when no longer needed. Examples include telephone message slips, miscellaneous correspondence not requiring follow-up or district action, and emails that do not contain information otherwise required to be retained by district policy, the records management manual, or state or federal law.

District employees may be subject to disciplinary action for violation of this policy.

- March 25, 2015

LEGAL REFS:

- C.R.S. 24-72-113 (*limit on retention of passive surveillance records*)
- C.R.S. 24-80-101 *et seq.* (*State Archives and Public Records Act*)

CROSS REFS:

- EGAEA, Electronic Communication
- GBJ, Personnel Records and Files
- JRA/JRC, Student Records/Release of Information on Students



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Gifted and Talented Education
Designation	IHBB
Office/Custodian	Education/Executive Director of Individualized Education

The Board of Education is dedicated to providing comprehensive programming for the identification and education of ~~the gifted and talented~~ students. Gifted ~~and talented~~ students are those students between the ages of four (4) and twenty-one (21) whose abilities, talents and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. The Board believes that a quality instructional program that differentiates curriculum and instruction is essential so all students can learn and grow to their level of potential.

To the extent resources are available for this purpose, the Chief Education Officer or designee shall develop and implement programming designed to meet the particular educational needs of ~~the gifted and talented~~ students that:

- encourages acceleration and enrichment beyond the basic curriculum,
- offers a differentiated curriculum that includes higher cognitive concepts and processes,
- uses instructional strategies that accommodate the learning styles of the gifted ~~and talented~~,
- fosters the individual growth of each student,
- supports students in the attainment of state and district academic content standards,
- assists students with pre-collegiate and/or pre-advanced placement programs, and
- provides guidance support systems, including identifying post-secondary options.

The programming shall include early identification of gifted ~~and talented~~ students who are at least five (5) years of age and may include the early identification of four (4) and five (5) year old highly advanced gifted students. The programming shall also include ongoing professional development of staff that administer, supervise or teach in such programs. The programs will be regularly evaluated.

The Chief Education Officer or designee shall submit to the Colorado Department of Education (CDE) a program plan to identify and service gifted ~~and talented~~ students **and may submit a program plan to serve four (4) and five (5) year old highly advanced gifted students no later than April 30 of each year.** The program plan shall contain elements specified by **applicable State Board of Education rules** ~~CDE~~ so the district will be eligible for state funding for these students.

Except as otherwise required by law, the Chief Education Officer or designee shall have the final determination regarding placement of students in district programs for the gifted ~~and talented~~.

- Current practice codified: 1992
- Adopted: date of manual revision
- Reviewed: September 2, 1999
- Revised: August 12, 2010
- Revised: October 27, 2011
- **Revised: March 12, 2015**

LEGAL REFS:

- ~~C.R.S. 22-20-101 through 22-20-114 (Exceptional Children's Education Act)~~
- ~~C.R.S. 22-26-107 (applications)~~

- **C.R.S. 22-20-201 *et seq.* (education of gifted children)**
- **C.R.S. 22-54-103 (10) (~~definitions-repeal~~allows district to count and receive funding for four and five year old “highly advanced gifted children” enrolled in kindergarten and first grade)**
- **1 CCR 301-8, 2220-R-12.00 (*gifted and highly advanced gifted children*)**

BOARD-APPROVED POLICY OF DISTRICT 49

Title	English Language Learner
Designation	IHBEA
Office/Custodian	Education/Executive Director of Individualized Education

In keeping with the intention of the state of Colorado to offer educational opportunities to those children whose dominant language is other than English, the district shall provide suitable research-based language instructional programs for all identified English language learners in grades kindergarten through 12 in accordance with the requirements of state and federal statutes, **Colorado State Board of Education rules** and the Colorado Department of Education ~~regulations and~~ guidance.

The district shall identify students **as English language learners using the state-approved assessment for English language proficiency**. ~~whose dominant language may not be English through home language surveys that identify a primary home language is other than English (PHLOTE), observations, intake assessments, and recommendations of parents, teachers, and other persons.~~ Identified students shall be assessed annually to determine their level of proficiency in the English language.

~~For the 2005-06 school year and thereafter, students shall be assessed through use of the language assessment approved by the Colorado Department of Education.~~
~~Prior to the 2005-06 school year, the District may use any of the instruments or techniques which were approved by the Department prior to January 1, 2002.~~

The district shall certify to the Colorado Department of Education each year those students **identified as** ~~whose dominant language is not English~~ **language learners who are eligible for funding pursuant to the English Language Proficiency Act.** ~~, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.~~

The district shall provide additional information as required by the Colorado Department of Education to comply with **federal law** ~~No Child Left Behind.~~

- Adopted: September 2, 1999
- Revised: July 10, 2003
- Reviewed: July 8, 2010
- **March 12, 2015**

LEGAL REFS:

- **20 U.S.C. 1703(f) (denial of equal educational opportunity prohibited)**
- **20 U.S.C. 6801 et seq. (language instruction for limited English proficient and immigrant students contained in No Child Left Behind Act of 2001)**
- ~~C.R.S. 22-24-101 through 22-24-105 (English Language Proficiency Act)~~
- ~~1 CCR 301-10, Rules 2224-R-1 through 2224-R-3~~
- ~~20 U.S.C. 3001 et seq. (language instruction for limited English proficient and immigrant students contained in No Child Left Behind Act of 2001)~~
- 42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
- **C.R.S. 22-24-101 et seq. (English Language Proficiency Act)**
- ~~35 C.F.R. 11595 (home language questionnaire)~~

- 1 CCR 301-10 (*State Board of Education rules for the Administration of the English Language Proficiency Act*)

BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Barbara Seeley, Executive Assistant to CEO
TITLE OF AGENDA ITEM:	Student Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

HMS

Washington DC Tour

Departure-10/11/15 Return-10/14/15

45 students will attend this trip.

Cost of trip is about \$1700 per student (includes transportation, meals, insurance, tours and lodging).

The objective of this trip is to expose students to the history of our nation's capital.

Fundraising will not be part of this program.

VRHS

Band Trip to Dallas, TX

Departure-Spring Break 2016

Approximately 50 students will attend this trip.

Cost of trip is about \$900 per student (includes transportation, meals, lodging, insurance, tours and activities).

The objective of the trip is to perform in a national music festival, experience local national history.

Fundraising will not be part of this program.

VRHS

FBLA State Competition in Vail, CO

Depart-4/23/15 Return-4/25/15

12 Students will attend this trip.

Cost of trip is \$250 per student (includes transportation, meals & lodging).

Future Business Leaders of America competition.

Fundraising will be part of this program.

VRHS

FCCLA State Conference in Denver

Depart-4/9/15 Return-4/11/15

7 students will attend this trip.

Cost of trip is \$219 per student (includes transportation, meals, lodging and registration).

This is a leadership and development competition in FACS.

Fundraising will be part of this program.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	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.

BOE Regular Meeting March 12, 2015
Item 8.01 continued

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 27, 2015

BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Jay Hahn, EXCEL Dean
TITLE OF AGENDA ITEM:	Expulsion/Suspension Information
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

See attached confidential sheet for list of expulsions in February 2015.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: February 27, 2015

BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Kim Mariotti, Principal
TITLE OF AGENDA ITEM:	Revised Calendar at Springs Ranch Elementary School 2015-16
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Springs Ranch Elementary used a calendar this year that utilized early-release days. We will give an update to the BOE at a later date. We have been through almost one school year of using this calendar with success, but we did find some adjustments to the Fridays that needed changed. These are due to realizing that we had some early-releases right after breaks, and some days that would work better for all involved, including parents, students and staff.

RATIONALE: This calendar has allowed time for instructional staff to meet as Professional Learning Communities, to provide training in literacy, math, differentiation, and other needed topics. We have focused on student achievement, ways to improve instructional practices, data analysis, and the ability to provide effective interventions for student needs.

RELEVANT DATA AND EXPECTED OUTCOMES: Teachers are better trained and informed, have had time to focus on the needs of their students, and have been able to provide more effective intervention and instruction.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Having time to do the right things, the right way, for the success of our students.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	We have utilized both our own staff and people outside of our school, and have been able to learn more about how outside resources and training can benefit our students.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Springs Ranch students and staff are a part of one of the best places to work and learn. We feel we are a good model for how Professional Learning Communities are an effective part of creating a quality and positive learning environment.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Springs Ranch continues to grow as a high quality, welcoming, exceptional school, with a focus on student achievement, through building strong Professional Learning Communities, and well-trained, collaborative staff members.
Rock #5 — Customize our educational systems to launch each student toward success	Professional Learning Communities in a true sense: Data Collection + Analysis = Effective Intervention + Instruction

FUNDING REQUIRED: Additional cost for the 2014-15 school year was \$1200 for transportation
AMOUNT BUDGETED: \$1200

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to an action item at the regular April board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 5, 2015

Springs Ranch | 2015-2016 CALENDAR

24-27 New teacher orientation
29-31 Teacher workdays

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

JANUARY 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1-4 Christmas Break
15 Prof. Dev.-no students
18 M.L. King Day-closed
29 SRES Early release

3 Assessment Day-no students
4 First Day of School
14 SRES Early release
28 Prof. Dev.-no students

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

FEBRUARY 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

12 Conferences- no students
15 Presidents' Day
26 SRES Early release

7 Labor Day-closed
11 SRES Early release
25 Prof. Dev.-no students

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

MARCH 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11 SRES Early release
21-31 Spring Break

9 Conferences- no students
12-23 Fall Break

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

APRIL 2016						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 Spring Break
22 SRES Early release

11 Veterans Day Observed
13 SRES Early release
23-27 Thanksgiving Break

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

MAY 2016						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13 SRES Early release
27 3 hour early release
30 Memorial Day-closed
31 Teacher work day

11 SRES Early release
18 3 hour early release
21-31 Christmas Break

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

JUNE 2016						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

BOARD OF EDUCATION AGENDA ITEM 9.02

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Dr. Louis L. Fletcher
TITLE OF AGENDA ITEM:	Department of Justice Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Quarterly update on progress with respect to implementing the Department of Justice agreement in District 49.

RATIONALE: Requested by the Board to support Board Member situational awareness.

RELEVANT DATA AND EXPECTED OUTCOMES: Creating awareness about relevant milestones.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Directly addresses past harassment and discrimination incidents per the DOJ agreement and mitigates conditions for repeat behavior.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Creates an environment of transparency which allows the community to observe the deliberate efforts of the District to move forward and expand capacity.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	A cultural climate which is accessible and inclusive is the hallmark of the best district to learn, work and lead.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Distinct and exceptional schools require an environment which does not cultivate harassment and discrimination.
Rock #5 — Customize our educational systems to launch each student toward success	When students can concentrate on their curricular and co-curricular activities in an accepting cultural climate, their learning outcomes should become more favorable.

FUNDING REQUIRED: None

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 2, 2015

BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	March 12, 2015
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	2015-16 Budget Early information
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Late in the third quarter of each fiscal year, it is appropriate for the District to begin considering budget priorities for the following fiscal year. In recent years, the amount of funding available for K12 education has been in question and has, in fact, seen several reductions on a year-by-year basis. As a result, the State's quarterly revenue forecast has become a key indicator on what may happen – not only with the current year state revenue forecast (and by extension K12 funding), but also the forecast for the subsequent year. The next forecast will be released March 20 and provides some flavor to Governor Hickenlooper's original forecast for 2015/16 that was first released in November 2014.

RATIONALE: The assumption, at this point, is that funding will increase slightly at the state level for the 2015/16 fiscal year. A funding increase for the third year in a row, no matter how slight, is a welcome sign after reductions were recognized in the 2010/11 and 2011/12 years, and then flat to 2012/13. Other factors that are defined early, at a high level include projected student count and revenue allocations. Revenue allocations, while tied to specific priorities, have the potential to be managed according to priorities and preferences stated by the Board of Education.

RELEVANT DATA AND EXPECTED OUTCOMES: With the increased funding proposals we are aware of at this time, the PPR rate would increase by ~2.8%. In addition, the district will show an increase in student count as is normal for Falcon School District. The combination of rate and volume increases will provide additional funds (aka 'new money') to the District. The first questions to consider, then, are the revenue allocations and next, whether to change compensation rates for district staff in the 2015-16 fiscal year.

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

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

FUNDING REQUIRED: TBD

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: March 5, 2015

FY2014-15 Total Program Funding with Supplemental Appropriation and FY2015-16 Governor's Revised Budget Proposal
Subject to Legislative Approval

2014-15 - with Supplemental Appropriation (subject to legislative approval)

COUNTY	DISTRICT	2014-15 ACTUAL FUNDED PUPIL COUNTS	2014-15 ACTUAL FULLY FUNDED TOTAL PROGRAM	2014-15 NEGATIVE FACTOR WITH SUPPLEMENTAL	2014-15 TOTAL PROGRAM AFTER NEGATIVE FACTOR	PROPERTY TAXES	SPECIFIC OWNERSHIP TAXES	STATE SHARE WITH SUPPLEMENTAL	CATEGORICAL BUYOUT WITH SUPPLEMENTAL	2014-15 PER PUPIL FUNDING WITH SUPPLEMENTAL
					D + E			F - G -H		
(1) DENVER	DENVER	84,044.2	710,242,434	(92,097,835)	618,144,600	268,624,573	17,888,207	331,631,820	-	7,354.99
(2) JEFFERSON	JEFFERSON	81,130.3	638,539,148	(82,799,999)	555,739,149	185,382,960	14,583,302	355,772,887	-	6,849.96
(3) DOUGLAS	DOUGLAS	63,354.2	492,344,955	(63,842,855)	428,502,101	122,240,331	10,637,035	295,624,735	-	6,763.59
(4) ARAPAHOE	CHERRY CREEK	51,432.7	412,625,612	(53,505,569)	359,120,043	113,685,360	8,713,196	236,721,487	-	6,982.33
(5) ADAMS	ADAMS 12 FIVE STAR	41,181.9	324,511,683	(42,079,749)	282,431,934	48,351,425	3,696,943	230,383,566	-	6,858.16
(6) ARAPAHOE	AURORA	39,600.0	334,380,596	(43,359,461)	291,021,135	46,526,376	3,410,928	241,083,831	-	7,349.02
(7) EL PASO	COLORADO SPRINGS	30,135.1	239,987,035	(31,119,355)	208,867,680	55,836,068	5,876,996	147,154,616	-	6,931.04
(8) BOULDER	BOULDER	29,398.3	234,494,200	(30,407,094)	204,087,106	123,288,760	6,894,141	73,904,205	-	6,942.14
(9) LARIMER	POUDRE	28,935.0	221,465,672	(28,717,671)	192,748,001	66,834,137	5,303,661	120,610,203	-	6,661.41
(10) BOULDER	ST VRAIN	28,740.5	226,581,270	(29,381,016)	197,200,254	59,712,081	3,882,507	133,605,666	-	6,861.41
(11) EL PASO	ACADEMY	23,306.4	178,429,342	(23,137,108)	155,292,234	35,981,713	3,683,388	115,627,133	-	6,663.07
(12) MESA	MESA VALLEY	21,677.2	166,055,333	(21,532,558)	144,522,774	38,363,190	5,247,047	100,912,537	-	6,667.04
(13) WELD	GREELEY	20,603.5	162,322,408	(21,048,506)	141,273,901	26,329,698	2,163,561	112,780,642	-	6,856.79
(14) EL PASO	FALCON	20,222.5	155,410,936	(20,152,289)	135,258,647	16,869,973	1,324,345	117,064,329	-	6,688.52
(15) PUEBLO	PUEBLO CITY	17,221.2	138,834,853	(18,002,852)	120,832,001	26,557,594	2,093,124	92,181,284	-	7,016.47
(19) EL PASO	HARRISON	11,148.2	91,259,679	(11,833,732)	79,425,947	9,796,960	1,047,572	68,581,415	-	7,124.55
(21) PUEBLO	PUEBLO RURAL	8,919.9	68,328,468	(8,860,220)	59,468,248	17,328,829	1,351,219	40,788,200	-	6,666.92
(22) EL PASO	WIDEFIELD	8,693.4	66,594,760	(8,635,408)	57,959,352	7,061,449	579,154	50,318,748	-	6,667.05
(25) EL PASO	FOUNTAIN	7,639.2	58,520,168	(7,588,368)	50,931,800	2,611,748	266,944	48,053,108	-	6,667.16
(28) EL PASO	LEWIS-PALMER	5,853.5	44,840,795	(5,814,550)	39,026,245	9,914,155	857,161	28,254,929	-	6,667.16
(31) EL PASO	CHEYENNE MOUNTAIN	4,877.2	37,361,839	(4,844,746)	32,517,093	9,840,663	1,031,464	21,644,966	-	6,667.16
TOTALS		844,546.4	\$ 6,813,620,535	\$ (880,176,146)	\$ 5,933,444,389	\$ 1,837,512,870	\$ 145,319,037	\$ 3,950,612,482	\$ 244,008	\$ 7,025.60

**FY2014-15 Total Program Funding with Supplemental Appropriation and FY2015-16 Governor's Revised Budget Proposal
Subject to Legislative Approval**

2015-16 - Current Law - Keep Negative Factor Same as 2014-15

COUNTY	DISTRICT	2015-16 ESTIMATED FUNDED PUPIL COUNTS	2015-16 ESTIMATED FULLY FUNDED TOTAL PROGRAM	2015-16 ESTIMATED NEGATIVE FACTOR	2015-16 TOTAL PROGRAM AFTER NEGATIVE FACTOR M + N	PROPERTY TAXES	SPECIFIC OWNERSHIP TAXES	STATE SHARE O - P - Q	CATEGORICAL BUYOUT	2015-16 ESTIMATED PER PUPIL FUNDING AFTER NEGATIVE FACTOR
(1) DENVER	DENVER	87,021.8	755,986,932	(94,399,604)	661,587,328	299,646,906	18,424,853	343,515,569	-	7,602.55
(2) JEFFERSON	JEFFERSON	81,237.6	657,278,860	(82,073,990)	575,204,870	202,946,445	15,020,801	357,237,623	-	7,080.53
(3) DOUGLAS	DOUGLAS	63,274.0	505,521,914	(63,124,197)	442,397,717	131,862,693	10,956,146	299,578,878	-	6,991.78
(4) ARAPAHOE	CHERRY CREEK	51,683.7	426,247,244	(53,225,220)	373,022,024	117,423,246	8,974,592	246,624,186	-	7,217.40
(5) ADAMS	ADAMS 12 FIVE STAR	42,123.1	341,229,845	(42,609,152)	298,620,693	52,561,254	3,807,851	242,251,587	-	7,089.24
(6) ARAPAHOE	AURORA	40,827.9	354,361,705	(44,248,919)	310,112,786	50,180,146	3,513,256	256,419,385	-	7,595.61
(7) EL PASO	COLORADO SPRINGS	29,974.7	245,362,497	(30,638,258)	214,724,240	57,101,746	6,053,305	151,569,189	-	7,163.52
(8) BOULDER	BOULDER	29,713.1	243,651,318	(30,424,584)	213,226,734	135,239,570	7,100,966	70,886,198	-	7,176.19
(9) LARIMER	POUDRE	29,717.4	233,838,396	(29,199,251)	204,639,146	71,922,562	5,462,770	127,253,813	-	6,886.17
(10) BOULDER	ST VRAIN	29,542.6	239,461,659	(29,901,424)	209,560,235	64,951,829	3,998,982	140,609,425	-	7,093.49
(11) EL PASO	ACADEMY	23,645.4	186,103,405	(23,238,613)	162,864,792	38,407,305	3,793,890	120,663,597	-	6,887.80
(12) MESA	MESA VALLEY	22,115.3	174,162,456	(21,747,554)	152,414,902	41,243,034	5,404,458	105,767,409	-	6,891.83
(13) WELD	GREELEY	21,302.4	172,536,301	(21,544,497)	150,991,804	29,237,158	2,228,468	119,526,178	-	7,088.02
(14) EL PASO	FALCON	20,938.6	165,448,786	(20,659,484)	144,789,302	17,650,507	1,364,075	125,774,720	-	6,914.95
(15) PUEBLO	PUEBLO CITY	17,185.9	142,386,537	(17,779,716)	124,606,822	27,261,912	2,155,918	95,188,992	-	7,250.53
(19) EL PASO	HARRISON	11,203.4	94,268,760	(11,771,280)	82,497,480	10,120,144	1,078,999	71,298,336	-	7,363.61
(21) PUEBLO	PUEBLO RURAL	9,167.1	72,190,935	(9,014,436)	63,176,499	17,898,940	1,391,756	43,885,803	-	6,891.66
(22) EL PASO	WIDEFIELD	8,704.7	68,551,357	(8,559,964)	59,991,393	7,579,222	596,529	51,815,642	-	6,891.84
(25) EL PASO	FOUNTAIN	7,715.5	60,762,726	(7,587,403)	53,175,323	2,767,513	274,953	50,132,858	-	6,892.01
(28) EL PASO	LEWIS-PALMER	5,868.3	46,215,269	(5,770,871)	40,444,398	10,376,028	882,876	29,185,493	-	6,892.01
(31) EL PASO	CHEYENNE MOUNTAIN	4,887.1	38,487,341	(4,805,890)	33,681,452	10,159,246	1,062,408	22,459,799	-	6,891.91
TOTALS		855,432.5	\$ 7,095,053,470	\$ (880,176,146)	\$ 6,214,877,324	\$ 1,976,569,929	\$ 149,678,608	\$ 4,088,628,787	\$ 842,139	\$ 7,265.19

**FY2014-15 Total Program Funding with Supplemental Appropriation and FY2015-16 Governor's Revised Budget Proposal
Subject to Legislative Approval**

Estimated Change - 2014-15 and 2015-16 (assumes Supplemental is Funded)										
COUNTY	DISTRICT	CHANGE IN FUNDED PUPILS	CHANGE IN FULLY FUNDED TOTAL PROGRAM	CHANGE IN NEGATIVE FACTOR	CHANGE IN TOTAL PROGRAM AFTER NEGATIVE FACTOR	CHANGE IN PROPERTY TAXES	CHANGE IN SPECIFIC OWNERSHIP TAXES	CHANGE IN STATE SHARE	CHANGE IN CATEGORICAL BUYOUT	CHANGE IN PER PUPIL FUNDING
		L - C	M - D	N - E	O - F	P - G	Q - H	R - I	S - J	T - K
(1) DENVER	DENVER	2,977.60	45,744,498	(2,301,769)	43,442,729	31,022,333	536,646	11,883,749	-	247.55
(2) JEFFERSON	JEFFERSON	107.30	18,739,711	726,009	19,465,721	17,563,485	437,499	1,464,736	-	230.57
(3) DOUGLAS	DOUGLAS	(80.20)	13,176,959	718,657	13,895,616	9,622,363	319,111	3,954,142	-	228.18
(4) ARAPAHOE	CHERRY CREEK	251.00	13,621,632	280,349	13,901,981	3,737,886	261,396	9,902,699	-	235.07
(5) ADAMS	ADAMS 12 FIVE STAR	941.20	16,718,162	(529,403)	16,188,759	4,209,830	110,908	11,868,022	-	231.08
(6) ARAPAHOE	AURORA	1,227.90	19,981,109	(889,458)	19,091,651	3,653,770	102,328	15,335,553	-	246.59
(7) EL PASO	COLORADO SPRINGS	(160.40)	5,375,463	481,097	5,856,560	1,265,678	176,310	4,414,572	-	232.47
(8) BOULDER	BOULDER	314.80	9,157,118	(17,490)	9,139,628	11,950,811	206,824	(3,018,007)	-	234.05
(9) LARIMER	POUDRE	782.40	12,372,724	(481,579)	11,891,145	5,088,425	159,110	6,643,610	-	224.76
(10) BOULDER	ST VRAIN	802.10	12,880,389	(520,408)	12,359,982	5,239,747	116,475	7,003,759	-	232.09
(11) EL PASO	ACADEMY	339.00	7,674,063	(101,505)	7,572,558	2,425,593	110,502	5,036,464	-	224.73
(12) MESA	MESA VALLEY	438.10	8,107,123	(214,996)	7,892,127	2,879,844	157,411	4,854,872	-	224.79
(13) WELD	GREELEY	698.90	10,213,894	(495,991)	9,717,902	2,907,460	64,907	6,745,535	-	231.23
(14) EL PASO	FALCON	716.10	10,037,850	(507,195)	9,530,655	780,534	39,730	8,710,391	-	226.42
(15) PUEBLO	PUEBLO CITY	(35.30)	3,551,684	223,136	3,774,821	704,318	62,794	3,007,709	-	234.06
(19) EL PASO	HARRISON	55.20	3,009,081	62,453	3,071,533	323,185	31,427	2,716,921	-	239.06
(21) PUEBLO	PUEBLO RURAL	247.20	3,862,467	(154,216)	3,708,251	570,111	40,537	3,097,603	-	224.74
(22) EL PASO	WIDEFIELD	11.30	1,956,597	75,444	2,032,041	517,773	17,375	1,496,894	-	224.79
(25) EL PASO	FOUNTAIN	76.30	2,242,558	965	2,243,523	155,765	8,008	2,079,750	-	224.85
(28) EL PASO	LEWIS-PALMER	14.80	1,374,473	43,679	1,418,152	461,873	25,715	930,564	-	224.85
(31) EL PASO	CHEYENNE MOUNTAIN	9.90	1,125,502	38,857	1,164,359	318,583	30,944	814,832	-	224.75
TOTALS		10,886.1	\$ 281,432,935	\$ (0)	\$ 281,432,935	\$ 139,057,059	\$ 4,359,571	\$ 138,016,305	\$ 598,131	\$ 239.59

**FY2014-15 Total Program Funding with Supplemental Appropriation and FY2015-16 Governor's Revised Budget Proposal
Subject to Legislative Approval**

**Illustration of One Time Funding Per
Governor's Revised Request
(Calculated through School Finance Formula)
FY2015-16**

COUNTY	DISTRICT	TOTAL PROGRAM - WITH ONE-TIME FUNDS	ALLOCATION OF ONE- TIME FUNDS	PER PUPIL FUNDING - ONE TIME	ONE-TIME PER PUPIL COMPONENT
			AD - O		AF - T
(1) DENVER	DENVER	682,793,939	21,206,611	7,846.24	243.69
(2) JEFFERSON	JEFFERSON	593,642,566	18,437,696	7,307.49	226.96
(3) DOUGLAS	DOUGLAS	456,578,394	14,180,677	7,215.89	224.12
(4) ARAPAHOE	CHERRY CREEK	384,978,923	11,956,899	7,448.75	231.35
(5) ADAMS	ADAMS 12 FIVE STAR	308,192,722	9,572,029	7,316.48	227.24
(6) ARAPAHOE	AURORA	320,053,184	9,940,398	7,839.08	243.47
(7) EL PASO	COLORADO SPRINGS	221,607,040	6,882,800	7,393.14	229.62
(8) BOULDER	BOULDER	220,061,533	6,834,799	7,406.21	230.03
(9) LARIMER	POUDRE	211,198,677	6,559,531	7,106.90	220.73
(10) BOULDER	ST VRAIN	216,277,508	6,717,273	7,320.87	227.38
(11) EL PASO	ACADEMY	168,085,283	5,220,490	7,108.58	220.78
(12) MESA	MESA VALLEY	157,300,430	4,885,528	7,112.74	220.91
(13) WELD	GREELEY	155,831,716	4,839,912	7,315.22	227.20
(14) EL PASO	FALCON	149,430,398	4,641,096	7,136.60	221.65
(15) PUEBLO	PUEBLO CITY	128,600,986	3,994,164	7,482.94	232.41
(19) EL PASO	HARRISON	85,141,866	2,644,386	7,599.65	236.03
(21) PUEBLO	PUEBLO RURAL	65,201,567	2,025,068	7,112.56	220.91
(22) EL PASO	WIDEFIELD	61,914,365	1,922,972	7,112.75	220.91
(25) EL PASO	FOUNTAIN	54,879,812	1,704,489	7,112.93	220.92
(28) EL PASO	LEWIS-PALMER	41,740,808	1,296,410	7,112.93	220.92
(31) EL PASO	CHEYENNE MOUNTAIN	34,761,082	1,079,630	7,112.82	220.91
TOTALS		\$ 6,412,561,541	\$ 197,684,217	\$ 7,496.28	\$ 231.09