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Mission Statement

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

AGENDA
REGULAR BOARD OF EDUCATION MEETING
April 9, 2015
6:30 p.m.
Education Services Center – Board Room

Fantastic 49 - 6:00 p.m.

- **Teacher Appreciation Scholarship Recipient** • **Daniels Fund Scholarship Recipients**
- **Sand Creek High School Girls' Basketball**

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 Continuing Building Administrative Personnel
- 4.05 Approval of Minutes of Regular Board of Education Meeting 3/12/2015

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 Teacher Appreciation Week Resolution
- 7.02 Action on Calendar Changes for 2015-2016 at Springs Ranch Elementary School
- 7.03 Action on New Course Proposals Vista Ridge High School
- 7.04 Action on Food Service Contract with Community Partnership for Child Development
- 7.05 Approval of Food Service
 - 7.05a Banning Lewis Ranch Academy
 - 7.05b Imagine Indigo Ranch
 - 7.05c Pikes Peak School of Expeditionary Learning
- 7.06 Action on Job Descriptions
 - 7.06a Coordinator of Gifted Services
 - 7.06b Audiologist
 - 7.06c Coordinator of Title Programs Compliance
 - 7.06d Title I Parent Engagement TOSA

REGULAR BOE MEETING April 9, 2015

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- 7.07 Action on Sand Creek/POWER Zone Boundary Change
- 7.08 Action on Personnel Policies
 - 7.08a GCEC Posting and Advertising of Professional Vacancies
 - 7.08b GDEA Posting and Advertising of Educational Support Staff Vacancies
 - 7.08c GCE/GCF Professional Staff Recruiting/Hiring
- 7.09 Action on District Policies
 - 7.09a BEDH Public Participation at Board Meetings
 - 7.09b JB Equal Educational Opportunities
- 7.10 Items Removed from Consent Agenda

8.00 Information Items

- 8.01 Student Field Trips

9.00 Discussions Items

- 9.01 2015-16 Budget Focus (10 minutes)
- 9.02 Lease Agreement with Pikes Peak Community College (10 minutes)
- 9.03 Sand Creek Zone Calendar Revisions (10 minutes)
- 9.04 Summer School Update (10 minutes)
- 9.05 Career and Technology Update (10 minutes)

10.00 Other Business

11.00 Adjournment

DATE OF POSTING: April 2, 2015

Donna Richer
Executive Assistant to the Board of Education



BOARD OF EDUCATION AGENDA ITEM 4.01

SPECIAL BOARD MEETING OF:	April 9, 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: March 27, 2015



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	April 9, 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: March 27, 2015

BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	April 9, 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:** April 2, 2015



BOARD OF EDUCATION AGENDA ITEM 4.04

SPECIAL BOARD MEETING OF:	April 9, 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: April 2, 2015

BOARD OF EDUCATION AGENDA ITEM 4.05

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Donna Richer, Executive Assistant
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board Meeting on 3/12/2015
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: March 30, 2015

BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	National Teacher Appreciation Week May 4-8, 2015
ACTION/INFORMATION/DISCUSSION:	Action

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

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

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

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the attached Resolution for National Teacher Appreciation Week.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: April 9, 2015



**TEACHER APPRECIATION WEEK
HONORABLE PROCLAMATION
MAY 4th – 8th, 2015**

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

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

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

**NOW THEREFORE, WE THE DISTRICT 49 BOARD OF EDUCATION
PROCLAIM
MAY 4th – 8th, 2015
TEACHER APPRECIATION WEEK**

Tammy Harold, President

David Moore, Vice President

Kevin Butcher, Treasurer

Marie LaVere-Wright, Secretary

Chuck Irons, Director

Peter Hilts, Chief Education Officer

Brett Ridgway, Chief Business Officer

Jack Bay, Chief Operations Officer

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

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

1. Attached is a true and correct copy of a resolution (the "Resolution") adopted by the Board of Education (the "Board") at the regular meeting held on **April 9, 2015**.

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

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

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

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

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

WITNESS my hand and seal of the District this **9th Day of April 2015**.

[DISTRICT SEAL]

Marie LaVere-Wright
Secretary, Board of Education

BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Kim Mariotti, Principal
TITLE OF AGENDA ITEM:	Revised Calendar at Springs Ranch Elementary School 2015-16
ACTION/INFORMATION/DISCUSSION:	Action

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 approve revisions to Springs Ranch Elementary School Calendar for 2015-2016.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 26, 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 7.03

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	D. Barnes, Assistant Principal, Falcon High School
TITLE OF AGENDA ITEM:	New Course Approvals
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: As Vista Ridge continues to develop a stronger educational program, there are new courses needed that will help strengthen our STEM programs. Other new courses will help students develop skills to be life long learners.

RATIONALE:

Adventure PE: Adventure PE will use unique situations and purposeful activities to provide an environment for learning about an outdoor adventure lifestyle.

Biomedical IV: Medical Innovations. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

Medical Forensics: This year-long course is designed to create an awareness of the branch of health science relating to medical forensics. This course will be CTE supported, by adding it to the current Biomedical Science Pathway. Additionally, this course has been approved through UCCS for Dual College Credit via the CU Succeed Program.

Astrophysics: The course will not only address the Earth System Science State Standards, but it will also put into practical application what they have learned in physics and chemistry using the space sciences.

Lab Tech Assistance: This course will give students the experience of preparing labs for science classes as well as working with students in class.

Beginning Instrumentals: Beginning Instruments offers students who did not elect band early in their school career or have had limited band experience the opportunity to learn to play a band instrument at the high school level.

Music Theory: Music Theory will offer students the opportunity to learn about music from a constructional point of view.

Introduction to Computer Science: (ICS). ICS is designed to be the first computer science course for students who have never written code. Students create apps for mobile devices, explore the impact of computing in society, and learn how computing applies in various career fields.

Computer Science Applications: (CSA). In CSA, students collaborate to integrate technologies across multiple platforms, mobile devices, and networks.

Computer Problem Solving: (CPS). Students get the opportunity to work in a team to deliver a software solution to a real-world design problem.

Independent Computer Systems:

Artificial Intelligence: Students develop artificially intelligent systems that generate solutions to real problems found in science and industry and use a wide array of applications, including automated vehicles and computer vision

Cybersecurity: (SEC) This course introduces the tools and concepts of cybersecurity and encourages students to develop solutions that allow people to share computing resources while protecting privacy.

Simulations and Modeling: (SAM). Students create models and run simulations to communicate central ideas in the physical, biological, and social sciences and deepen their understanding of concepts in discrete math and computer science.

RELEVANT DATA AND EXPECTED OUTCOMES:



BOE Regular Meeting April 9, 2015
Item 7.03 continued

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Many of these courses will be supported by CTE funds and will have a limited impact on the school budget.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Some courses will partner with local businesses such as Adventure PE or BioMed IV.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Provide more opportunities for students as well as a new curricular pathway.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Provide a variety of unique courses to offer students additional course choices and stronger pathways.
Rock #5 — Customize our educational systems to launch each student toward success	Develop students into life long learners and give them skills to be successful in the future.

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at a prior work session, I move to approve the courses outlined in item 7.03 as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 26, 2015

Vista Ridge High School

Proposal: Adventure PE Class Curriculum

Objective: Provide a PE course that offers students the opportunity to learn skills related to an outdoor adventure lifestyle while still meeting the basic Physical Education standards as established by the Colorado Department of Education.

Units of Study:

1. Backpacking/Camping
2. Survival Training
 - Shelters
 - Fire Starting
 - Signaling
 - Prioritization
3. Safety/First Aid in the Backcountry
 - Clothing/Dress
 - Footwear
 - Must-Have Items
4. Cycling
5. Disc Sports
 - a. Ultimate Frisbee
 - b. Disc Golf
6. Climbing
 - a. Indoor Wall
 - b. Rock
 - c. Rapelling
7. Maps/Compass/Navigation
8. Miscellaneous
 - a. Slack-Lining
 - b.
9. Environmental/Ecological Awareness
10. Water Sports
 - Canoeing/Kayak/Paddling
11. Teambuilding/Character Education
12. Adventure Racing

The class will involve a combination of conditioning activities, classroom learning, hands-on simulations and off-campus activities. The culmination of the course will be participation in a local/regional adventure-type race (Tough Mudder, etc.)

Participation Limit: 20-25 students

Fee: approximately \$75/student to cover off-campus activities (bus trips, participation fees)

What is Adventure PE?

Adventure PE will use unique situations and purposeful activities to provide an environment for learning about an outdoor adventure lifestyle. The goal is to create a safe, simulated environment where students may challenge themselves to push beyond their comfort zone and transfer those experiences directly to the school, community, home, or workplace.

At the conclusion of this course, the student will have:

1. Actively engaged in activity while learning rules, strategies and history of each activity
2. Increased student personal level of fitness and strength
3. Increased student skill level in a variety traditional and non-traditional activities
4. Described, defined and analyzed the importance of physical movement in everyday life.

COURSE LEVEL:

This course is open to all students in grades 11 and 12.

COURSE CONTENT

This course will consist of traditional and non-traditional sports. Students will discover their leadership abilities while practicing new roles in teamwork, problem solving and group initiatives. Students will have the opportunity to become First Aid and CPR certified. Students will get to experience many different activities not normally offered in a traditional physical education class. Many of these activities will be off campus, therefore this course requires students to have transportation around town; a drivers license is strongly recommended.

COURSE INSTRUCTION

Instruction will primarily consist of skill practice, demonstration and game play, however lecture and other methods of instruction will be utilized. Those methods include, but are not limited to, independent skill discovery, group collaboration and student instruction/demonstration.

Syllabus: Biomedical Innovations (Biomed IV)

Curriculum: On-line (no cost) my.pltw.org

1st Semester:

- Problem 1: Design of an Effective Emergency Room
- Problem 2: Exploring Human Physiology
- Problem 3: Design of a Medical innovation
- Problem 4: Molecular Biology in Action

2nd Semester:

- Problem 5: Investigating Environmental Health
- Problem 6: Combating a Public Health Issue
- Problem 7: Forensic Autopsy
- Problem 8: Independent Project

Tests: Each unit will conclude with an assessment of your mastery of the unit goals and objectives. They will consist of a variety of question types including: T/F, Multiple Choice, Matching, and Short answer. There will also be comprehensive final exams at the end of each semester, with a cumulative End of Course Exam.

Projects and Activities: Projects and Activities are to be completed in your lab notebook, due dates for labs will be specified during the lab discussions.

Grading:	Chapter Tests	40%	Activities and Projects	40%
(each semester)	Final Exam	20%		

****** Syllabus subject to change after staff member has completed summer PLTW training,**

Grade Level: 11-12

Length: Year

Prerequisites: Successful completion (C or better) of Linear Physics (or similar 1st year physics course), and Chemistry. Strongly encouraged for those in the Biomedical Pathway.

\$10 Class Fee- *Due to the amount of applications of concepts, fees will be used to purchase those particular lab materials needed.*

Syllabus: Medical Forensics

Curriculum: Available online through Schoology

1st Semester: Origin and Structure of the Universe

- Introduction to Medical Forensics
- Fundamental Laboratory Skills
- Trace Evidence
- Fingerprint Identification
- Hair and Fiber Analysis
- Serology

2nd Semester: Stars and Galaxies

- Mortality
- Forensic Psychology
- Forensic Anthropology
- Toxicology
- DNA Evidence
- Medical Forensic Investigation

Assignments:

Tests: Each unit will conclude with an assessment of your mastery of the unit goals and objectives. They will consist of a variety of question types including: T/F, Multiple Choice, Matching, and Short answer. There will also be comprehensive final exams at the end of each semester.

Labs: After most labs there will be a worksheet, or lab write-up to be handed in. Due dates for labs will be specified during the lab discussions.

Grading: (each semester)	Chapter Tests	35%
	Final Exam	20%
	Labs	25%
	Assignments	20%

(The above percentages are approximate)

***** Syllabus subject to change.**

Syllabus: Astrophysics – Modern Cosmology

Textbook: On-line (no cost) <http://www.teachastronomy.com/textbook>

Supporting Materials: <http://zebu.uoregon.edu/1996/ast123.html>

1st Semester: Origin and Structure of the Universe

- Ancient Cosmology
- Moving Towards Modern Cosmology
- Thermal History of the Very Early Universe
- The Radiation Dominated Era
- Dark Matter and Dark Energy

2nd Semester: Stars and Galaxies

- Formation of Galaxies, Stars, and Solar Systems
- The Life and Death of Stars
- Supernovae
- Black Holes

Assignments:

Tests: Each unit will conclude with an assessment of your mastery of the unit goals and objectives. They will consist of a variety of question types including: T/F, Multiple Choice, Matching, and Short answer. There will also be comprehensive final exams at the end of each semester.

Labs: After most labs there will be a worksheet, or lab write-up to be handed in. Due dates for labs will be specified during the lab discussions.

Homework: Homework will include four types: practice, preparation, extension, and creativity.

Practice: used to practice and reinforce skills learned in class.

Preparation: helps prepare students for an upcoming lesson or unit.

Extension: require students to produce self-initiated projects allowing them to apply and analyze information presented in class.

Creativity: offers students the opportunity to think critically and engage in problem-solving activities; encourages students to integrate a variety of skills and concepts presented in class and to construct their personal model of understanding.

Review Questions (Practice): Review questions at the end of each chapter in the textbook. **There will be no better method of studying** for tests and the final than going over the answers to these review questions and reading through your lecture notes.

Short Reports (Preparation/Extension): I will assign a variety of brief informational research projects on a regular basis. To receive full credit for a short report the following criteria must be met: 1) Report must be “On Topic”; 2) Reference(s) must be cited; 3) Reports must be typed; and 4) Although I will not be “counting words”, consider ½ page a minimum length.

Research Paper/Presentation (Extension/Creativity):

This will be accomplished 1st quarter. Specific requirements will be provided under separate cover.

Astronomy Magazine Project (Extension/Creativity):

This will be accomplished 4th quarter. Specific requirements will be provided under separate cover.

Grading: (each semester)	Chapter Tests	40%	Short Reports	5%
	Final Exam	20%	Research Paper	10% (1 st Semester)
	Labs	20%	Magazine Project	10% (2 nd Semester)
	Observation Log	5%		

(The above percentages are approximate)

Grading Categories:

Application of Content (Lab execution, data analysis, observation logs)	20%
Demonstration of Cooperative Learning (Projects)	10%
Demonstration of Independent Thought (Short reports, research paper, lab write-ups)	20%
Demonstration of Proficiency (Exams & Quizzes)	20%
Effective Data Collection (Self-explanatory)	10%
Effective Use of Resources (Notes, class preparation, research, etc.)	10%
Practice of Content (Worksheets, calculations, etc.)	10%

Course Catalog Description:

SCxxxx Astrophysics - Modern Cosmology

Grade Level: 11-12

Length: Year

Prerequisites: Successful completion (C or better) of Linear Physics (or similar 1st year physics course), Chemistry, and Geometry.

\$10 Class Fee

With an emphasis on physics and chemistry, this course introduces students to the nature and workings of the Sun, stars, neutron stars, black holes, interstellar gas, galaxies, quasars, plus structure and origins of the universe. It covers the Big Bang; the age, size, and structure of the universe; and the origin of the elements and of stars, galaxies, the solar system, and life.

Prerequisites: Applicants must be enrolled in/or have completed one or more science courses, including Chemistry and Biology, achieved at a B or higher standing in all of their highest level science and math courses. In addition, student selections are at the discretion of the science department.

Special Training, Facilities or Equipment Required: Students in this course should be supervised by a science teacher or a qualified adult lab technician. Students may work with the qualified adult technician, but assessment must ultimately be carried out by the science teacher.

Course Extension through Independent Directed Studies:

Course Synopsis:

This course is intended for senior students with a strong science background. It is intended to benefit those who intend to pursue post secondary studies in science-based fields. This is a laboratory course that will expand upon, or be done in conjunction with, some of the basic laboratory work that was done in previous lab based courses. Students are involved in the preparation of laboratory material, including solutions, chemical supplies, and equipment. In addition, they will be trained in the working procedures of laboratory preparations, including stock accountability (receiving, ordering, and inventory), applied mathematics, safety, daily procedures and laboratory organization. Finally, a teaching aspect is added to the laboratory technician course as the student will assist in the classroom, during labs to ensure proper technique.

Procedure:

		Time
Step 1	Application Process	To be established in collaboration by the student and teacher.
Step 2	Practical Experience	
Step 3	Reflection and Evidence Submission	
Total Hours		120

Step 1: Application Process

Students will complete an application process to acknowledge their learning plan and commitments to the course:

It is expected the student will:

- be able to relate purpose, content, structure of the proposed learning experience
- submit an acceptable application form, and/or letter of application

Step 2: Practical Field Experience

Students will participate in the practical field experience identified in the Application Process.

It is expected the student will:

- engage in assigned activities for the prescribed time
- follow school, health and/or safety practices including: becoming familiar with the VRHS requirements for safely handling, preparing and storing chemicals and equipment, and the Science Safety document recommendations.
- demonstrate the characteristics and habits of a successful laboratory technician in the workplace by developing employability skills including:
 - consistent and punctual attendance
 - appropriate dress and personal hygiene
 - effective communication with supervisors, co-participants and other students
 - positive attitude towards training and experience
 - high standard of neat and accurate work
 - effective time management and productivity
 - recognize and thank the activity sponsor

Step 3: Reflection and Evidence Submission

The student will participate in reflection activities to identify and evaluate learning as a result of participation in the activity/experience.

It is expected the student will:

- prepare documentation to include in a graduation portfolio (this could include student reports, photographs, activity samples)
- update résumé information to include completed experiences
- connect personal experiences in the activity to the curriculum as identified in the Learning Plan
- discuss and share the experience(s) with the supervising teacher

Assessment Component:

An educator with a valid teaching certificate will evaluate each student on an individual basis.

Assessment is ongoing and is based upon students' performance of the outcomes in each of the above areas. Ultimately, the final grade is arrived at after assessing students' on-going progress and improvement in each area and their culminating ability.

Students' on-going progress and improvement is formatively assessed only. Summative assessment is based upon their culminating ability at two points during the course (the end of each term).

Components that may be assessed:

➤	Employability Skills	10%
➤	Safety	20%
➤	Preparation	40%
➤	Computer Skills	10%
➤	Evaluation (Self)/Instruction	20%

Additional Information:

Through this opportunity it is expected that students will:

- gain experience that makes further study more meaningful
- gain information and experience to enable informed career choice and planning
- gain confidence in themselves
- develop and demonstrate networking skills
- initiate their own learning experiences

Vista Ridge High School

New Music Courses

Beginning Instruments

Students who are a part of the band programs in D49 only have one opportunity to join band (6th grade) without a significant amount of remediation. Beginning Instruments offers students who did not elect band in 6th grade the opportunity to learn to play a band instrument at the high school level. Similarly, students who initially chose band but then failed to continue through middle school could sign up for the course as well. The course will be suited to the needs of the individual, and will serve as a springboard for participation in high school band.

At the conclusion of this course, the student will have:

1. Learned proper care and maintenance of their instrument and music supplies
2. Developed characteristic tone quality through a wide range of dynamics and pitches
3. Learned rhythmic notation and performance skills necessary for participation in high school band
4. Developed a basic understanding of wind band literature and performance styles

Music Theory

Music Theory will offer students the opportunity to learn about music from a constructional point of view. Students will study scale and chord structure, learn how different chords are related to one another to create harmonic motion, and learn to analyze written music. Students will begin to tear down the constructs of both pop and traditional music and understand them from the inside, out. They will even begin writing their own music based on the methods taught during the class. Note: This class could eventually be offered for AP credit with proper AP training and permissions.

At the conclusion of this course, the student will have:

1. Actively engaged in activity while learning the application of music theory.
2. Developed the ability to analyze a work of music for its compositional elements.
3. Learned the basics of music composition.
4. Compose basic music based on skills taught during the class.

COMPUTER SCIENCE IS MORE THAN AN APP ON YOUR SMARTPHONE.

New technologies are responsible for the most life-altering advancements in recent years. Every field - including medicine and engineering, entertainment and business - has transformed thanks to computer science and will continue to evolve in unimaginable ways. Today's students have an amazing opportunity to make the next world-changing breakthroughs using computer science.

From a national perspective, the imperative to increase the U.S. talent pool in computer science and software engineering is clear. The projected number of job openings in 2018 for STEM fields will reach 2.8 million, with half of them being for computer specialists.

Like many other STEM fields, the current demand and supply are mismatched, as computer science career openings outpace students' skills and interest. Also, like many other fields, interest starts long before a student decides on a major or even applies to college.

How do we prepare students to use computational thinking, program like pros, and be agile?

PLTW Computer Science

PLTW Computer Science™ engages high school students in computational thinking through activity-, project-, problem-based learning and gets them excited about the possibilities in careers that use computing. Schools with PLTW Computer Science offer a minimum of three years of content to their students, including either the optional introductory course (ICS) and one or more of the foundation courses.

Courses will roll out over a four-year period. Schools can bring on the *Computer Science and Software Engineering* (CSE) course immediately as part of the PLTW Computer Science program or as a specialty course in PLTW Engineering.

Computer Science and Software Engineering (CSE)

PLTW's CSE course teaches students how to solve problems using computational thinking and skills. CSE introduces students to professional programming languages and platforms and encourages students to use these tools to discover, collaborate, and create. Using Python and other languages, students develop their own app, create dynamic websites, and construct their own graphical user interface.

CSE is not only aligned to the Computer Science Teachers Association (CSTA) 3B standards, but also challenges students to discover connections between computer science and digital electronics and data visualization.

An ideal starting point for any school, CSE provides the opportunity to build a complete Computer Science program with PLTW.

PLTW Computer Science Curriculum

Introductory Course

ICS Introduction to Computer Science 0.5 years*

ICS is designed to be the first computer science course for students who have never written code. Students create apps for mobile devices, explore the impact of computing in society, and learn how computing applies in various career fields.

Available in 2016-17

Foundation Courses

CSE Computer Science and Software Engineering 1 year^

Available Now!

This course aims to develop computational thinking, generate excitement about career paths that incorporate computing, and introduce professional tools that foster creativity and collaboration.

CSA Computer Science Applications 1 year~

Available in 2016-17

In CSA, students collaborate to integrate technologies across multiple platforms, mobile devices, and networks.

Specialization Courses

SAIM Simulation and Modeling 0.5 years~

Available in 2017-18

Students create models and run simulations to communicate central ideas in the physical, biological, and social sciences and deepen their understanding of concepts in discrete math and computer science.

AI Artificial Intelligence 0.5 years~

Available in 2018-19

Students develop artificially intelligent systems that generate solutions to real problems found in science and industry and use a wide array of applications, including automated vehicles and computer vision.

SEC Cybersecurity 0.5 years~

Available in 2018-19

This course introduces the tools and concepts of cybersecurity and encourages students to develop solutions that allow people to share computing resources while protecting privacy. SEC raises students' knowledge of and commitment to ethical computing behavior.

Capstone Course

CPS Computational Problem Solving 1 year~

Available in 2018-19

Students get the opportunity to work in a team to deliver a software solution to a real-world design problem. Throughout the project, students apply effective practices in problem solving, documentation, software development, and presentation.

*Course aligns with CSTA 3A standards. ^Course aligns with CSTA 3B standards. ~Course aligns with CSTA.



BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Monica Deines-Henderson
TITLE OF AGENDA ITEM:	Headstart Food Service Contract for 2015-2016
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the Food Service Contract between District 49 and the Community Partnership for Child Development.

APPROVED BY: Jack Bay, Chief Operations Officer

DATE: March 11, 2015

FOOD SERVICE MANAGEMENT CONTRACT

This Agreement made this _____ day of _____, 20____,

by and between Community Partnership for Child Development,

(Child/Adult Care Center's Name)

2330 Robinson St., Colorado Springs, CO 80904,

(Child/Adult Care Center's Address, City, State, and Zip Code)

hereinafter referred to as the Center, and Falcon School District #49,

(Food Service Management Company/School/School District's Name)

10850 Woodmen Road, Falcon, CO 80831,

(Food Service Management Company/School/School District's Address, City, State, and Zip Code)

hereinafter referred to as the FSMC.

The terms of this agreement shall be for the purposes of providing bulk or unitized meals and snacks to the Center according to the USDA Food Program Regulations 7 CFR 226.20 (as administrated by the Colorado Department of Public Health and Environment, Child and Adult Care Food Program [CDPHE-CACFP]) and the CDPHE-CACFP *Center Manual* and the *Creditable Food Guide*.

Agreed

- It is agreed that the FSMC shall prepare bulk or unitized snacks and meals for the Center.
- This Agreement shall be effective for one year, from August 1, 2015 through May 31, 2016.
- This Agreement is not in effect until signed by all parties.
- That a copy of the Agreement between the Center and FSMC shall be submitted to the CDPHE-CACFP prior to the beginning of this agreement.
- This Agreement is entered into as required by the procurement regulations 7 CFR 226.21 and 7 CFR 226.22.
- This Agreement is contingent upon the availability of funds appropriated for the CACFP in a sufficient amount.
- Any addendums made to this standard agreement are attached and made a part of the Agreement. The addendums shall be submitted to the CDPHE-CACFP prior to the beginning of this agreement.

- Total prices shown are “per child or adult” and are as follows:

Age	Breakfast	Lunch	Dinner	Snack
Age 1-2		3.00		
Age 3-5		3.00		
Age 6-12		3.00		
Adult		3.00		

These prices are for snacks and meals that meet USDA-CACFP meal pattern requirements, 7 CFR 226.20, for appropriate ages of children and adults

- The FSMC shall provide to the Center on a monthly basis:
 - ◆ Itemized statement showing daily quantities, unit price and total bill for food provided.
 - ◆ Daily record of the numbers of breakfasts, lunches, suppers, and snacks provided each day.
 - ◆ Delivery invoices signed by designee of the Center certifying quantity and quality.
- The Center shall remit payment for invoices submitted in accordance with the proceeding paragraph within 30 calendar days.
- Any increase in meal prices during the term of this Agreement would initiate discussion between the FSMC and the Center. Any and all adjustments in rates, provisions, or program will be by mutual agreement between the FSMC and the Center.
- The FSMC shall maintain such records as follows to document food costs:
 - ◆ Delivery invoices signed by a designee of the Center certifying that quantities and quality meet specifications.
 - ◆ Itemized statements showing quantities, unit prices and total bill for food delivered each month.
 - ◆ Receipts for payment of food service.
 - ◆ Records of discounts if not reflected on itemized bill.
 - ◆ Menu and production records reflecting actual types and amounts of food delivered.
 - ◆ Cycle menus to be used. If these are changed during the contract period, revised menus shall be submitted to the Center.
- These records shall be available for inspection and audit by representatives of the CDPHE-CACFP, of the USDA, and of the U.S. General Accounting Office at any reasonable time and place for a period of 3 1/3 years from the date of receipt of final payment under the contract, or in cases where an audit requested by the CDPHE-CACFP or the USDA remains unresolved, until such time as the audit is resolved.

ADDENDUM

1. TABLE SETTING

- A) FSMC will provide appropriate condiments and disposable or reusable tableware each day and as needed.
 - B) Items can include:
 - 1. Food trays/plates
 - 2. Small plates
 - 3. Forks, spoons, knives, napkins; no spoon/fork combinations.
 - 4. 8 oz plastic cups (as needed for milk substitutes)
 - 5. Serving bowls and serving utensils
 - C) At least one food item will be served family-style
 - D) FSMC will properly clean and sanitize reusable items, including milk pitchers, serving bowls, and serving spoons
 - E) Teachers will scrape any leftover food into the trashcan and return pans to school kitchen as soon as possible. Please note that classroom sinks are not to be used for rinsing or washing dishes according to El Paso County of Public Health. The FSMC may choose to use pan liners to make clean-up easier.
 - F) El Paso County of Public Health also requires any milk that was not consumed to be poured into a container and disposed in the school kitchen rather than having the milk poured down the classroom hand-washing sink.
2. **ACCOMMODATIONS**-- Food service will include providing substitutes for children who require them and have documentation on file at CPCD indicating the need for an appropriate substitute.
3. **NUTRITION INFORMATION**-As recommended by CACFP Nutrition Consultant, CPCD Registered Dietitian will need to keep nutritional information for meats, meat substitutes, and grains served to the children on file, so it is requested that each school district provide this information by the beginning of each school year and as menus change.
4. **INSURANCE** - During the term of this agreement, each party shall maintain reasonably adequate insurance and/or maintain reasonably adequate self-insurance coverage against claims for bodily injury, death or property damage arising out of services provided under this Agreement by that party, its subcontractors, directors, officers, employees, agents or volunteers.
5. **DAYS OF SERVICE** - Food service will be provided by the school district four days a week, Tuesday through Friday. Exceptions are holidays, in-service training days, bad weather days, or special occasions that require a notice of five working days. On days that the school district holds in-service training and CPCD conducts classes, provisions shall be made in advance for providing CPCD children with the necessary meals needed by each classroom (as available and to the best of the ability of the school district). If the school district is closed because of bad weather, CPCD will be closed. If the school district has a late start, Head Start will hold classes that start at or after 10:00 AM unless notified otherwise.
6. **SITE INFORMATION**—FSMC agrees to serve meals according to the attached addendum as part of this food service management contract that is effective through May 31, 2016.

In witness whereof, the parties have executed this Agreement as of the date and year set forth above.
COMMUNITY PARTNERSHIP FOR CHILD DEVELOPMENT

Noreen Landis-Tyson, President/CEO

DATE

SCHOOL DISTRICT # _____

School District Representative

DATE



BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Monica Deines-Henderson, Director of Nutrition Services
TITLE OF AGENDA ITEM:	Food Service Contract with Banning Lewis Ranch Academy
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Approval for the agreement to continue providing meals for the 2015-2016 school year between Falcon School District Nutrition Services Department and Banning Lewis Ranch Academy, Pikes Peak School of Expeditionary Learning and Imagine Indigo Ranch.

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Major Impact
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: None

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the three contracts dated April 9, 2015 between Falcon School district's Nutrition Department and Banning Lewis Ranch Academy, Pikes Peak School of Expeditionary Learning and Imagine Indigo Ranch.

APPROVED BY: Jack Bay, Chief Operations Officer

DATE: March 19, 2015

FOOD SERVICES AGREEMENT

IT IS HEREBY AGREED this ____ day of _____, 2015 by and between Falcon School District 49 (FSD 49) and) Banning Lewis Ranch Academy (BLRA) that food services will be provided to BLRA children on the following terms and conditions.

1. **TERM** – The term of this Agreement is the period of August 1, 2015 through July 31, 2016, both dates inclusive.
2. **DAYS OF SERVICE** – Food service will be provided by FSD 49 to BLRA five days a week, Monday through Friday, EXCEPT days FSD 49 is not in session (holidays, staff development days, etc.), special occasions that require five working days notice, or bad weather days. On a day FSD 49 is not in session and BLRA is in session, provisions shall be made in advance for providing BLRA with necessary meals providing BLRA gives FSD49 at least seven days advance notice. However, FSD49 shall not be responsible for providing meals on FSD49 declared bad weather days.
3. **MEAL SERVICE CONFIGURATIONS & ORDERING** – FSD49 will provide meals in quantities to be identified by BLRA, with one hot lunch option offered each day.
4. **GENERAL FOOD PREPARATION STANDARDS** – Each child lunch provided by FSD 49 shall meet or exceed the requirements of the U.S. Department of Agriculture (USDA) guidelines for Nutrient Based menus. Requirements shall be modified as new guidelines become available and phased in over a reasonable time frame indicated by the regulating agency. FSD 49 shall maintain all required state or health certifications and shall comply with all other applicable health and sanitation requirements at all times. Copies of FSD 49 health inspection reports shall be made available to BLRA upon request. FSD 49 shall be responsible for the preservation and safe handling of the foods it provides and prepares.
5. **CLEANING** – FSD 49 shall be responsible for cleaning all Food Service preparation and serving areas. BLRA shall be responsible for cleaning all eating areas. BLRA shall have full access to all Food Service preparation, serving, and eating areas except during the hours of 9:00am to 2:00pm on days when FSD 49 is providing meals pursuant to this contract. Whenever BLRA shall use such areas, BLRA shall be responsible for leaving the areas in as clean and orderly a condition as they found it. If BLRA will be using FSD 49 owned equipment, they shall advise FSD 49 in advance, and receive appropriate instruction from FSD 49 regarding use, care, and cleaning of equipment.
6. **MENUS** – Menus for each month shall be furnished by FSD 49 to BLRA at least two weeks prior to the beginning of each month. FSD 49 will furnish thirty (30)

- copies of the menus for the BLRA facility and/or the menu may be emailed to BLRA at an e-mail address to be provided to FSD49 at least two weeks prior to August 1. Menus are subject to change by FSD 49, if necessary, to more appropriately utilize available commodities, fresh fruits, and vegetables and to prevent waste. Nutrient Analysis of cycle menus will be performed by FSD 49 and kept on file. Menus will follow USDA guidelines for food based menus.
7. SPECIAL DIETARY NEEDS – BLRA shall be responsible for seeing that the foods served to BLRA children meet any special dietary or nutritional requirements of the children. FSD 49 will reasonably assist BLRA to provide foods that meet allergy requirements of children, provided notice is provided by BLRA to FSD49 at least two weeks in advance of any such requirements. FSD 49 is considered a peanut controlled environment - no peanut products are knowingly used in the preparations of any foods in the kitchen. FSD 49 monitors all purchased items to attempt to determine that they are nut free, but it necessarily relies on the itemization of ingredients provided to it by its suppliers.
 8. COST/PAYMENT PROVISIONS –BLRA will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.
 - a. Child Lunch (to include milk) To be the same as charged throughout the district
 - b. Secondary Lunch (to include milk) To be the same as charged throughout the district
 - c. Adult Lunch (without milk) To be the same as charged throughout the district.
 9. RECORD KEEPING – Records must be maintained by FSD 49 and are available upon request to GPCC, USDA, and or Colorado Department of Education (CDE) for a period of 3 years. Records include
 - a. Production Records
 - b. Financial Records
 - c. Health & Sanitation Records
 10. COMPLIANCE WITH APPLICABLE LAWS – BLRA and FSD 49 shall comply with all health and safety regulations; license/permit requirements; and, applicable federal, state, and local laws, including Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act.
 11. INDEMNIFICATION AND HOLD HARMLESS – To the extent permitted by Colorado law, each party (the indemnifier) shall defend, indemnify and hold the other party (the “indemnified party”) harmless from and against any and all liabilities, costs (including without limitation reasonable attorneys’ fees and court costs), damages or losses of every kind and character (collectively the “damages”) that the indemnified part may sustain arising out of any and all claims, demands,

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

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

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

14. **DEFAULT** –

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

addition to all other remedies at law or equity, to immediately terminate this Agreement.

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

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

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

FALCON SCHOOL DISTRICT #49

Tammy Harold, Falcon School District 49 Board President

Banning Lewis Ranch Academy

Yancy Eldredge, Banning Lewis Ranch Academy Board President

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

and

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

IT IS HEREBY AGREED this ____ day of _____ 2015 by and between Falcon School District 49 (FSD 49) and Pikes Peak School of Expeditionary Learning (PPSEL) that food services will be provided to PPSEL children.

1. **TERM** – The term of this Agreement is the period of August 1st 2015 through May 31, 2016, both dates inclusive.
2. **DAYS OF SERVICE** – Food service will be provided by FSD 49 four days a week, Monday through Thursday. Exceptions are days FSD 49 is not in session (holidays, staff development days, etc.), special occasions that require five working days notice, or bad weather days. On day FSD 49 is not in session and PPSEL is in session, provisions shall be made in advance for providing PPSEL with necessary meals. Exceptions will be bad weather days.
3. **MEAL SERVICE CONFIGURATIONS & ORDERING** – Up to entire student body meals per day for PPSEL, Monday through Thursday. One hot lunch option will be offered.

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

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

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

6. **SPECIAL DIETARY NEEDS** – PPSEL shall be responsible for seeing that the foods served to PPSEL children meet any special dietary or nutritional requirements of the children. FSD 49 will reasonably assist PPSEL to provide foods that meet allergy requirements of children. FSD 49 is considered a peanut controlled environment - no peanut products are used in the preparations of any foods in the kitchen. FSD 49 monitors all purchased items to be nut free.
7. **COST/PAYMENT PROVISIONS** – FSD 49 shall submit a statement directly to PPSEL on a monthly basis detailing the transportation expenses for moving the meals from Falcon High School to PPSEL.. PPSEL will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.
 - a. **Child Lunch (to include milk): To be the same as charged throughout the district**
 - b. **Secondary Lunch (to include milk) 6-8: To be the same as charged throughout the district**
 - c. **Adult Lunch (without milk): To be the same as charged throughout the district**
 - d. **Transportation Fees:**

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

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

attributable to: (a) the negligence or willful misconduct of the indemnified party, (b) damages that would not be incurred by the indemnified party but for the existence of the voluntary contractual arrangement pursuant to which the indemnified party agrees to assume liability, (c) damages attributable to a third party claim made against the indemnified party that could not be sustained directly against the indemnified party as a result of governmental immunity available under C.R.S. 24-10-101 et. seq. or any similar law, or (d) damages of the indemnified party governed by the workers compensation laws.

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

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

FALCON SCHOOL DISTRICT #49

Tammy Harold, Falcon School Board President

Pikes Peak School of Expeditionary Learning

Don Knapp, Principal PPSEL

FOOD SERVICES AGREEMENT

IT IS HEREBY AGREED this ____ day of _____, 2015 by and between Falcon School District 49 (FSD 49) and) The Imagine Indigo Ranch (IIR) that food services will be provided to IIR children on the following terms and conditions.

1. **TERM** – The term of this Agreement is the period of Aug. 1, 2015 through July 31, 2016, both dates inclusive.
2. **DAYS OF SERVICE** – Food service will be provided by FSD 49 to IIR five days a week, Monday through Friday, EXCEPT days FSD 49 is not in session (holidays, staff development days, etc.), special occasions that require five working days notice, or bad weather days. On a day FSD 49 is not in session and IIR is in session, provisions shall be made in advance for providing IIR with necessary meals providing IIR gives FSD49 at least seven days advance notice. However, FSD49 shall not be responsible for providing meals on FSD49 declared bad weather days.
3. **MEAL SERVICE CONFIGURATIONS & ORDERING** – FSD49 will provide meals in quantities to be identified by IIR, with one hot lunch option offered each day.
4. **GENERAL FOOD PREPARATION STANDARDS** – Each child lunch provided by FSD 49 shall meet or exceed the requirements of the U.S. Department of Agriculture (USDA) guidelines for Nutrient Based menus. Requirements shall be modified as new guidelines become available and phased in over a reasonable time frame indicated by the regulating agency. FSD 49 shall maintain all required state or health certifications and shall comply with all other applicable health and sanitation requirements at all times. Copies of FSD 49 health inspection reports shall be made available to IIR upon request. FSD 49 shall be responsible for the preservation and safe handling of the foods it provides and prepares.
5. **CLEANING** – FSD 49 shall be responsible for cleaning all Food Service preparation and serving areas. IIR will be responsible for cleaning the eating areas. IIR shall have full access to all Food Service preparation, serving, and eating areas except during the hours of 7:00am to 2:00pm on days when FSD 49 is providing meals pursuant to this contract. Whenever IIR shall use such areas, IIR shall be responsible for leaving the areas in as clean and orderly a condition as they found it. If IIR will be using FSD 49 owned equipment, they shall advise FSD 49 in advance, and receive appropriate instruction from FSD 49 regarding use, care, and cleaning of equipment.
6. **MENUS** – Menus for each month shall be furnished by FSD 49 to IIR at least two weeks prior to the beginning of each month. FSD 49 will furnish thirty (30)

- copies of the menus for the IIR facility and/or the menu may be emailed to TICA at an e-mail address to be provided to FSD49 at least two weeks prior to October 1. Menus are subject to change by FSD 49, if necessary, to more appropriately utilize available commodities, fresh fruits, and vegetables and to prevent waste. Nutrient Analysis of cycle menus will be performed by FSD 49 and kept on file. Menus will follow USDA guidelines for nutrient based menus.
7. SPECIAL DIETARY NEEDS – IIR shall be responsible for seeing that the foods served to TICA children meet any special dietary or nutritional requirements of the children. FSD 49 will reasonably assist IIR to provide foods that meet allergy requirements of children, provided notice is provided by IIR to FSD49 at least two weeks in advance of any such requirements. FSD 49 is considered a peanut controlled environment - no peanut products are knowingly used in the preparations of any foods in the kitchen. FSD 49 monitors all purchased items to attempt to determine that they are nut free, but it necessarily relies on the itemization of ingredients provided to it by its suppliers.
 8. COST/PAYMENT PROVISIONS –IIR will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.
 - a. Child Lunch (to include milk)To be the same as charged throughout the district
 - b. Secondary Lunch (to include milk) To be the same as charged throughout the district
 - c. Adult Lunch (without milk): To be the same as charged throughout the district.
 9. RECORD KEEPING – Records must be maintained by FSD 49 and are available upon request to GPCC, USDA, and or Colorado Department of Education (CDE) for a period of 3 years. Records include
 - a. Production Records
 - b. Financial Records
 - c. Health & Sanitation Records
 10. COMPLIANCE WITH APPLICABLE LAWS – IIR and FSD 49 shall comply with all health and safety regulations; license/permit requirements; and, applicable federal, state, and local laws, including Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act.
 11. INDEMNIFICATION AND HOLD HARMLESS – To the extent permitted by Colorado law, each party (the indemnifier) shall defend, indemnify and hold the other party (the “indemnified party”) harmless from and against any and all liabilities, costs (including without limitation reasonable attorneys’ fees and court costs), damages or losses of every kind and character (collectively the “damages”) that the indemnified part may sustain arising out of any and all claims, demands,

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

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

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

14. **DEFAULT** –

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

addition to all other remedies at law or equity, to immediately terminate this Agreement.

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

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

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

FALCON SCHOOL DISTRICT #49

Tammy Harold, Falcon School District 49 Board President

The Imagine Indigo Ranch

Robin Pantusa , The Imagine Indigo Ranch Board President



BOARD OF EDUCATION AGENDA ITEM 7.06a

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Zach Craddock, Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	Job Description for Coordinator of Gifted Services
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Approval of job description: Coordinator of Gifted Services

RATIONALE: Creation of this position is in alignment with Gifted Needs across the district, number of students, and outcome of GT audit conducted by CDE on Feb. 4 and 5, 2015.

RELEVANT DATA AND EXPECTED OUTCOMES: Enhanced Identification of Gifted Students, increased professional development across the district, improvement of consistency and quality of Advanced Learning Plans, reduction of under identified Gifted areas (students and categories), and creation of a stronger Gifted Program to make us more competitive in the region.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Funded with Gifted funds
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Increased parent/community/student participation through enhanced Gifted Advisory Committee process
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Increased identification, stronger programming guidance/PD, more opportunities for students across the district to make us more competitive and stop the loss of Gifted students leaving the district in grades 6 and 9
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Increased Professional Development for each school in targeted areas of improvement
Rock #5 — Customize our educational systems to launch each student toward success	Increased quality/frequency/review of Advanced Learning Plans to ensure students are meeting learning targets

FUNDING REQUIRED: Salary/Benefits aligned with Coordinator Position/GT funded

AMOUNT BUDGETED: \$122,000 max Coordinator scale

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review at a prior work session, I move to approve the job description for a Coordinator of Gifted Services.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 26, 2015

COORDINATOR OF GIFTED SERVICES

Job Title:	Coordinator of Gifted Services
Initial:	April 2015
Revised:	N/A
Work Year:	182 days
Office:	Education
Department:	Individualized Education
Reports To:	Executive Director of Individualized Education
FLSA Status:	Exempt
Pay Range:	Administrative Salary Schedule (prorated based on per diem)

Related Organization Chart



SUMMARY: The Coordinator of Gifted Services plans, implements, evaluates and supports a comprehensive K-12 gifted and talented service delivery model.

ESSENTIAL DUTIES & RESPONSIBILITIES:

The following statements of duties, responsibilities, frequency, and percentages 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.

- Works collaboratively with principals, Gifted site coordinators and teachers to develop an annual district professional development plan designed specifically to meet the learning needs of Gifted staff, classroom teachers and administrators.
- Serves as the chairperson of the District Gifted Advisory Committee. Plans and convenes all Gifted committee meetings throughout the school year.
- Monitors and expends Gifted budget(s) in accordance with established local and state policies and procedures.
- Responsible for all district Gifted screening
- Completes of the annual state gifted and talented report, budget development, all revisions to state-approved plan and certification of accuracy of Gifted student database and files.
- Conducts routine audits of school-based Gifted services to ensure compliance with district Gifted plans.
- Works with district administration to implement corrective action in the event that a school is not in compliance with the district plan.
- Serves as a member of the Individualized Education Leadership Team.
- Maintains positive working relationships with all stakeholders.

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.

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- Serves as an advocate for the needs of Gifted students in a professional and appropriate manner.
 - Prepares the annual staff allocation for Gifted staff subject to approval by the Executive Director of Individual Education.
 - Performs other duties as assigned.

EDUCATION & TRAINING:

- Minimum of an earned Master's degree and an accredited institution

EXPERIENCE & SKILLS:

- A minimum of one (1) year experience leading gifted and talented initiatives across the district while working in a professional capacity
- Demonstrated ability to work as a member of a high performing team
- Ability to work well with others in a diverse educational community
- Excellent written and verbal communication skills
- Minimum of five years highly successful teaching and / or administrator experience.
- Ability to effectively use personal computers and software applications

CERTIFICATES, LICENSES & REGISTRATIONS:

- Colorado Gifted Endorsement
- Principal or Administrators License
- Criminal background check required for hire

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

PHYSICAL DEMANDS:

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

WORK ENVIRONMENT:

Work is generally performed in a typical school or office environment.

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 7.06b

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Zach Craddock
TITLE OF AGENDA ITEM:	Audiologist Job Description
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The district currently contracts with the Pikes Peak BOCES for our audiology services. This service currently cost us \$78,699 plus administrative overhead. The district would like to post for this position and provide this service to our students in house and reduce costs, travel, and provide more efficient services.

RATIONALE: Increased efficiency, increased service, reduce travel time for stakeholders

RELEVANT DATA AND EXPECTED OUTCOMES: Better customer service for hearing testing and serve for our deaf/hard of hearing students

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Reduces our contract with BOCES while maintaining equitable services
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Provides more efficient and timely services for our students and stakeholders at an in district facility
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	Provides effective audiology assessments and hearing services to our student population as they work towards college and career readiness

FUNDING REQUIRED: \$36,600-\$60,230

AMOUNT BUDGETED: \$82,000

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After previous discussion, I move to approve the job description for an Audiologist as recommended by the administration.

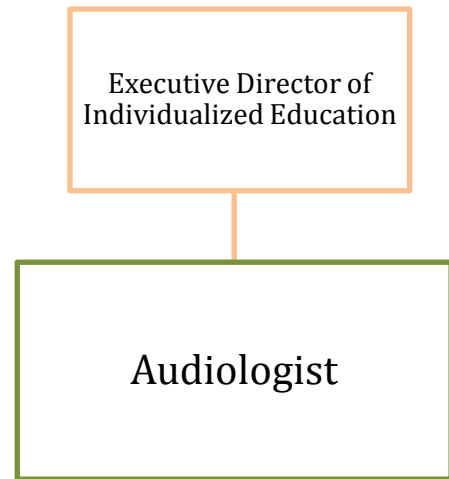
APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 26, 2015

AUDIOLOGIST

Job Title:	Audiologist
Initial:	August 2015
Revised:	
Work Year:	Teacher Calendar
Office:	Education
Department:	Individualized Education
Reports To:	Executive Director of Individualized Education
FLSA Status:	Exempt
Pay Range:	Licensed Salary Schedule

Related Organization Chart



SUMMARY: The Audiologist diagnoses, treats, and habituates children with a hearing loss. The Audiologist also educates teachers, parents, and children on management of hearing loss, and monitors the educational progress of students to insure the delivery of a free, appropriate, education.

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.

- Conducts audiologic assessment, inclusive of pure tone and speech audiometry, behavioral audiometry, acoustic immittance tests, evaluating tolerance and comfortable listening levels, binaural and monaural evaluations, dichotic listening tests, and other psychoacoustic measures.
- Designs appropriate, educationally relevant treatment plans and determines appropriate treatment schedules as a member of multidisciplinary team on request.
- Assists in the development of individual education plans for students recommended for audiological services. Services include training necessary for hearing impaired students to achieve maximum use of their residual hearing, continuing responsibility for monitoring hearing aids, monitoring classroom acoustics, and amplification equipment.
- Provides services to students, such as aid selection fitting and orientation to use, use of group amplification equipment, hearing conservation, auditory language skill development.
- Conducts audiological screenings and/or evaluations when students are referred according to the district procedures, and consistent with professional standards defined in the Special Service Provider Audiologist rubric.

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.

-
- Maintains eligibility, placement, and treatment records, and provides documentation in a professional, efficient, accountable manner.
 - Attends staffing and other school meetings when appropriate.
 - Communicates results of evaluation and therapy services to educational staff, parents, and students, and when appropriate, with other professionals and agencies concerned with the students.
 - Provides consultations regarding student needs, professional needs, and system needs in order for the system to achieve its goals.
 - Sets and periodically reviews goals and modifies program service.
 - Makes recommendations on inventory of evaluation/therapy equipment.
 - Provides basic equipment calibration services and design of routing maintenance/calibration schedule.
 - Provides in-service/orientation training on request.
 - Performs other duties as assigned by supervisor.

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

EDUCATION AND TRAINING:

Bachelor's degree plus additional coursework required for Colorado Special Service Provider endorsement

EXPERIENCE:

Three years of audiologist experience in a school setting, preferred

CERTIFICATES, LICENSES, & REGISTRATIONS:

Hold or be eligible for a Colorado Special Service Provider license in School Audiology as set forth by the Colorado Department of Education

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job.

PHYSICAL DEMANDS:

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

WORK ENVIRONMENT:

Work is generally performed in a typical office or school setting.

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 7.06c and 7.06d

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	New Job Descriptions to Support Title Programs
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Two new job descriptions are proposed to support Title Programs in district schools. The Coordinator of Title Programs Compliance ensures that federal programs Titles I, II and III are in regulatory compliance with federal and state laws. This position is a part time position, which supports principals of Title I schools and directors of education office programs with enforcing federal and state compliance. The Title I Parent Engagement TOSA supports principals of Title I schools with parent involvement activities and requirements of Title I related to Title I federal funding. These positions are funded through federal Title dollars, which do not impact the general fund. Positions will be hired on a year-to year basis pending available grant fund allocations.

RATIONALE: The Coordinator of Title Programs Compliance ensures the district maintains compliance with use of federal grant funds Titles I, II and III. As the district continues to grow in size and need, additional oversight is needed in the area of federal funding. The Title I Parent Engagement TOSA supports high-need Title I families with access to resources and provides parent training, home visits, and additional support to increase reading and math achievement in Title I schools.

RELEVANT DATA AND EXPECTED OUTCOMES: See attached job descriptions.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Stewardship of federal funds is essential to the financial stability of our District. Compliance with these funds is highly regulated.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The Title I Parent Engagement TOSA provides support to parents to increase support for student achievement.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Ensuring we are in compliance with state and federal regulations and engaging our parents supports District 49 being the best place to learn, work and lead.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Our Title I Schools serve as an important part of our diverse portfolio of schools.
Rock #5 — Customize our educational systems to launch each student toward success	Supporting our Title Programs ensures that students with diverse needs receive the additional and individual support needed for success.

FUNDING REQUIRED: If filled, these positions will be funded through Title grant funds. **AMOUNT BUDGETED:** N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the position of Coordinator of Title Programs Compliance. I move to approve the job description for Title I Parent Engagement TOSA.

APPROVED BY: Peter Hilts, Chief Education Officer

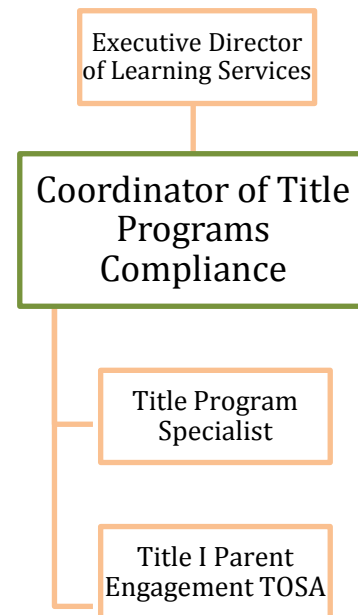
DATE: March 26, 2015

COORDINATOR OF TITLE PROGRAMS COMPLIANCE

(TITLE-FUNDED POSITION)

Job Title:	Coordinator of Title Programs Compliance
Initial:	March 2015
Revised:	
Work Year:	120 days annually
Office:	Education
Department:	Learning Services
Reports To:	Executive Director of Learning Services
FLSA Status:	Exempt
Pay Range:	Administrative Salary Schedule (prorated based on per diem)

Related Organization Chart



SUMMARY: The Coordinator of Title Programs Compliance shall provide leadership to and is responsible for all aspects of development, implementation and evaluation of Title I, II and III and related ESEA Programs. The Coordinator facilitates program compliance, implementation, evaluation and all related state and federal reporting. The Coordinator facilitates and oversees the Consolidated Grant Application process and provides professional development for Title I, II and III principals and program leaders.

ESSENTIAL DUTIES & 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 project assignments and other factors.

- Provides leadership for Title I, II, and III and related ESEA programs including the development, management and revision of the District Consolidated Grant Application.
- Facilitates planning, fund allocation, evaluation and reporting with Title I principals and program leaders to ensure effectiveness of programing and compliance with state and federal guidelines.
- Coordinates planning, funding allocations, evaluation and reporting for set aside activities including: Homeless, Supplemental Services, School Choice, Migrant, Private Schools and Parent Engagement.
- Leads Title I principal meetings, and provide professional development related to program improvement and compliance with federal Title Programs.
- Supervises Title Programs Specialist and other Title I, II and III funded staff as directed.

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.

-
- Stays abreast of Colorado Department of Education (CDE) guidelines and federal legislative changes and communicate with district leadership regarding policies and procedures related to ESEA.
 - Communicates understanding and knowledge of state guidelines and federal regulations to ensure compliance by attending CDE Title I Regional Trainings, Title I Director's Meetings, and Title I National Conferences.
 - Develops, reviews and renews district policy and procedures to comply with federal Title Program expectations.
 - Coordinates Title Program audits.
 - Supports the District Unified Improvement Planning process and review Title I School Unified Improvement Plans to ensure alignment with Title Program plans and budgets.
 - Monitors and provides guidance to principals on the development and distribution of Title I Compacts and ensure federal compliance is met for parent involvement.
 - Develops and oversees data collection for program evaluation and needs assessments for program planning and improvement.
 - Coordinates and oversees all District Managed Title I activities.
 - Performs other related duties as assigned.

EDUCATION & TRAINING:

Master's degree in curriculum and instruction, educational leadership or related field plus additional coursework required for certification or licensure.

EXPERIENCE:

- A minimum of five (5) years of teaching and/or building level administrative experience
- Experience coordinating Federal Title Programs and Grants
- Experience with curriculum, policy and procedure, program management, accounting, interpersonal relations, evaluation, negotiation and technology

SKILLS & KNOWLEDGE:

- General working knowledge of Title I, II and III experience with compliance requirements and grant funded programs
- Knowledge of effective programming to increase student achievement with high-poverty and at-risk populations
- Ability to work well with others in a diverse educational community
- Advanced written and oral communication skills
- Strong organizational and time-management skills
- Ability to effectively facilitate learning among adults
- Ability to work in a self-directed way and work independently
- Demonstrated knowledge of personal computers and computer application skills

CERTIFICATES, LICENSES, & REGISTRATIONS:

Colorado Department of Education Principal or Administrator License

SUPERVISION & TECHNICAL RESPONSIBILITIES:

Supervises and evaluates the Title Programs Specialist and other Title I, II and III staff, as directed.

BUDGET & RESOURCE RESPONSIBILITY:

Solely responsible for developing, administering, monitoring and coordinating assigned budgets and initiating requisitions.

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.

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

PHYSICAL DEMANDS:

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

WORK ENVIRONMENT:

Work is generally performed in a typical school or office environment.

MENTAL FUNCTIONS:

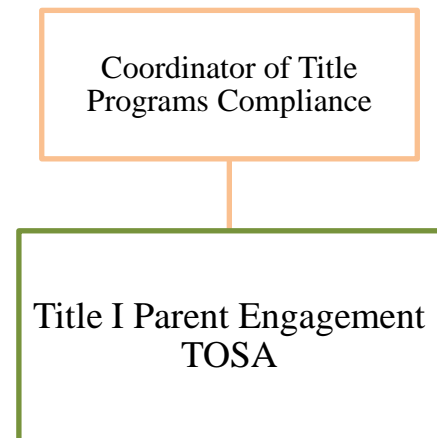
While performing the duties of this job, the employee is regularly required to communicate, coordinate, instruct, evaluate, use interpersonal skills, and compile. Frequently required to synthesize and analyze. Occasionally required to compare and copy.

TITLE I PARENT ENGAGEMENT TOSA

(TITLE-FUNDED POSITION)

Job Title:	Title I Parent Engagement Teacher on Special Assignment (TOSA)
Initial:	March 2015
Revised:	
Work Year:	182
Office:	Education
Department:	Learning Services
Reports To:	Coordinator of Title Programs Compliance
FLSA Status:	Exempt
Pay Range:	Teacher Salary Schedule

Related Organization Chart



SUMMARY: The Title I Parent Engagement TOSA supports Title I schools with all aspects of parent engagement in compliance with state guidelines and federal law. The TOSA facilitates program compliance, implementation and evaluation and supports the Coordinator of Title Programs with related parent engagement data collection and reporting.

ESSENTIAL DUTIES & 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 project assignments and other factors.

- Attends Title I principal meetings and provide professional development related to parent engagement and compliance with Title Programs.
- Acts as a liaison between schools and families to communicate special circumstances and needs of students.
- Provides assistance to Title I schools in identifying possible funding sources for parent engagement activities.
- Conducts phone calls and home visits as needed.
- Researches and facilitates community partnership opportunities.
- Presents on parent engagement topics at PTO / PTA and School Accountability Advisory Meetings, Open Houses. Provide assistance to Title I school principals in planning and facilitating Title I parent engagement events.
- Coordinates and facilitate workshops to support increased student achievement and parent engagement.

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.

-
- Provides information to families regarding available resources such as food, clothing, shelter, and medical treatment.
 - Notifies community agencies when necessary to report situations needing their response.
 - Provides support and act as a liaison to families needing assistance with navigating and utilizing the educational opportunities of the school system.
 - Encourages, promotes and trains parent volunteers.
 - Develops a plan to increase parent engagement in Title I schools. Collect and monitor parent engagement data and communicate participation rates.
 - Stays abreast of Colorado Department of Education guidelines and federal legislative changes and communicate with district leadership regarding policies and procedures related to parent engagement.
 - Supports the District Unified Improvement Planning process and review Title I School Unified Improvement Plans to ensure alignment with parent engagement activities and budgets.
 - Performs other related duties as assigned.

EDUCATION AND TRAINING:

- Bachelor's degree

EXPERIENCE:

- A minimum of five (5) years of teaching experience
- Experience working with at-risk students and families

SKILLS and KNOWLEDGE:

- Ability to work well with others in a diverse educational community
- Demonstrated knowledge of computer application skills
- Excellent written and verbal communication skills
- Strong organizational and time-management skills
- Ability to effectively facilitate learning among adults
- Ability to self-directed and work independently

CERTIFICATES, LICENSES, & REGISTRATIONS:

- Colorado Department of Education Teacher License

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

PHYSICAL DEMANDS:

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

WORK ENVIRONMENT:

Work is general performed in a typical office or school setting.

MENTAL FUNCTIONS:

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

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 7.07

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Mike Pickering and Sean Dorsey
TITLE OF AGENDA ITEM:	Strategic Plan - Sand Creek/POWER Zone Boundary Change
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Improves logistical and fiscal conditions created by transporting Springs Ranch Elementary students to Skyview Middle School.
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	Improve consistent zone academic continuum for Springs Ranch Elementary students.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	Improves ability for Horizon Middle School to offer targeted programming to Springs Ranch Elementary students that will support the student's high school programming.

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After consideration at the previous work session, I move to approve the Sand Creek/POWER Zone boundary changes described in item 7.07 as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 26, 2015

SCHS/POWER Zone Boundary Shift

(SRES, SMS, HMS)

All Springs Ranch elementary students leaving 5th grade this 2014-15 school year may attend Skyview Middle School or Horizon Middle School for the 2015-16 school year only. Starting the 2016-17 school year graduating 5th graders will be boundaried solely to Horizon Middle School. Parents may still access the current choice procedures as outlined in district policy.

Students who will be 6th graders for the 2015-16 school year who move into the Springs Ranch Elementary School boundary on or after June 1st will be boundaried to Horizon Middle School and still may access the current choice procedures as outlined in district policy.

Sibling choice priority will continue through the 2015-16 school year.

BOARD OF EDUCATION AGENDA ITEM 7.08

BOARD MEETING OF:	April 9, 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:

The Director of Human Resources proposes revising the designation of Board policy GCE/GCF – Instructional Staff Recruiting/Hiring to “GCF”. The dual designation serves no apparent purpose and is cumbersome.

Current Board policies GCEC and GDEA refer to posting and advertising of job vacancies. Because these two policies are directly linked to other hiring and recruiting policies (GCE/GCF and GDF) and because the content of both policies is primarily procedural, the Director of Human Resources recommends the following Board actions:

1. Repeal policy GCEC and incorporate the content of GCEC into the regulation GCF-R.
2. Repeal policy GDEA and incorporate the content of GDEA into the regulation GDF-R.

The Director of Human Resources also recommends revisions to the posting and advertising language, especially related to the current requirement of posting positions for ten days. This ten-day requirement unnecessarily slows the District’s hiring processes. This recommendation is reflected in the attached draft regulations.

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 personnel policies is directly linked to Rock #3. Clear and up to date policies are essential for supporting our staff.
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 at the previous work session, I move to approve revisions to the three policies listed in item 7.08. as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 26, 2015

~~Posting and Advertising of Professional Vacancies~~

~~Vacancies occur when a position established by the Board of Education is not currently filled by a licensed employee. Vacancies occur when a new position is created or when a licensed employee vacates a continuing position.~~

~~Vacancies shall be advertised as follows:~~

- ~~1. From August 1 through the current school year, licensed vacancies shall be filled by an "Intent Not to Renew" (INR) contract.~~
- ~~2. For the following school year:~~
 - ~~a. Postings shall indicate the position, requirements, and the closing date for submitting applications to the Human Resource Department.~~
 - ~~b. Vacancies shall be posted online at www.d49.org under "Career Opportunities." All applicants must apply on-line and have a complete application to be considered for a position. Paper applications are not accepted.~~
 - ~~c. Prior to July 15, licensed employees shall have ten (10) working days from the date of an external posting to apply for the opening.~~
 - ~~d. After July 15 and before August 1, licensed employees shall have five working days to apply for the opening.~~
 - ~~e. When a vacancy occurs due to a granted leave request, the building administration may request an INR contract.~~

~~Adopted: April 21, 1977.~~

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

~~Revised: April 18, 1991.~~

~~Revised: August 6, 1992.~~

~~Reviewed: May 11, 2000.~~

~~Revised: August 28, 2001.~~

~~Revised: October 7, 2010.~~

~~CROSS REFS.: GCKA, Instructional Staff Assignments and Transfers~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Posting and Advertising of Education Support Staff Vacancies
Designation	GDEA
Office/Custodian	Education/Director of Human Resources

~~Vacancies occur when a position established by the Board of Education is not currently filled, when a new position is created or when a support employee vacates an existing position.~~

~~The Human Resources Office shall post and date notices of all support staff vacancies in the online application system. All notices shall be posted for a period of at least (ten) 10 working days. Exceptions may be approved by the Chief Education Officer, Chief Business Officer or Chief Operation Officer.~~

~~All postings shall indicate the position, qualifications, and closing date for submitting applications to the Human Resources Office.~~

- ~~• Adopted: April 21, 1977~~
- ~~• Revised: August 17, 1978~~
- ~~• Revised: April 18, 1991~~
- ~~• Revised to conform with practice: date of manual revision~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: January 13, 2011~~
- ~~• Revised: November 10, 2011~~
- ~~• Revised: January 10, 2013~~

~~CROSS REFS:~~

- ~~• GDJ, Support Staff Assignments and Transfers~~

Title	Professional 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. 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, 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
- **Revised: April 9, 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 (*duty to make inquiries prior to hiring*)
- C.R.S. 22-32-126 (*principals role in hiring and assignment*)
- 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 discrimination*)
- C.R.S. 22-61-103 (*requirement for teacher's oath*)
- C.R.S. 22-63-201 (*licensure required*)
- C.R.S. 22-63-202 (*Employment contracts and mutual consent placement*)
- 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) (*definition of personnel file in open records*)
- 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
- GCKAA, Teacher Displacement

BOARD OF EDUCATION AGENDA ITEM 7.09

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Donna Richer, Executive Assistant to BOE
TITLE OF AGENDA ITEM:	Policy Review
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: Suggested revisions to board policy BEDH Public Participation at Board Meetings aligns board policy with changes made to open forum statement.

The District's designated compliance officer has been changed in policy JB to match changes last fall. Temporary approval is requested to immediately comply with federal and state laws. This policy will go through the regular approval process beginning at the April 22nd work session.

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, I move to approve the revisions to policy BEDH and JB.

APPROVED BY: Brett Ridgway, CBO, Peter Hilts, CEO, Jack Bay, COO **DATE:** March 26, 2015



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Public Participation at Board Meetings
Designation	BEDH
Office/Custodian	Board of Education/Executive Assistant to the BOE

All regular and special meetings of the Board shall be open to the public. **The Board welcomes and appreciates comments on school operations and programs in District 49. Open forum time shall be scheduled during board meetings, except at work sessions, for brief comments and questions from the public. A sign-up sheet will be available for individuals at the beginning of the school board meeting.** ~~Because the Board desires to hear the viewpoints of all citizens throughout the district and also needs to conduct its business in an orderly and efficient manner, it shall schedule time during regular Board meetings for brief comments and questions from the public. The Board shall normally set a time limit on the length of public participation to thirty minutes and a time limit for individual speakers of three minutes.~~

~~During times of general public comment at a regular meeting, comments and questions may deal with any topic related to the Board's conduct of the schools. Comments at special meetings must be related to the call of the meeting. During times of public comment on specific agenda items, comments shall be confined to the topic of the agenda item being considered by the Board. Speakers may offer such criticism of school operations and programs as concern them, but are encouraged to exercise their speech rights responsibly. The Board encourages the discussion of all personnel matters to be conducted in executive session.~~

Members of the public wishing to make formal presentations before the Board must notify the **Executive Assistant to the Board of Education** ~~administration~~ fourteen days prior to the Board meeting date and receive approval from the Board president.

During open forum, Comments and questions at a regular meeting may deal with any topic related to the Board's conduct of the schools. Comments at special meetings are limited to topics on the agenda must be related to the call of the meeting. Speakers are asked to make comments in a respectful and orderly manner. Personal complaints against any individuals connected with the school system are prohibited. ~~may offer such criticism of school operations and programs as concern them. But in public session, the Board will not hear personal complaints against any person connected with the school system.~~

~~The Board president shall be responsible for recognizing all speakers, who shall properly identify themselves, for maintaining proper order and for adherence to any time limits set. Follow-up action items may be assigned to the appropriate Chief Officer depending on the nature of the comments. Questions asked by the public will be referred to appropriate staff members for consideration and response.~~

Members of the public will not be recognized by the president during Board meetings except as noted in this policy.

In addition to public participation time during Board meetings, the Board is committed to engaging members of the community on an ongoing basis regarding community values about education ~~during times other than the Board's regular meetings.~~ **The public may contact the Board of Education members by phone, letter or via email through the District website, d49.org at any time.**

- Adopted: September 3, 1998
- Revised: February 11, 2010
- **Revised: April 9, 2015**

LEGAL REFS:

- C.R.S. 24-6-401 et seq. (*open meetings law*)

CROSS REF:

- KE, Public Concerns and Complaints



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Equal Educational Opportunities
Designation	JB
Office/Custodian	Education/Director of Human ResourcesCoordinator of Cultural Capacity

It is the policy of Falcon School District 49 that every student be afforded equal educational opportunities regardless of race, color, ancestry, creed, sex, sexual orientation, religion, national origin, marital status, disability or need for special education services. As prescribed by law, the District shall not illegally discriminate regarding access to or participation in any educational program or activity conducted by the District.

The District's designated compliance officer is:

~~Paul Andersen, Director of Human Resources~~

Dr. Louis Fletcher, Compliance Officer

Falcon School District 49

10850 E. Woodmen Road

~~Falcon~~**Peyton, CO 80831**

719-495-~~1105~~**1156**

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised to conform with practice: date of manual revision
- Revised: August 10, 2000
- Revised: July 10, 2008
- Revised: January 14, 2010
- Revised: June 30, 2011
- Revised: July 27, 2012
- Revised: May 8, 2014
- **Revised: April 9, 2015 (temporary adoption)**

LEGAL REFS:

- **20 U.S.C. §1681 (Title IX of the Education Amendments of 1972)**
- ~~Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d~~
- ~~Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 20 U.S.C. § 1681 (Title IX of the Education Amendments of 1972)~~
- 20 U.S.C. § 1701-1758 (Equal Educational Opportunities Act of 1974)
- 29 U.S.C. §701 et seq. (Section 504 of the Rehabilitation Act of 1973)
- C.R.S. 2-4-401 (13.5) (definition of sexual orientation)
- C.R.S. 22-32-109 (1)(II) (Board duty to adopt written policies prohibiting discrimination)
- C.R.S. 22-32-109.1 (2) (**safe school plan to be revised as necessary in response to relevant data collected by the school district**~~Conduct and discipline code to be revised as necessary including based on any relevant school district data~~)
- C.R.S. 24-34-601 (Unlawful discrimination in places of public accommodation)
- C.R.S. 24-34-602 (Penalty and civil liability for unlawful discrimination)
- ~~C.R.S. 22-11-302 (1)(f) (district accountability committee shall provide input to the board regarding the creation and enforcement of the conduct and discipline code)~~

- ~~C.R.S. 22-32-109.1 (2) (policy required as part of safe schools plan)~~
- ~~C.R.S. 22-32-109.1 (2)(a) (school district shall take reasonable measures to familiarize students with the conduct and discipline code)~~
- ~~C.R.S. 22-33-106 (1)(a-g) (grounds for suspension, expulsion, and denial of admission)~~

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- JBB, Sexual Harassment

BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	April 9, 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:

FHS
HOSA-Future Health Professionals National Leadership conference in Anaheim, CA
Departure-6/24/15 Return-6/28/15
20 students will attend this trip.
Cost of trip is about \$350 (actual cost - \$826 minus fundraising and grant support) per student (includes transportation, meals, insurance, tours, fees and lodging).
The objective of this trip is for students to gain knowledge of healthcare careers and current topics. Students will network with representatives from post-secondary programs, employers, and leaders in medicine and healthcare. 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.
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: Information

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 27, 2015

BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	April 9, 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: April 2, 2015

El Paso County School District 49

Proposed Budget Walkforward - 15/16
High-Level Parameters
District General Funds



Program Formula Funding

2014/15 Amended Budget	Total District	Charter Schools	Coordinated Schools	Proj Est Inc/(Dec) for 15/16	
Funded Student Count:	20,247.40	7,780.64	12,466.76	Falcon Zone	92.96
Per Pupil Rate	\$ 6,688.61	\$ 6,688.61	\$ 6,688.61	Sand Creek Zone	(64.26)
Total Program Revenue	\$ 135,426,962.11	\$ 52,041,666.51	\$ 83,385,295.60	Power Zone	143.44
Revenue Allocations:				iConnect Zone	73.44
Charter Schools	\$ (52,041,666.51)				
Capital Reserve	\$ (4,000,000.00)				
Insurance Reserve	\$ (775,000.00)				
Colo Preschool Prgm	\$ (414,694.00)				
Net General Program Formula Revenue	\$ 78,195,601.60				

2015/16 Proposed Budget	Total District	Charter Schools	Coordinated Schools
Funded Student Count	20,804.20	8,091.87	12,712.34
Per Pupil Rate (PPR)	\$ 6,914.95	\$ 6,914.95	\$ 6,914.95
Total Program Revenue	\$ 143,860,026.99	\$ 55,954,846.03	\$ 87,905,180.96
Revenue Allocations			
Charter Schools	\$ (55,954,846.03)		
Capital Reserve	\$ (3,500,000.00)		
Insurance Reserve	\$ (800,000.00)		
Colo PreSchool Prgm	\$ (424,694.00)		
Net General Program Formula Revenue	\$ 83,180,486.96		

Total 'New' Money	\$ 4,519,885.36
Balance 14/15	\$ (120,000.00)
	\$ 500,000.00
	\$ (25,000.00)
	\$ (10,000.00)
Net 'New' Money	\$ 4,864,885.36

PPR Walkforward			
\$ 6,688.61	14 / 15 Amend Budget	\$ 6,688.61	
			0.048% \$ 3.19
3.4%	14 / 15 Current	\$ 6,691.80	
			3.335% \$ 223.15
\$ 6,914.95	15 / 16 Projected Budget	\$ 6,914.95	

New Money to apply to:			
Compensation Changes (3.2% Base Chg, Step, + 1% Ben. Incr.)		\$ 1,840,000.00	+\$350K
Utility Increases		\$ 125,000.00	
CTE Changes (Lower Tech reim. + Est Lab rotation)		\$ 125,000.00	
Internal Svs / Vendor Program Changes	\$ 346,860.67 estimate (1/8)		
Falcon Zone / School Program Change	\$ 931,038.51		
Snd Crk Zone/ School Prgm Changes	\$ 219,695.44		
Power Zone / School Program Changes	\$ 1,193,321.25		
iConnect Zone / School Prgm Changes	\$ 430,830.16		
Other Changes	191.00 / sFTE	\$ 2,774,885.36	-\$350K

EL PASO COUNTY SCHOOL DISTRICT 49
School / Student-Based Funding Calculation : Base -w/ Permanent Normalizations
February 28, 2015



	15-16 zBud	Chg. B/(W) %	Chg. B/(W) \$	14-15 oBud	Chg. B/(W) %	Chg. B/(W) \$	13-14 cAct	
Total Program Formula Revenue	6,914.95	4.0%	263.36	6,651.59	1.5%	101.15	6,550.44	
All Other General Fund Revenue	396.90	6.6%	24.68	372.21	16.0%	51.41	320.80	(0.00)
Change in Fund Balance [draw down / (build)]	-		0.00	(0.00)		(27.46)	27.46	
Total Funds Available	7,311.85	4.1%	288.04	7,023.80	1.8%	125.10	6,898.70	
Indirect Cost Allocation	-	% PPR			% PPR			% PPR
Internal Vendor Groups: Facilities & Maintenance	(149.10)	2.2%	(1.63)	(147.47)	2.2%	(3.87)	(143.60)	2.2%
Transportation	(154.25)	2.2%	1.48	(155.73)	2.3%	17.93	(173.66)	2.7%
Information Technology	(247.45)	3.6%	(12.20)	(235.25)	3.5%	1.59	(236.84)	3.6%
Internal Service Groups: Special Services	(384.31)	5.6%	(27.89)	(356.42)	5.4%	22.26	(378.68)	5.8%
Education Services	(367.38)	5.3%	(62.05)	(305.33)	4.6%	(57.82)	(247.51)	3.8%
Central Services	(330.62)	4.8%	39.51	(370.14)	5.6%	(34.18)	(335.95)	5.1%
	(1,633.12)	23.6%		(1,570.34)	23.6%		(1,516.25)	23.1%
Direct Spend Available to Schools (DSAS)	5,678.72	82.1%	225.26	5,453.46	82.0%	71.01	5,382.45	82.2%
Normalization Adjustments			85.5%			70.2%		
Permanent and Strategic Normalizations	sal portion			sal portion			sal portion	
Falcon Zone - Programatic & Organizational	181.34	annualized issues		186.11	annualized issues		-	annualized issues
Sand Creek Zone	235.51	714,000 VocEd		244.45	714,000 VocEd		140.29	500,000 IB
POWER Zone	80.47	851,400 IB		85.42	851,400 IB		-	345,200 STEM
iConnect Zone	1,339.69	345,200 STEM		1,368.78	345,200 STEM		1,634.03	1,170,800 PLC &
	-	1,170,800 PLC &		-	1,170,800 PLC &		-	3,081,400
Falcon Zone - Utility Constraints	19.87			32.75			24.19	
Sand Creek Zone	9.09			15.79			(1.10)	
POWER Zone	185.13			(35.16)			(15.77)	
iConnect Zone	105.00%			(45.10)			(30.62)	
Falcon Zone - Employee Benefits	(50.90)			(62.21)			(54.89)	
Sand Creek Zone	108.20			108.79			66.31	
POWER Zone	1,002.07			9.40			18.40	
iConnect Zone	102.00%			(208.37)			(129.98)	
Falcon Zone - Distributed Special Svcs	(23.55)			(13.23)			(23.97)	
Sand Creek Zone	24.36			12.42			18.88	
POWER Zone	119.79			13.87			16.71	
iConnect Zone	102.50%			(56.77)			(54.67)	

FALCON SCHOOL DISTRICT 49
School / Student-Based Funding Calculation : Run Rate -w/ Temporary Normalizations
February 28, 2015



		15-16 zBud		Chg		14-15 oBud		Chg		13-14 cAct	
		3,081,400.00				3,081,400.00				1,800,000.00	
Subtotal - Run Rate Target		75,292,570.37				69,701,251.31				66,672,316.18	
Falcon Zone	126.76	5,805.49	(208.60)	143.42	5,596.88	(269.11)	(54.68)	5,327.77			
Sand Creek Zone	377.15	6,055.88	(220.96)	381.45	5,834.91	(228.08)	224.38	5,606.83			
POWER Zone	63.18	5,741.90	(214.91)	73.53	5,526.99	(125.20)	19.33	5,401.78			
iConnect Zone	1,084.53	6,763.25	(251.25)	1,058.54	6,512.00	289.21	1,418.76	6,801.21			
Normalizations (cont.)											
Temporary Normalizations											
Falcon Zone	- Salary subsidies	(95.63)	27.35	(122.98)	55.78	(178.76)					
Sand Creek Zone	off of	132.25	(15.00)	off of	117.25	121.24	off of	238.49			
POWER Zone	2,100.60	16.81	(1.17)	2,690.40	15.64	16.83	3,734.39	32.47			
iConnect Zone	75.00%	(198.74)	(199.01)		0.27	388.38		(388.12)			
Falcon Zone	- School Size & Administration	(20.66)	-	(22.43)	-	-	-	-			
Sand Creek Zone	off of	47.02	-	off of	50.73	-	-	-			
POWER Zone	0.00	(20.66)	-	0.00	(22.43)	-	-	-			
iConnect Zone	90.00%	-	-	-	-	-	-	-			
Falcon Zone	- At-Risk Adjustments TBD	-	-	-	-	-	-	-			
Sand Creek Zone		-	-	-	-	-	-	-			
POWER Zone		-	-	-	-	-	-	-			
iConnect Zone		-	-	-	-	-	-	-			
Falcon Zone	- Net Normalization Coverage	(242.32)	9.92	(252.24)	(156.43)	(95.82)					
Sand Creek Zone	(242.32)	(242.32)	9.92	(252.24)	(252.24)	3.46	(149.35)	(255.70)			
POWER Zone		(242.32)	9.92		(252.24)	(164.90)		(87.35)			
iConnect Zone		(242.32)	9.92		(252.24)	(19.67)		(232.58)			
4.1%		12,716.10	-	12,216.07	-		12,052.56	(9.32)			
Total - Resource Available											
Falcon Zone	2.6%	3,937.40	5,446.87	(231.85)	(247.64)	3,836.42	5,199.23	(254.23)	(146.03)	3,744.68	5,053.20
Sand Creek Zone	3.8%	3,615.15	5,992.83	314.10	(242.17)	3,482.97	5,750.65	297.19	(161.03)	3,563.92	5,589.62
POWER Zone	6.1%	4,289.61	5,495.73	(183.00)	(227.77)	4,041.32	5,267.96	(185.50)	78.95	3,948.38	5,346.90
iConnect Zone	2.2%	873.94	6,322.19	643.46	(62.16)	855.36	6,260.03	806.57	(79.50)	795.58	6,180.52

EL PASO COUNTY SCHOOL DISTRICT 49
School / Student-Based Funding Calculation : Gross & Normalized Result - Four Category Distribution
February 28, 2015



		15-16 zBud				14-15 oBud				13-14 cAct			
		Gross	Normalized	Norm % of Total	Norm PP Change	Gross	Normalized	Norm % of Total	Norm PP Change	Gross	Normalized	Norm % of Total	Norm PP Change
Falcon Zone	(1) Regular Personnel Costs	4,717.36	4,767.64	85.8%	(245.76)	4,433.12	4,521.89	84.6%	(8.14)	4,376.42	4,513.75	84.9%	
Sand Creek Zone		5,276.11	4,891.51	88.0%	(213.95)	5,025.68	4,677.56	87.5%	(200.41)	4,921.13	4,477.15	86.8%	
POWER Zone		4,819.17	4,681.19	84.2%	(175.37)	4,654.38	4,505.82	84.3%	(5.02)	4,688.67	4,500.80	84.5%	
iConnect Zone		4,329.48	4,628.18	83.3%	(236.46)	4,236.51	4,391.73	82.2%	293.21	4,232.47	4,684.94	90.5%	
Falcon Zone	(2) Educational Program Implementation Costs	241.72	321.05	5.8%	24.56	262.36	345.61	6.5%	10.94	207.20	356.55	6.7%	
Sand Creek Zone		247.66	195.50	3.5%	20.02	287.06	215.52	4.0%	9.09	215.56	224.61	4.4%	
POWER Zone		266.02	468.63	8.4%	(30.46)	245.67	438.18	8.2%	(32.24)	256.59	405.93	7.6%	
iConnect Zone		1,681.97	610.95	11.0%	38.34	1,685.33	649.29	12.2%	(491.32)	1,642.65	157.97	3.1%	
Falcon Zone	(3) Building Operational Costs	309.67	292.13	5.3%	3.61	323.18	295.74	5.5%	(15.59)	304.34	280.15	5.3%	
Sand Creek Zone		308.83	311.69	5.6%	2.80	301.68	314.49	5.9%	(9.89)	303.50	304.60	5.9%	
POWER Zone		279.23	277.80	5.0%	5.77	251.68	283.58	5.3%	6.09	273.90	289.67	5.4%	
iConnect Zone		310.74	319.80	5.8%	(17.01)	338.19	302.79	5.7%	33.23	305.40	336.02	6.5%	
Falcon Zone	(4) Extracurricular Personnel Costs	151.45	151.45	2.7%	(0.41)	151.04	151.04	2.8%	(10.54)	140.50	140.50	2.6%	
Sand Creek Zone		143.93	143.93	2.6%	(33.89)	110.04	110.04	2.1%	24.20	134.24	134.24	2.6%	
POWER Zone		115.90	115.90	2.1%	(26.40)	89.50	89.50	1.7%	23.26	112.76	112.76	2.1%	
iConnect Zone		-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	
Falcon Zone	- Extracurricular Implementation Costs	26.67	26.67	0.5%	2.86	29.53	29.53	0.6%	(4.79)	24.74	24.74	0.5%	
Sand Creek Zone		16.30	16.30	0.3%	9.89	26.19	26.19	0.5%	(10.99)	15.20	15.20	0.3%	
POWER Zone		15.41	15.41	0.3%	11.32	26.73	26.73	0.5%	(11.74)	14.99	14.99	0.3%	
iConnect Zone		-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	
		72,211,170.37	70,687,929.54			66,619,851.31	65,280,310.35			64,872,306.86	63,422,473.63		
Falcon Zone	- Subtotal	5,446.87	5,558.93	-	(215.13)	5,199.23	5,343.81	-	(28.12)	5,053.20	5,315.69	(200.49)	
Sand Creek Zone	5,678.72 DSAS	5,992.83	5,558.93	-	(215.13)	5,750.65	5,343.81	-	(188.00)	5,589.62	5,155.80	(379.04)	
POWER Zone	(119.79) DistSpSv	5,495.73	5,558.93	-	(215.13)	5,267.96	5,343.81	-	(19.65)	5,346.90	5,324.16	(244.80)	
iConnect Zone	5,558.93 NormTarget	6,322.19	5,558.93	-	(215.13)	6,260.03	5,343.81	-	(164.88)	6,180.52	5,178.93	(68.21)	
Normalized = DSAS - Dist Spec Svc			5,558.93	Avg. Norm PPEX			5,343.81	Avg. Norm PPEX			5,262.16	Avg. Norm PPEX	
Falcon Zone	- Cumulative Normalizations	-	1,523,240.83			-	1,339,540.96			-	1,449,833.23		
Sand Creek Zone		-	(112.06)	-2.1%	32.51	-	(144.58)	-2.8%	117.91	-	(262.49)	-5.2%	
POWER Zone		-	433.89	7.2%	(27.05)	-	406.85	7.1%	26.97	-	433.82	7.8%	
iConnect Zone		-	(63.21)	-1.2%	12.64	-	(75.85)	-1.4%	(98.60)	-	22.75	0.4%	
		-	763.25	12.1%	152.97	-	916.22	14.6%	85.37	-	1,001.59	16.2%	
		72,211,170.37	72,211,170.37			66,619,851.31	66,619,851.31			64,872,306.86	64,872,306.86		

EL PASO COUNTY SCHOOL DISTRICT 49

School / Student-Based Funding Calculation : Gross & Normalized Results

15-16 zBud		Programmatic & Organizational Normalization Effects					All Other	Distributed	Net	
		714,000.00	851,400.00	345,200.00	1,170,800.00		Norms	Spec Svc Norm	Normalization	
		Fzone	SCzone	POWER	iConnect	Net Effect				
Falcon Zone	sFTE % 31.0%	492,917.47	(263,626.98)	(106,887.52)	(362,525.80)	(240,122.83)	(580,059.21)	378,946.88	(441,235.15)	#####
Sand Creek Zone	28.4%	(202,987.92)	609,349.70	(98,139.26)	(332,854.70)	(24,632.17)	1,072,097.25	521,117.82	1,568,582.91	#####
POWER Zone	33.7%	(240,858.65)	(287,208.76)	228,751.25	(394,954.21)	(694,270.38)	(145,192.64)	568,322.89	(271,140.12)	#####
iConnect Zone	6.9%	(49,070.91)	(58,513.96)	(23,724.48)	1,090,334.71	959,025.37	(346,845.40)	54,853.24	667,033.20	#####
Net Total		-	-	-	-	-	-	1,523,240.83	1,523,240.83	0.00

15-16 zBud		Falcon Zone		Sand Creek Zone		POWER Zone		iConnect Zone	
Budget Build		sFTE= 3,937.40		sFTE= 3,615.15		sFTE= 4,289.61		sFTE= 873.94	
		per pupil	total \$	per pupil	total \$	per pupil	total \$	per pupil	total \$
Normalized Resource Available		5,558.93	21,887,768	5,558.93	20,096,352	5,558.93	23,845,657	5,558.93	4,858,152
Avg. Distributed Special Ed		119.79	471,655	119.79	433,052	119.79	513,846	119.79	104,687
Direct Spend Available to Schools		5,678.72	22,359,423	5,678.72	20,529,405	5,678.72	24,359,503	5,678.72	4,962,840
Programmatic / Org Norms In		181.34	714,000	235.51	851,400	80.47	345,200	1,339.69	1,170,800
Utility Norms		19.87	78,225	9.09	32,848	(18.68)	(80,130)	(35.41)	(30,943)
Employee Benefit Norms		(50.90)	(200,399)	108.20	391,150	(11.31)	(48,536)	(162.73)	(142,215)
Spec. Distributed Special Ed		(23.55)	(92,708)	24.36	88,065	12.70	54,477	(57.02)	(49,834)
Run Rate Target		11,484.21	22,858,540	11,734.60	21,892,869	11,420.62	24,630,515	12,441.97	5,910,647
Salary level inertia Norms		(95.63)	(376,528)	132.25	478,109	16.81	72,107	(198.74)	(173,687)
Admin size vs. School size Norms		(20.66)	(81,356)	47.02	169,990	(20.66)	(88,634)	-	-
Programmatic / Org Norms Out		(242.32)	(954,123)	(242.32)	(876,032)	(242.32)	(1,039,470)	(242.32)	(211,775)
Other Net Norms Coverage		-	-	-	-	-	-	-	-
15-16 zBud Gross Resource Available		5,446.87	21,446,532	5,992.83	21,664,935	5,495.73	23,574,517	6,322.19	5,525,185
less: Distributed Special Ed		(96.24)	(378,947)	(144.15)	(521,118)	(132.49)	(568,323)	(62.77)	(54,853)
15-16 zBud Controlled Resource Available		5,350.63	21,067,586	5,848.68	21,143,817	5,363.24	23,006,194	6,259.42	5,470,332
change from prior			1,481,828 7.6%		1,610,481 8.2%		2,257,650 10.9%		167,962 3.2%
14-15 oBud Controlled Resource Available			19,585,758		19,533,336		20,748,544		5,302,370
14-15 oBud Distributed Special Ed		94.02	360,687	142.41	496,007	133.85	540,938	61.04	52,210
14-15 oBud Gross Resource Available			19,946,445		20,029,344		21,289,482		5,354,580
change from prior			1,500,088		1,635,591		2,285,035		170,605

EL PASO COUNTY SCHOOL DISTRICT 49
School / Student-Based Funding Calculation : Gross & Normalized Results
Projected results bridge from current year budget

		Falcon Zone		Sand Creek Zone		POWER Zone		iConnect Zone	
		14-15 oBud sFTE= 3,836.42		14-15 oBud sFTE= 3,482.97		14-15 oBud sFTE= 4,041.32		14-15 oBud sFTE= 855.36	
		15-16 zBud sFTE= 3,937.40		15-16 zBud sFTE= 3,615.15		15-16 zBud sFTE= 4,289.61		15-16 zBud sFTE= 873.94	
		sFTE Chg = 100.98		sFTE Chg = 132.18		sFTE Chg = 248.29		sFTE Chg = 18.58	
		2.6%		3.8%		6.1%		2.2%	
14-15 oBud	Total Resource Available	5,199.23	19,946,445	5,750.65	20,029,344	5,267.96	21,289,482	6,260.03	5,354,580
Change in Program Funding									
Rate		270.29	1,036,955	273.35	952,085	279.54	1,129,712	269.08	230,160
Volume		175.08	671,679	252.42	879,175	408.66	1,651,520	144.45	123,554
Mix									
Change in Fund Balance		0.00	0	0.00	0	0.00	0	0.00	0
Change in All Other Income		40.93	157,024	40.93	142,557	40.93	165,410	40.93	35,010
Change in Internal Vendor Groups		(34.89)	(133,870)	(34.89)	(121,536)	(34.89)	(141,019)	(34.89)	(29,847)
Change in Internal Service Groups		(94.73)	(363,441)	(94.73)	(329,957)	(94.73)	(382,851)	(94.73)	(81,032)
Mix Variance to DSAS		-		-		-		-	
Gross Spend Available to Schools		5,555.90	21,314,792	6,187.73	21,551,668	5,867.46	23,712,253	6,584.85	5,632,424
Change in - Programatic & Organizational		-	-	-	-	-	-	-	-
Change in - Utility Constraints		(12.36)	(47,422)	(6.36)	(22,160)	15.33	61,950	8.92	7,632
Change in - Employee Benefits		9.98	38,278	3.51	12,224	(21.41)	(86,517)	42.11	36,016
Change in - Distributed Special Svcs		(10.94)	(41,965)	12.86	44,805	(0.39)	(1,566)	(1.49)	(1,274)
Mix Variance Perm/Org Norms		-		-		-		-	
Run Rate Spend Level		5,542.58	21,263,682	6,197.74	21,586,538	5,860.99	23,686,120	6,634.39	5,674,798
Change in - Salary subsidies		24.83	95,277	20.02	69,736	2.20	8,902	(203.32)	(173,915)
Change in - School Size & Administrative		1.22	4,694	(1.93)	(6,705)	0.50	2,012	-	-
Change in - At-Risk Adjustments TBI		-	-	-	-	-	-	-	-
Change in - Net Normalization Coverage		3.54	13,582	0.72	2,517	(4.97)	(20,082)	4.66	3,983
Mix Variance Temporary Norms		125.31	69,297	223.73	12,850	363.00	(102,434)	113.54	20,320
15-16 zBud	Total Resource Available	5,446.87	21,446,532	5,992.83	21,664,935	5,495.73	23,574,517	6,322.19	5,525,185
Aggregate Change		1,500,088		1,635,591		2,285,035		170,605	

BOARD OF EDUCATION AGENDA ITEM 9.02

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Lease Agreement with Pikes Peak Community College
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The primary post-election strategy proposed by the administration was to continue with the acquisition of the leased building at 3850 Pony Tracks Drive in Colorado Springs, located at the corner of Petersen and North Carefree Circle, near Sand Creek High School. This facility was included on the bond proposal referred to voters on the November 4, 2014 ballot item 3B. Acquiring that facility through a bond issue would have been the preferred method, acquiring it with a normal capital lease was the second option (as was done with Falcon Virtual Academy, and as is done with numerous technology equipment purchases – by virtually every school district in Colorado). The capital lease acquisition was approved at the February 25, 2015 Board of Education Special Meeting.

RATIONALE: A big factor supporting the need/desire of D49 to acquire the Pony Tracks facility was and is to retain Pikes Peak Community College (PPCC) as a tenant partner of the District. PPCC has, for a number of years, leased space from the district at the Patriot Learning Center facility in Falcon. PPCC notified D49 of its intention to vacate that space due to its impracticality for their program in both facility terms and locational terms. District 49 is embarking on a significant strategy change for Concurrent Enrollment. A partnership with, and an in-district location for, PPCC are critical items to facilitate concurrent enrollment. The Pony Tracks facility fit the bill in both areas and, as such, was an important strategic decision for the district.

RELEVANT DATA AND EXPECTED OUTCOMES: The lease with PPCC has to go through a number of state-level reviews and approvals since PPCC does not enjoy the same local control benefits that D49 does. The lease will feature a three-year term and two two-year renewal options. The lease amount will be \$16,226.92 per month, which will cover about 60% of the capital lease payment, in exchange for PPCC use of the entire 2nd floor of the facility, which is about 43% of the available space in the facility. We anticipate having the lease available for formal approval at a April 22, 2015 special meeting of the Board of Education.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in budget strategy and decisions.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<i>This innovative property acquisition supported by an innovative partnership with PPCC.</i>
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	<i>Supporting the education program strategy of concurrent enrollment with a solid, cost-effective, solution..</i>

FUNDING REQUIRED: TBD

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Brett Ridgway, Chief Business Officer,

DATE: April 2, 2015

BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Sean Dorsey, Sand Creek Innovation Zone Leader
TITLE OF AGENDA ITEM:	Revised Calendar for Sand Creek Zone 2015-16
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The schools in the Sand Creek Zone need to have a consistent calendar that will work better for our parents, students and staff.

RATIONALE: Springs Ranch Elementary used a calendar this year that utilized early-release days. Sand Creek High School, to accommodate concurrent enrollment requirements was preparing a proposal for early release in lieu of late starts. In addition, the boundary for Horizon Middle School was changed to correct the feeder pattern for Springs Ranch students.

RELEVANT DATA AND EXPECTED OUTCOMES: Families with students at multiple levels within our zone have a consistent calendar. Also, teachers are better trained and informed. They have time to focus on the needs of their students, and 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	Utilize both our zone staff and people outside of our zone to provide training can benefit our students.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Sand Creek Zone students and staff are a part of one of the best places to work and learn. We feel we will be 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	The Sand Creek Zone continues to grow as a high quality, welcoming, exceptional zone, 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 2015-2016 school for transportation

AMOUNT BUDGETED: \$6000

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

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 23, 2015

Sand Creek Zone | 2015-2016 CALENDAR

24-28 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						

1-3 Christmas Break
4 Prof. Dev.-no students
15 Prof. Dev.-no students
18 M.L. King Day-closed
29 Zone Early release

3 Assessment Day-no elem.students
6th and 9th grade orientation
4 First Day of School
14 Zone 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 elementary or middle school students; Sand Creek in session
15 Presidents' Day-closed
26 Zone Early release

7 Labor Day-closed
11 Zone 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		

18 Zone Early release
21-31 Spring Break

9 Conferences- no elementary or middle school students; Sand Creek in session
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 Zone Early release

11 Veterans Day Observed
13 Zone 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 Zone Early release
26 Early release-high school only
27 District- 3 hour early release
30 Memorial Day-closed
31 Teacher work day

11 Early release
17 Early release-high school only
18 District- 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 9.04

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	Jim Bonavita, iConnect Solutions Manager
TITLE OF AGENDA ITEM:	Summer School Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The D49 Summer School Credit Recovery Program is open to high school students in grades 9-12 (during the 2014-2015 school year) who are credit deficient and not on track to graduate. These students must have taken and failed a course at their high school of attendance and the course must be available to be re-taken through FuelEd Online Credit Recovery (formerly Aventa Online Learning).

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Monies collected will go toward payment of student support coaches' time and effort
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The district website and all high school websites in D49 have been updated to include all relevant information
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	This gives students another avenue in which to make up credit and get back on track for graduation
Rock #5 — Customize our educational systems to launch each student toward success	The High School Credit Recovery Summer Program offers students the ability to catch up on lost credits.

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: \$6,900

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 25, 2015

Falcon District 49
2015 High School Credit Recovery Summer Program

- The D49 High School Credit Recovery Summer Program is designed for high school students in grades 9-12 during the 2014-2015 school year who are credit deficient and not on track to graduate

- **Cost**

- \$100 per semester course
 - **Online payment** is available **only** for current D49 students at:
 - www.payforit.net
 - Out of District students and those not paying online will need to pay for their courses on the first day of summer school
 - Payment may be made in the form of cash, money order or a cashier's check on the first day of Summer School (Monday, June 1)
 - If a cashier's check or money order is used for payment, please make it out to "D49 Online Summer School"
 - Personal Checks will **NOT** be accepted
 - Students will be dropped from their course if payment is not made by Friday, June 5
- Students should register for all courses needed for credit recovery, as determined by their counselor
 - Students will be enrolled in one course at a time
 - If time permits, students will be enrolled in subsequent courses if it is determined there is enough time remaining in summer school to complete the course
 - A charge of \$100 will be required prior to beginning each additional credit recovery course

- **Registration**

- Go to D49.org
- Click on Portfolio of Schools
 - Select Summer School
 - Scroll Down to:
 - 2015 D49 High School Credit Recovery Summer Program Registration
 - Select all courses needed
 - Student will be enrolled in one course at a time and parent will pay for only one course at a time
- All fields on the Registration form must be filled out and the "Submit" button on the bottom of the page must be clicked in order to process your registration
- Deadline for enrollment is Sunday, May 31, 2015
- Or click on the link:

- **Dates**

- **Summer School will run from June 1- June 26**
 - All course work is required to be completed no later than 9:30 pm on Friday, June 26, 2015
 - Extensions will not be granted and refunds will not be provided
- **June 1-5 (Orientation Week)**
 - *Students are required to attend **one-hour per day** by grade level from June 1-June 5:*
 - If you were a 9th grade student in 2014-2015, you need to attend from 8:00am – 9:00am
 - If you were a 10th grade student in 2014-2015, you need to attend from 9:30am – 10:30am
 - If you were an 11th grade student in 2014-2015, you need to attend from 11:00am – 12:00pm
 - If you were a 12th grade student in 2014-2015, you need to attend from 12:30pm – 1:30pm
- **June 8-12 (Monday through Friday) – Attendance Encouraged, but Not Required!**

- Students may come, regardless of grade level, between 8:30am and 1:30pm to work on their course work for as long as they want until 1:30 pm
- **June 15-19 (Monday through Friday) – Attendance Encouraged, but Not Required!**
 - Students may come, regardless of grade level, between 8:30am and 1:30pm to work on their course work for as long as they want until 1:30 pm
- **June 22-26 (Monday through Friday) – Attendance Encouraged, but Not Required!**
 - Students may come, regardless of grade level, between 8:30am and 1:30pm to work on their course work for as long as they want until 1:30 pm
- **Site**
 - Vista Ridge High School Library
 - 6888 Black Forest Drive, Colorado Springs, CO 80923
- **Successful Completion**
 - 100% completion of all required course work by June 26
 - 100% completion = all assignments in the student Grades tab have been submitted for grading
 - This will be obvious in the student grade book. Both the student's Average Grade and Cumulative Grade will be the same
 - Final Grade of at least 60% by June 26
 - Final Grades will be sent to the Registrar of each student's school of attendance as well as to the student and parent via email
- **Credit Recovery Courses Available**
 - Prior to enrolling, please contact your child's counselor for the correct course(s) in which to enroll
 - There will be highly qualified teachers in the VRHS Library each day to act as student support coach and mentor for each of the 4 core areas

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

 - **Language Arts:**
 - English 1A; English 1B *A Novel will be required reading for these courses
 - English 2A; English 2B *A Novel will be required reading for these courses
 - English 3A; English 3B *A Novel will be required reading for these courses
 - English 4A; English 4B
 - **Math:**
 - Algebra 1A; Algebra 1B
 - Algebra 2A; Algebra 2B
 - Geometry A; Geometry B
 - **Science:**
 - Biology A; Biology B
 - Earth Science A; Earth Science B
 - Physical Science A; Physical Science B
 - **Social Studies:**
 - American Government (One semester course only)
 - American History A; American History B
 - Economics (One semester course only)
 - Geography A; Geography B
 - World History A; World History B
 - **Electives:**
 - Health (one semester only)
 - Physical Education (one semester only)
 - Spanish 1A; Spanish 1B *Requires headphones and working microphone
- For further information, please contact:
 - Jim Bonavita – D49 Online Learning Coordinator (719-491-4033)
 - jbonavita@d49.org

BOARD OF EDUCATION AGENDA ITEM 9.05

BOARD MEETING OF:	April 9, 2015
PREPARED BY:	N. Lester, CTE Director
TITLE OF AGENDA ITEM:	CTE Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Update on CTE program

RATIONALE: Annual update of CTE district wide programs

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Increase awareness of the Career and Technical Education programs in D49
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Overview of current & new CTE programs
Rock #3 — Establish District 49 as the <u>best</u> <u>district</u> in Colorado to learn, work and lead	Update on CTE credentialing classes for D49 EDU 250 & EDU 251
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Highlight CTE CTSO's & Clubs
Rock #5 — Customize our educational systems to launch each student toward success	Update on what CTE programs/classes allow students to gain college credit during high school

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 25, 2015

Career & Technical Education

An Overview

CTE Impact 2013–2014

Students enrolled in one or more CTE classes

- FHS – 82%
 - SCHS – 71%
 - VRHS – 99.9%
 - PLC – 73%
 - FVA – 20%
 - FMS – 77%
 - HMS – 88%
 - SMS – 43%
- ▶ Overall 90% of all 6th – 12th grade students are accessing CTE programs
 - ▶ CTA funding received for the 13–14 school year is over \$900,000 pending outcome from financial audit completed 042015

Importance of CTE

CTE Works for high school students

- ▶ 81 percent of dropouts say relevant, real-world learning opportunities would have kept them in high school.
- ▶ The average high school graduation rate for students concentrating in CTE programs is 93 percent, compared to a national adjusted cohort graduation rate of 80 percent
- ▶ More than 75 percent of secondary CTE investors pursued postsecondary education shortly after high school.

CTE Works for businesses

- ▶ Skilled trades are the hardest jobs to fill in the United States, with recent data citing 806,000 jobs open in the trade, transportation, and utilities sector and 293,000 jobs open in manufacturing.
- ▶ Health care occupations, many of which require an associate degree or less, make up 12 of the 20 fastest growing occupations.
- ▶ STEM occupations such as environmental engineering technicians require an Associate degree and will experience faster than average job growth

Colorado Career Cluster Model



COLORADO COMMUNITY
COLLEGE SYSTEM

Management and Administration ✓

- Administrative Services
- Business Information Technology
- Corporate/General Management
- Human Resource Management
- Operations Management

Marketing ✓

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales/Sales Management

Finance ✓

- Accounting
- Banking Services
- Corporate Finance
- Insurance
- Securities & Investments

Government & Public Administration

- Foreign Service
- Governance
- Legal Services
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

Business, Marketing & Public Administration

Hospitality, Human Services & Education

Hospitality & Tourism

- Lodging
- Recreation, Amusements & Attractions
- Restaurants, Food & Beverage Services
- Travel & Tourism

Human Services

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development
- Family & Community Services
- Personal Care Services

Education & Training

- Administration and Administrative Support
- Professional Support Services
- Teaching and Training

Agriculture, Food & Natural Resources ✓

- Animal Science*
- Agribusiness Systems
- Food Products & Processing Systems*
- Natural Resource & Environmental Systems*
- Plant Science*
- Power, Structural & Technical Systems*

Energy

- Electromechanical Generation & Maintenance*
- Electrical Energy Transmission & Distribution*
- Energy Efficiency & Environmental Technology*
- Fossil Energy Extraction, Processing & Distribution*
- Renewable Energy Production*

* STEM affiliated pathway

Agriculture, Natural Resources & Energy

Postsecondary & Workforce Readiness

Foundation knowledge & skills for all career pathways include:

- Academic Content Knowledge • Civic Responsibility • Collaboration
- Communication • Creativity & Innovation
- Critical Thinking/Problem Solving • Find/Use Information Technology
- Global & Cultural Awareness • Personal Responsibility • Work Ethic

Specialized CTE Pathways include:

Alternative Cooperative Education (ACE), FACS CORE & World of Work

Health Science, Criminal Justice & Public Safety ✓

Health Science

- Biotechnology Research & Development*
- Diagnostic Services*
- Health Informatics
- Supportive Services
- Therapeutic Services*

Law, Public Safety, Corrections & Security

- Correction Services
- Emergency & Fire Management Services*
- Law Enforcement Services
- Security & Protective Services

* STEM affiliated pathway

STEM (Science, Technology, Engineering & Math) ✓

See also STEM affiliated pathways noted by *

- Research, Exploration & Innovation
- Design, Development & Application

Arts, A/V Technology and Communication ✓

- Audio/Video Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing/Publishing
- Visual & Design Arts

Information Technology ✓

- Information Support and Services
- Interactive Media
- Network Systems & Telecommunications*
- Programming & Software Engineering*

STEM, Arts, Design & Information Technology

Skilled Trades & Technical Sciences

Architecture & Construction ✓

- Construction
- Design & Pre-construction*
- Maintenance & Operations

Manufacturing ✓

- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Manufacturing Production
- Maintenance, Installation & Repair
- Production/Process Technology*
- Quality Assurance

Transportation, Distribution & Logistics

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics, Planning & Management Services
- Planning, Management & Regulation
- Sales & Service
- Transportation Operations
- Transportation/Systems Infrastructure
- Warehousing & Distribution Center Operations

* STEM affiliated pathway

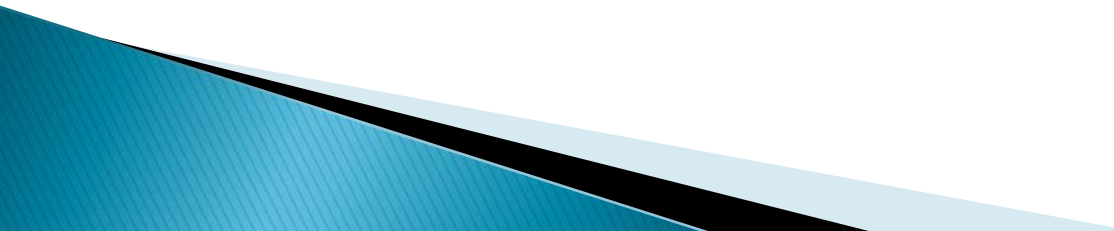
Current CTE Programs in District 49

- ▶ Vista Ridge High School
 - Engineering
 - Business
 - Information Technology
 - A+ Core Hardware Service Technician
 - Biomedical (successful PLTW approval)
 - Early Childhood
 - Interior Design
 - Visual Arts & Design (waiting state approval)
- ▶ Falcon High School
 - Academy of Health Sciences
 - Academy of Information Technology
 - Academy of Finance (Business)
 - Academy of Biotechnology
 - Academy of Visual Arts & Design
 - ACE & ACE-Special Needs
 - Marketing
- ▶ Skyview Middle School
 - STEM
 - Family and Consumer Science
- ▶ Falcon Middle School
 - IT/Engineering/GTT
 - Visual Arts & Design
 - Career Wheel (in development)

Current CTE Programs in District 49

- ▶ Sand Creek High School
 - Engineering
 - Broadcasting/Audio & Video
 - ACE Special Needs
 - Manufacturing (new for 15–16 school year)
- ▶ Patriot Learning Center
 - Business
 - Biotechnology
 - Construction
 - ACE (high school and developing middle school program)
 - Culinary
- ▶ Horizon Middle School
 - STEM
- ▶ Falcon Virtual Academy
 - Visual & Design Arts
 - Broadcast/Journalism (working on integration)
 - ACE (working on integration)
- ▶ Area Vocational Program (AVP) at PPCC, Area Vocational Beauty School (AVB) at International Beauty Academy

Real World Skills/ 21st Century Skills

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

CTE Classes Help Move Students Past High School to College and Successful Working Environments

- ▶ Articulation with PPCC – over 650 students district wide qualified for credit during the in 2013–2014 school year in the following areas:
 - ▶ Engineering & IT
 - ▶ Business/Marketing/Finance
 - ▶ Medical Terminology
 - ▶ Visual & Design Arts
 - ▶ Culinary
- ▶ Concurrent enrollment
 - CNA, EMT & EMS – approximately 80 students earning between 3 –21 college credits
 - Beginning the 2015–2016 AVP will earn 15+ college credits

College credit!

Student experiences

- ▶ AOHS Student Experience (quote)

"So, I have been in the Academy of Health Sciences for three years now. I took Medical Terminology and EMR last year, and I am taking CNA this semester. Because of these classes and my interest in medicine, I was given the opportunity by my counselor to take a Phlebotomy class (drawing people's blood) at Pikes Peak Community College. All of these classes have and are giving me enough college credits to enter a program that pays for my entire first year of college. Also, I was at the eye doctor today and he was asking me about my plans for college. After telling him my plans and all of the medical classes I am in, he asked me what I was doing this summer in July. He would have offered me a summer job if I was available the entire month of July. Unfortunately I will be out of town for half of the month, so I could not accept the offer, but it's just a reminder that the Academy of Health Sciences is an amazing opportunity that opens so many doors for us! Please remember to take full advantage of everything that is offered, guys. Having my first year of college paid for and a job opportunity at doctor's office were not even things that I had sought out, they were both introduced to me, so imagine what could happen if we try to get scholarships and jobs! It really is a blessing that could help so many of us get ahead of the game and get us more experience than we would normally have."

D49 CTE Highlights

- ▶ SCHS Engineering has had a partnership with several companies the 14–15 school year.
 - Working with All Smiles Dental to create a new needle recapping device
 - Working with Analog Tone to develop circuit drawings for patent.
 - Also working with Michael Ryan Fletchall, CEO of Experience Media Studios, to create a new way to consume sunflower seeds.
 - Six students are now listed on a patent pending and are also collectively 10% owners of the business associated with it.
 - In the past two years we have had a Boettcher Scholar, 4 four Daniels Scholars, and a National Merit Finalist at SCHS; all students have come out of the Engineering program.

D49 CTE Highlights

FHS CyberPatriot 2014 – 2015

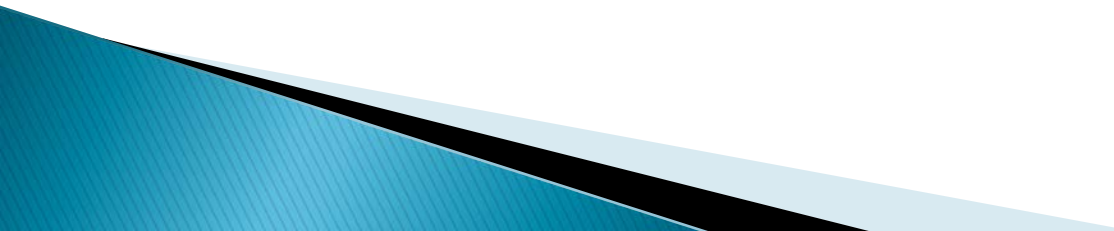
- ▶ The CyberPatriot program has grown for the 4th straight year
 - Membership ballooned to 40 members and 8 teams.
 - We have more female members participating than any other school in the state and three of those members won NCWIT awards this year, in large part because of their participation in CyberPatriot.
 - We were one of the few schools in the state to field a competitive All Female team, and for the 2nd straight year.
 - We also fielded a middle school team that made it to the national semi-finals.
 - Four of our 8 teams made it to the national semi-finals round.
 - The CyberPatriot team was also one of the few schools chosen for the launch of the new Stellar Xplorers Youth Space competition this year--it is a similar program to CyberPatriot that focuses on outer space by use of multidiscipline STEM components.

D49 CTE Highlights

► FHS FBLA 2014 – 2015

- The Falcon High School FBLA has increased its membership from 28 members to 40 members this year.
- Eighteen members qualified for District competition events and eight qualified for State event competition. (That number is doubled from the numbers last year.)
- Members participated in fundraising events this year, part of which was taking over 75% of the school's available concession dates.
- Members also participated in community projects such as Care-and-Share.
- Many of the other students performed community volunteer duties such as the *Educating Children of Color Symposium*, where FBLA members gave instructional classes on microprocessors to students from all over the Pikes Peak area.

D49 CTE Highlights—Other

- ▶ PLC Business & ACE programs are currently researching the viability of implementing a school-wide Project-based Learning Model for PLC's juniors and seniors.
 - ▶ Goal: Develop a model which incorporates cross-curricular activities into focused and student-centered projects following an action research format.
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CTE Credentialing Classes

In order to be eligible for a professional CTE credential most staff members must complete assigned CTE classes.

Beginning in March 2014 the CTE Director was authorized by CCCS to teach these classes internally, saving a cost of approximately \$10,000 to both the district and staff.

- ▶ EDU 250
 - 23 staff have completed
- ▶ EDU 251
 - 21 staff have completed