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Mission Statement

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

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

Fantastic 49 - 6:00 p.m.

● Recognition of Communications Department

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 Minutes of Regular Board of Education Meeting 6/11/2015

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 Action on Evans International Innovation Plan

7.02 Approval of Memorandum of Understanding with CD BOCES

7.03 Action on Charter School Application for Power Technical and Trade Academy

7.04 Action on Professional Development Date Change for 2015-16 POWER Zone Calendar

7.05 Approval of Board Appointments

a. Falcon Community Builders for Classrooms (FCBC)

b. Colorado Digital Board of Cooperative Educational Services (CDBOCES)

7.06 Approval of Chief Education Officer's Annual Evaluation Metrics

7.07 Action on Administrative Reorganization

7.08 Action on Policies

a. CASB Recommended Policy Revisions

1. GBAA, JBB Sexual Harassment

2. BDFC Preschool Council

3. GBGAB First Aid Training

4. JFABD Homeless Students

b. District Recommended Policy Revisions

1. AA School District Legal Status

- 2. AEC Annual Report
- 3. BEDA Notification of Board Meetings
- 4. BEDC Quorum
- 5. BF School Board Work Sessions and Retreats
- 6. BGB/BGF Policy Adoptions/Suspension/Repeal
- 7. KLB Relations with Election Authorities
- 8. LB Relations with Other Schools and School Systems
- 7.09 Approval of Resolution for Intent to Participate in 2015 Coordinated Election and Appointment of Designated Election Official
- 7.10 Approval of Resolution for Call for Nominations for School Board Director Candidates
- 7.11 Action on Revisions to Existing Job Descriptions
 - a. Director of Culture and Services
 - b. Executive Assistant to the Board of Education
- 7.12 Approval of Resolution for Director District Board Representation (effective for 2017 election)
- 7.13 Items Removed from Consent Agenda

8.00 Information Items

9.00 Discussions Items

- 9.01 Bond Refinance Proposal (10 minutes)
- 9.02 Innovation Plan Review
 - a. POWER Zone (10 minutes)
 - b. POWER Zone Schools (10 minutes)
- 9.03 Peak Partners Strategic Initiative for Community Engagement (10 minutes)
- 9.04 Introduction of District Employee Handbook (10 minutes)
- 9.05 Update on Student Handbook (10 minutes)
- 9.06 New and Reclassified Job Descriptions (5 minutes)
 - a. Central Enrollment Supervisor
 - b. Lead Campus Security Officer
- 9.07 a. District Initiated Policy Review (10 minutes)
 - 1. AD Falcon School District 49 Mission Statement and Educational Philosophy Statement
 - 2. BCA-E-2 Board Member Code of Ethics
 - b. CASB Recommended Policy Revisions
 - 1. ILBC, ILBC-R Literacy and Reading Comprehension Assessments
- 9.08 BOE Resolutions for CASB (10 minutes)

10.00 Other Business

11.00 Adjournment

DATE OF POSTING: July 2, 2015



BOARD OF EDUCATION AGENDA ITEM 4.01

SPECIAL BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Kim Steeves, Professional Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Administrative and 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: June 30, 2015



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	July 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: June 26, 2015



BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Lisa Cheney, Educational Support Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Educational Support Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

AMOUNT BUDGETED: In accordance with Board of Education

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: June 30, 2015

BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board Meeting on 6/11/2015
ACTION/INFORMATION/DISCUSSION:	Consent Action

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 board 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: June 30, 2015



BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Michelle Slyter, Principal – Evans International Elementary
TITLE OF AGENDA ITEM:	Evans International Innovation Plan Renewal
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Evans International Elementary School initially developed an Innovation Plan during the 2011-12 school year. The plan was approved by the Evans staff and School Advisory Council in September 2011 and approved by the District 49 BOE in April 2012. Evans International is currently at the three-year approval period for the Innovation Plan. The purpose of this discussion item is to review the components of the approved plan, inform the BOE of the revision process the staff and community has participated in during the past few months, and present the revised Innovation Plan for BOE recommendations and approval.

RATIONALE: Evans International has been a school of Innovation since the 2011-2012 school year. We are currently at the three-year approval period for our Innovation Plan. The BOE will be provided with information about the original Evans Plan, progress the school has made, and the revised plan that the staff and community have approved at the end of the 2014-2015 school year.

RELEVANT DATA AND EXPECTED OUTCOMES: Certified staff members at Evans International voted on the Innovation Plan on May 22nd and 26th, 2015. The staff approved the plan. With the exception of one staff member who chose to “abstain” from voting, the Evans staff voted in favor of the Plan.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	The Evans International Innovation Plan focuses on elements directly related to providing the best educational setting, resources, and personnel to raise student achievement.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The School Advisory Committee at Evans was involved in developing the initial Plan as well as in revising the Innovation Plan at the three-year mark.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	The Evans Innovation Plan has assisted our school with being able to meet the needs of our students through programs, curriculum, scheduling, and resources. The Plan also includes a high level of accountability for staff members in our school’s continued effort to do what’s best for children.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Evans International’s Innovation Plan allows us to make program and curriculum decisions and offerings available to our students. Evans is proud to be an IB school and we look forward to being able to pursue other programs to enrich student’s educational experiences.
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: Budget needs are included in the Plan

AMOUNT BUDGETED:



BOE Regular Meeting July 9, 2015
Item 7.01 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the Innovation Plan for Evans International as recommended by the Administration.

APPROVED BY: Peter Hiltz, Chief Education Officer

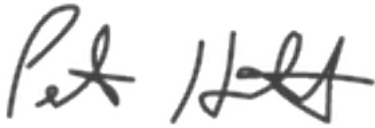
DATE: June 30, 2015

EVANS INTERNATIONAL ELEMENTARY SCHOOL INNOVATION REVIEW AND PLAN


After consultation with the other chief officers, legal counsel, and senior educational leaders in District 49, I recommend that the District 49 Board of Education accept the Evans International Elementary School Innovation Plan Review as revised. I further recommend that the Board affirm the innovation plan—fulfilling their responsibility to conduct a triennial review.

My basic rationale follows, and I welcome clarifying or additional questions about my recommendation at the board work session.

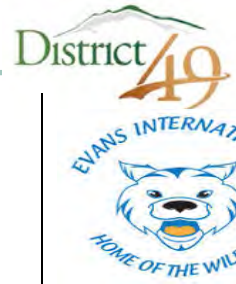
The innovation efforts at Evans International Elementary School support the school's commitment to increase performance and do not require any additional funding, personnel, or program support. In particular, our internal literacy benchmarks (DIBELS) are particularly encouraging and document rising performance at EIES.

A handwritten signature in black ink, appearing to read "Peter Hilts".

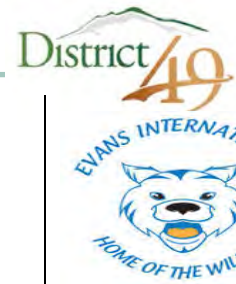
Peter Hilts, Chief Education Officer

School and Principal	<p><i>Evans International Elementary School</i> <i>Michelle Slyter, Principal</i></p>	
Approval date for original plan:	<p>April 2012, approved by the District 49 Board of Education June 2012, approved by the Colorado State Board of Education</p>	
Which district policies were waived as part of your schools innovation plan?	<ul style="list-style-type: none"> • GCE-R/GCF-R – Instructional Staff Recruiting/Hiring • GCI -- Staff Professional Development • GCOA/GCOA-R -- Evaluation of Instructional Staff • GCKA/GCKA-R --Instructional Staff Transfer and Vacancy • GDO/GDO-R -- Evaluation of Support Staff • GDE/GDF -- Educational Support Staff Recruiting/Hiring • JEB --Entrance Age Requirements • JFBA/JFBA-R --School Choice/Open Enrollment Transfer Policy • JFBB --Inter-district Choice/Open Enrollment • IGA --Curriculum Development • IGD --Curriculum Adoption • IGF --Curriculum Review • ADF --Falcon School District 49 Wellness Policy • IKAB --Report Cards/Progress Reports • IJJ --Textbook Selection and Adoption • IIB --Class Size 	
Which state policies were waived as part of your schools innovation plan?	<ul style="list-style-type: none"> • C.R.S. – 22-9-106 –<i>Local boards of education – duties-performance evaluation system</i> • C.R.S. -- 22-11-210 –<i>Public Schools –annual review-plans-supports and interventions-</i> we request to be held accountable to the state expectations, without BOE adding additional requirements. • Article 36 <i>Public Schools of Choice</i> -C.R.S -22-36-101 <i>Choice of programs and schools within school districts</i> • C.R.S – 22-32-109(t) –<i>Board of Education-Specific Power-Determine Educational Programs</i> • C.R.S - 22-32-109(u) –<i>Board of Education-Specific Duties-Textbooks Selection</i> • C.R.S - 22-32-109 (1)(n)(I), 22-32-109(1)(n)(II)(A) & 22-32-109(1)(n)(II)(B) - <i>Board of Education-Specific Duties-School Calendar & Instructional Day</i> • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-202 – <i>Employment Contracts-contracts to be in writing-duration-damage provision</i> 	

School of Innovation
Self-Assessment for Three-Year Review



School and Principal	<p><i>Evans International Elementary School</i></p> <p><i>Michelle Slyter, Principal</i></p>	
Which state policies were waived as part of your schools innovation plan?	<ul style="list-style-type: none"> • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-203 – Probationary Teachers-renewal and nonrenewal of employment contracts • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-203.5 – Nonprobationary portability • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-301 – Grounds for dismissal • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-302 – Procedure for dismissal-judicial review • C.R.S – 22-32-110(h) –<i>Board of Education –Specific Powers</i> 	
What academic performance targets were identified in the original innovation plan?	<p>The Evans Innovation Plan was written to support the goals included in our School Wide Unified Improvement Plan 2011-2012.</p> <ol style="list-style-type: none"> 1. Utilize standards to create the written, taught, and assessed curriculum. 2. Increase the knowledge and implementation of differentiation strategies to include; creativity, critical thinking, and higher level questioning on a school-wide basis for reading, writing, math, and science. 	



School and Principal

Evans International Elementary School
Michelle Slyter, Principal

To what degree is the school achieving or making adequate progress toward achieving the academic performance results identified in the school's innovation plan?

Evans has earned an overall rating of “Improvement” on the School Performance Framework over the past three years. Evans earned an overall rating of “approaching” in academic achievement, academic growth, and academic growth gaps.

Reading:

Achievement on TCAP in grades 3-5 has remained stable over 3 years, with the most recent TCAP scores in 2013-14. We experienced an increase with 5th grade scores over three years from 69% to 73% and with our 4th grade from 71% to 74%. 3rd grade scores decreased over three years from 81% to 67%. Students with disabilities experienced a 7% decrease in scores in 2012; however, this subgroup experienced a 15% increase in scores in 2013-14. We have experienced a slight increase over 3 years in the percentage of our students in 3rd grade scoring advanced.

Writing:

Beginning in 2010-11, 3rd grade had seen an increase in TCAP writing scores but the scores decreased in 2013-14 from 68% to 47% scoring proficient or advanced. 4th and 5th grade writing scores have remained stable over a 3-year period. Our 3rd grade students experienced a decrease of 21% in students scoring proficient/advanced from the previous year. Our 4th grade students experienced a decrease of 5% in students scoring proficient/advanced from the previous year; however, the 2013-14 scores are 5% higher than what was experienced 3 years before. 5th grade experienced a 1% increase in students scoring Proficient or Advanced on 2013-14 TCAP. All of our subgroups experienced a decrease in writing performance on TCAP over the previous year.

Math:

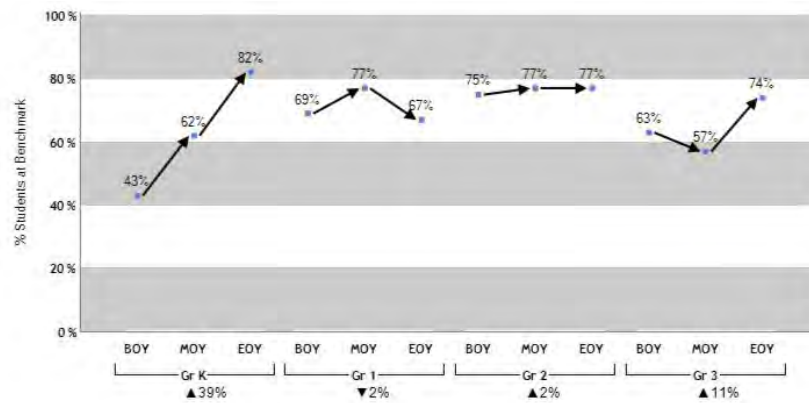
Achievement on TCAP in grades 3-5 has remained stable over 3 years in math. Prior to 2013-14, our 3rd grade students had experienced a steady increase in scores over a 3-year period, however, they saw a significant decrease in 2013-14 going from 87% to 71%. Our 4th grade students experienced a slight increase in students scoring proficient/advanced during 2014. However, 4th grade math scores in 2013-14 are 5% below what we observed in 2011. Over 3 years, our 5th grade students have experienced a decrease of 14% in students scoring proficient/advanced.



School and Principal

Evans International Elementary School
Michelle Slyter, Principal

Our local assessment data is showing positive signs of growth in reading achievement. In 2013-14, Evans saw 17% growth school wide of the percentage of students scoring at benchmark on Dibels from 56% at the beginning of the year to 73% at the end of the year. For this school year, we saw 14% growth school wide on Dibels, from 61% at BOY to 75% at EOY. The following charts show Dibels growth by grade level for the 2014-2015 school year.

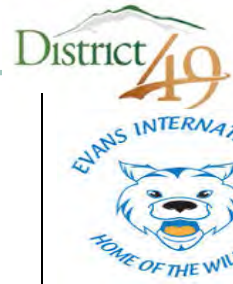


What other academic performance data might inform the Board's decision?

The chart below shows our local assessment data and growth for writing 2014-15.

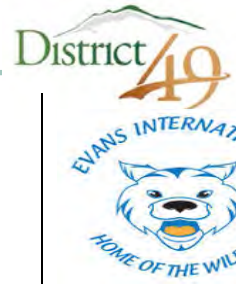
Grade	Grade Level Writing Fall	Grade Level Writing Spring	Percentage of Gain
Kindergarten	0%	61%	61%
1st	0%	73%	73%
2nd	14%	81%	67%
3rd	10%	65%	55%
4th	3%	24%	21%
5th	36%	69%	33%

School of Innovation
Self-Assessment for Three-Year Review



School and Principal	<p><i>Evans International Elementary School</i> <i>Michelle Slyter, Principal</i></p>	
What other academic performance data might inform the Board's decision?	<p>We have been using SMI, Scholastic Math Inventory, as a benchmark math assessment. However, we don't feel the data for this school year was accurate and does not reflect student's growth in math. Math remains a concern for us because we earned a rating of "does not meet" on our 1 year School Performance Framework in Academic Growth Gaps and Academic Growth for math.</p>	
As the school principal, which recommendation do you make to the Board?	<p> <input type="checkbox"/> Affirm the existing innovation plan <input type="checkbox"/> Revoke the school's innovation status <input type="checkbox"/> Remove the school from the innovation zone <input checked="" type="checkbox"/> X Revise the innovation plan </p>	
If you recommend revisions, which policy waivers do you seek to retain?	<ul style="list-style-type: none"> • C.R.S. – 22-9-106 –<i>Local boards of education – duties-performance evaluation system</i> • C.R.S. -- 22-11-210 –<i>Public Schools –annual review-plans-supports and interventions</i> • Article 36 <i>Public Schools of Choice</i> -C.R.S -22-36-101 <i>Choice of programs and schools within school districts</i> • C.R.S – 22-32-109(t) –<i>Board of Education-Specific Power-Determine Educational Programs and Prescribe Textbooks</i> • C.R.S – 22-32-109 III(aa) – and C.R.S. – 22-7-407 <i>Board of Education – Specific Powers - To adopt content standards and implementation of standards</i> • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-203 – Probationary Teachers-renewal and nonrenewal of employment contracts • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-202 – Employment Contracts-contracts to be in writing-duration-damage provision • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-203.5 – Nonprobationary portability • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-301 – Grounds for dismissal • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-302 – Procedure for dismissal-judicial review 	

School of Innovation
Self-Assessment for Three-Year Review



School and Principal	<i>Evans International Elementary School</i> <i>Michelle Slyter, Principal</i>	
If you recommend revisions, which policy waivers do you seek to retain?	<ul style="list-style-type: none"> • GCA -- Professional Staff Positions • GCF/GCF-R -- Instructional Staff Recruiting/Hiring • GCI/GCI-R -- Staff Professional Development • GCO -- Evaluation of Instructional Staff • GCKA/GCKA-R --Instructional Staff Transfer and Vacancy • GDF/GDF-R -- Educational Support Staff Recruiting/Hiring • GDO/GDO-R -- Evaluation of Support Staff • JFBA/JFBA-R --School Choice/Open Enrollment Transfer Policy • JFBB --Inter-district Choice/Open Enrollment • IG --Curriculum Development • IG --Curriculum Adoption • IG --Curriculum Review • IJ --Textbook Selection and Adoption • IKA --Report Cards/Progress Reports <p>*****Some of these policies have changed since the initial Plan was approved. The list above represents the new (updated) policy information.</p>	
If you recommend revisions, which policy waivers do you seek to add?	<ul style="list-style-type: none"> • C.R.S. – 22-9-107 –School district personnel performance evaluation councils - duties 	
Which, if any, of the proposed new waivers require approval from the State Board of Education?	All of the Colorado Revised Statutes referenced in the Plan require approval from the State Board of Education.	

My recommendation is to approve the Evans International Elementary School Innovation Plan.

EVANS INTERNATIONAL ELEMENTARY SCHOOL
APPLICATION TO BE RENEWED AS AN INNOVATION SCHOOL

A. MISSION STATEMENT:

The mission at Evans International Elementary School is to educate and inspire all students to reach their highest academic and creative potential in order to become productive citizens in our ever-changing world.

We believe by implementing the curriculum, assessment, and staffing recommendations included in this Innovation Plan, we will successfully achieve our mission.

EVANS VISION STATEMENT:

As a school community we will collaborate as a team of enthusiastic and knowledgeable professionals. With integrity we will build a positive reputation of quality, high standards and expectations unequal to any other school.

GOALS/BELIEFS:

- Students construct knowledge and understanding of concepts through structured inquiry.
- Personal attributes that contribute to the well being of the individual and group are best taught when embedded in the curriculum.
- Authentic assessments are balanced, rigorous and focused on learning.
- Students, parents, and teachers share a common goal of providing every student with a high quality education aimed at promoting international mindedness.
- All students can learn and will achieve high levels of success regardless of their previous academic performance, family background, socio-economic status, race or gender.
- The school community appreciates other cultures, and global perspectives.

INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

B. INNOVATIONS:

1. School Staffing/Employment

Evans International Elementary School currently serves students from a multitude of ethnicities and across the economic spectrum. Currently 50% of our student population is not of white or Hispanic origin and we are 54.8% Title I. In order to best meet the needs of our students and to fully implement our educational program, Evans requires the flexibility to hire and retain individuals that can best meet the needs of our diverse population. This may mean hiring individuals who have appropriate background and experience in a given area on a part-time or temporary basis. To create and maintain an outstanding school, Evans will assemble a faculty and staff who will work together to improve achievement for every student and maintain a commitment to the school and students at Evans.

a. Hiring

With input from the Evans staff, the principal will make final decisions on hiring of staff at Evans. The principal will take into account highly qualified status and the best interests of the school and students when making hiring decisions. We will retain the right to hire personnel who best fit the needs of our school, without having to accept forced transfers from other schools within the district. The principal, along with the Human Resources department, will post vacancies as soon as possible after they occur. At the discretion of the principal, Evans reserves the right to prepare specific job descriptions for our school when posting a vacancy. The principal may choose to use a standard district job description, but is not limited to them. Personnel for open positions/vacancies will be selected as soon as possible when a vacancy is determined. Since Evans is a Title I school, all selected staff will meet Highly Qualified requirements.

b. Assignment of Staff

The principal at Evans will make final decisions of the placement or assignment of staff within the building. With the best interest of students and the school in mind, the principal will assign staff to positions in which they will be most successful for students. The principal may get input from members of the leadership team or other staff when necessary. Assignments at and within Evans are annual and may change from year to year at the discretion of the principal in the best interests of students.

c. Probationary/Non-Probationary Status

The performance of each employee is critical to the success of our students and school. In recognition of this, the staff at Evans recognizes the need to ensure the best personnel are with students on a daily/yearly basis. To show this

commitment, the staff will maintain Probationary status while employed at Evans. This includes returning staff and new staff hired. This requires a waiver to the Teacher Employment, Compensation, and Dismissal Act (22-63-203 C.R.S., 22-63-203.5 C.R.S., 22-63-301 C.R.S, 22-63-302 C.R.S) referring to the probationary/non-probationary status of licensed employees. As classified staff members are At-Will employees, this will have no change to their status.

d. Evaluation

The principal or designee will evaluate all staff at Evans through a process that is directly tied to the school's mission, vision, goals, innovations, programs, and is outlined in the staff handbook. Our staff may develop our own evaluation tool that relates to specific programs or systems of operation we do, employ, and emphasize at Evans, to include the IB Primary Years Program. Until our staff develops such a tool, we will continue to utilize the standard district, zone, or state adopted evaluation, but reserve the right to implement our own when it is ready and approved by our staff. We request the ability to develop an evaluation instrument that will meet or exceed the standards specified by state statute SB-10-191. The tool will evaluate licensed staff on quality standards that are linked to classroom instruction.

Each year, all licensed staff will have a minimum of one beginning of the year review, one mid-year review, and one end of year review. Areas of strength, growth, and concern related to classroom instruction and student growth will be noted on the evaluation. In addition, licensed staff will also have a minimum of four observations each year. For licensed staff with major, repeated, or ongoing concerns or needed improvement, the process as outlined below in section ***(f) Non-Renewal of Staff*** may begin. In order to implement an effective evaluation system for our staff, we are requesting a waiver of the Licensed Personnel Performance Evaluation Act, (22-9-106, C.R.S) and BOE policies (GCOA, GCOA-R, GDO, GDO-R).

All non-certified staff will be evaluated by the principal or designated administrator through a process that directly supports the mission and goals of the school. We reserve the right to develop our own evaluation system, tool, and frequency. We will utilize the standard district evaluation system for non-certified staff until a new one is developed specific to Evans. The principal at Evans will maintain final say on the performance, or lack of, for all non-certified staff assigned to Evans on a full-time basis.

e. Retention of Staff

It is the intent of the staff at Evans to annually hire and retain a committed, highly qualified, and effective staff for our students. The performance of each

employee is critical to the success of our school and students. Through formal and informal evaluation, observation, and communication staff will be advised of their performance as it relates to student achievement, growth, and effectiveness in the classroom. If performance is at a high level as determined through evaluation, staff will be retained at Evans. Notification of retention, or non-renewal, will be made on a timely basis. Unless there are extenuating circumstances, notification will occur by April 1st of each year.

f. Non-Renewal of Staff

While employed at Evans, certified staff will maintain probationary status. Recommendations for non-renewal will be made by the principal and will be based on formal and informal evaluation, and frequent observation. Staff members who are not meeting performance expectations may be recommended for non-renewal by April 1st. Any staff member under consideration for non-renewal will be notified of by February 1st. However, if performance significantly changes in the opinion of the principal and/or the person responsible for evaluating the teacher following February 1st, the principal maintains the right to inform the employee of the intent to non-renew at a later date. An actual (formal) non-renewal recommendation, unless there are extenuating circumstances, will be made by April 1st. To implement this innovative process we will need waivers to the following statutes: 22-63-202 C.R.S., 22-63-203 C.R.S., 22-63-203.5 C.R.S., 22-63-301 C.R.S, 22-63-302 C.R.S

Although all staff will remain probationary as stated in Article 63- Teacher Employment, Compensation, and Dismissal Act (22-63-101, *et seq*, C.R.S.) we will specify differences in the non-renewal process for employees in years 1-3 at Evans and employees in years 4 and beyond.

Each year licensed employees will be evaluated based on instructional practices and student growth. Those staff members demonstrating effectiveness, through evaluation, will return the following year. Employees in years 1-3 with Falcon School District 49 may be non-renewed as stated by CO statute for probationary personnel. The procedure for non-renewal of teachers in years 1-3 will include notification of non-renewal by April 1st. This decision will be based on observations of the employee's instruction, progress, and potential for improvement. Decisions on non-renewal of employees in years 1-3 will be made by the principal and will be final. Once notified, by the principal, in writing of non-renewal the employee's position will be considered open and the position will be posted for replacement. This will allow the school to begin looking for a replacement as soon as April 1st.

Employees of Falcon School District 49 in years 4 and beyond may be non-renewed as requested in this waiver. However, for these

employees (years 4 and beyond) to be non-renewed they must be placed on a plan of remediation/improvement, no later than November 15th so there is adequate time for improvement to occur before a recommendation of non-renewal is made. The plan of remediation/improvement will specify areas in need of improvement and specify the future observation dates necessary to monitor improvement. Staff placed on a plan of remediation/improvement will have a minimum of 8 evaluations, formal or informal, conducted by the principal or designee during the school year in which the recommendation for non-renewal is made. Of the 8 evaluations, a minimum of 2 will be formal evaluations (a formal observation will be conducted over one class period). If performance remains ineffective, the employee will be notified by April 1st, if they are to be non-renewed, unless the principal and employee agree to an extension of the date not to be later than May 1st.

If an employee, in years 4 and beyond with Falcon School District 49, recommended for non-renewal, they may request a hearing to be conducted within the school/district. The employee may request a hearing to be conducted with the Innovation Leader of the zone, or before the Chief Education Officer. At the hearing the employee will be allowed to present their evidence supporting continued employment, the principal will also be allowed to present evidence supporting the recommendation for non-renewal. The results of the hearing will be final and will be made within three (3) school days. If non-renewal is upheld, the employee will have one (1) school day to resign or be non-renewed. If the non-renewal is over turned, the employee will continue employment at Evans the following school year, under a new plan of remediation/improvement. Non-renewal may be recommended again the following year if the performance of the employee so warrants.

2. Curriculum, Instruction and Assessment

Occasionally, recommendations are made by the district to implement a program, adopt a textbook, use an assessment or modify the scope and sequence of curricular content in a way that does not match our educational program or meet the needs of our students. The staff of Evans International must have the liberty to make curricular and instructional decisions that are in alignment with our educational plan, with state standards, that support the programs and goals of our school, and allow us to provide rigorous, appropriate grade level instruction. The Evans staff will maintain authority to establish an educational program, textbook and assessment adoption that is aligned to Colorado state standards and the education program of the school.

a. IB

Students in the 21st Century are faced with the challenge of learning about an Interconnected world where knowledge is constantly developing. The International Baccalaureate (IB) Primary Years Programme prepares students to be active participants in a lifelong journey of learning. Evans International

Elementary School became a fully authorized IB PYP school in 2009. The IB philosophy, mission, and vision provide a basis for our educational program at Evans. We wish to maintain IB status and maintain the decision making authority as it relates to the continuation of IB PYP at Evans and our educational program. Maintaining status as an IB school also requires additional funding and staff, above and beyond a regular elementary school budget, in order to implement the programme effectively and with validity.

The IB Primary Years Programme, for students aged 3-12, focuses on the development of the whole child as an inquirer, both in the classroom and in the outside world. There are six transdisciplinary themes of global significance that provide the framework for exploration and study:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both transcend and articulate conventional subject boundaries. The six transdisciplinary themes surround and are incorporated by six subject areas:

- Language
- Social Studies
- Mathematics
- Arts
- Science
- Personal, Social and Emotional Education

The transdisciplinary themes and subject areas outlined above form the knowledge element of the programme.

Five essential elements – concepts, knowledge, skills, attitudes, action – are incorporated into this framework, so that students are given the opportunity to:

- gain knowledge that is relevant and of global significance
- develop an understanding of concepts, which allows them to make connections throughout their learning
- acquire transdisciplinary and disciplinary skills
- develop attitudes that will lead to international-mindedness
- take action as a consequence of their learning

The IB PYP curriculum is expressed in three interrelated ways: the written, taught, and assessed curriculum.

The written curriculum – *what do we want to learn?* - The most significant and distinctive feature of the IB PYP is the six transdisciplinary themes. These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to 'step-up' beyond the confines of learning within subject areas.

The taught curriculum – *how best will we learn?* - The six transdisciplinary themes help teachers develop a programme of inquiry-- in-depth investigations into important ideas, identified by the teachers, and requiring a high level involvement on the part of students. These inquiries are substantial, in-depth and usually last for several weeks.

The assessed curriculum - *how will we know what we have learned?* – Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher's feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.

The IB PYP is a challenging programme that demands the best from both motivated students and teachers. As an authorized PYP school, Evans is able to access an extensive package of professional development for teachers and administrators. Ongoing, high quality, professional development is a requirement of teachers and administrators in an IB school. An IB Coordinator meets with teams daily and through collaboration helps to ensure best teaching practices and high expectations are integrated throughout daily lessons. In order to ensure Evans maintains the implementation of the high standards and quality instruction required of an IB PYP school, teams from the IB organization will visit Evans from time to time to support an ongoing process of review and development, using standards and practices that apply to all IB World Schools. Evans will be held accountable by the IB organization through reauthorization and evaluation visits.

b. Curriculum and Program Selection

Evans wishes to retain the decision-making authority as it pertains to implementing, maintaining and retaining curriculum and programs to prepare all students to be successful in the 21st century. This includes the ability to adopt and implement curriculum and educational resources that meet or exceed state standards while supporting a program of rigor and high expectations for all students. To enhance and enrich our core literacy and math programs, Evans

will look to offer programs such as Dual Immersion and Project Lead the Way courses.

c. Entrance Age Requirement

Kindergarten is an important part of an elementary education and it is essential in building a fundamental base for future years. A child may enter Kindergarten if five (5) years of age on or before August 15th of the year of enrollment.

Younger students who do not meet the entrance age requirement for Kindergarten may be accepted if transferring from another Kindergarten program if the Principal or designee determines that placement of the student in Kindergarten is appropriate. A child who is four (4) years old on August 15th may request early entrance to Kindergarten an assessment that will be given at the school. The assessment will be utilized to determine student performance levels in areas such as: (but not limited to)

- Knowledge of number sense
- Knowledge of beginning alphabet sounds
- Knowledge of shapes
- Knowledge of colors
- Examples of writing, including the ability to write name, numbers, and letters
- Samples of student drawings
- Any other items deemed appropriate by parents or school
- Maturity compared to peers
- Ability to function in a school setting for a full day
- Performance in an approved/credited pre-school program

Following an evaluation of the student, the Principal or designee will determine if placement in Kindergarten is appropriate.

Students enrolling in the first grade may enter if they are six (6) years old on or before August 15th of the year of enrollment. A student who is at least five (5) years old on or before August 15th shall be permitted to enroll in first grade if the student attended at least 120 days of Kindergarten in another state. This will require a waiver to Falcon Board of Education policy JEB.

d. Student Performance Reports

Reporting the progress of each individual student to parents/guardians is an essential part of the education process. The academic, social, and emotional progress of each student will be reported to parent/guardians during designated parent teacher conferences and through student report cards on a quarterly basis. Other communication through daily planners, email and phone calls may

also occur as needed for individual students. In order to accurately report on each student's individual progress, Evans will utilize a Standards-Based reporting system. To best match the educational program at Evans and report progress toward the mastery of standards, we reserve the right to develop our own report card system. Our standards based reporting system will be aligned to state standards and the educational programs at Evans. We will continue to utilize the standard district report card along with other supporting documentation or portfolio samples until ours is developed.

e. Annual Review/School Improvement Plans

As stated in 22-11-210, *et seq*, C.R.S. and 22-11-403, *et seq*, C.R.S., Public Schools-annual review-plans-support and interventions-rules. An annual improvement plan must be developed by each school and will cover areas for growth identified and required by the state including areas identified as: improvement, priority improvement, and turnaround. Evans will meet or exceed the reporting requirements for school improvement planning each year. We will reserve the right to determine what needs to be included in our yearly plan based on state requirements, without being required to add additional information or unnecessary information to the plan that may be requested by the district. Our School Accountability Committee (SAC) will review our Unified Improvement Plan annually prior to the Plan being forwarded to the District Accountability and Advisory Committee (DAAC).

f. School Choice/Open Enrollment

The staff at Evans supports Article 36, Public School of Choice -22-36-101, *et seq*, C.R.S. We believe parental choice in the education of their children is essential to providing the best learning opportunities and environment for students. Although we are committed to providing a quality education to students within our boundaries first and foremost, we welcome the opportunity to allow additional students to attend Evans when space and resources allow. Unfortunately there may be instances where a choice student is not successful at Evans. The student attendance and discipline policies included with our BOE school choice policies JFBA, JFBH-R, and JFBB must be adhered to in order to be successful as a student at Evans. The administrative team at Evans reserves the right to accept, deny, or revoke choice enrollment for any student who does not reside in the Evans boundaries. Responsibility for enforcing BOE policies JFBA, JFBA-R, and JFBB will remain at the sole discretion of the Evans principal. The Evans principal will be responsible for determining if choice applications are approved or denied. These decisions will be based on available space in the school and grade level being requested as well as information provided from previous schools attended by the applicant. Similarly, if a choice application is approved and it is later found out the information provided was false or the

applicant does not adhere to the agreed upon expectations for attendance and appropriate behaviors while enrolled at Evans, the principal may revoke the choice application at any time. Whenever possible, revocations of choice applications will be at the end of a school year. However, the principal reserves the right to revoke an application at any time during the school year. In order to retain the ability to implement this statute and policy at the school level, rather than the district level, we need a waiver to 22-36-101, C.R.S. This waiver will allow decisions related to school choice to remain at the building level and all other intentions of this statute will remain in place.

3. School Calendar/Class Scheduling

Evans has adopted a master schedule that gives each teacher a minimum of 40 minutes of planning time per day. Occasionally planning time needs to be adjusted due to the needs of the school; assemblies, late starts, early release, special programs, etc... This adjustment may mean the reduction of planning time on days that are affected. Planning time may include time for individual planning, grade level collaborative planning, or team meetings that include building administrators and instructional coaches that center on instruction, assessment and student learning. Our master schedule is designed to adjust teacher planning time one day a week to incorporate sufficient time for enrichment activities and collaborative grade level planning. We require the flexibility to allow us to make modifications to teacher planning time as necessary so that we can continue to offer these program components to our students.

The staff at Evans is dedicated to providing high quality instruction on a daily basis. As such, we require the freedom to make decisions regarding the use of district assigned days for professional development and other purposes (e.g. Late Start days, Early Release days, Professional Development days, Staff Development days, Teacher Work days, etc.).

Class assignments at Evans are based on academic data and configured to meet the diverse needs of our students. We provide accelerated instruction to students who are performing at or above grade level. Simultaneously, rigorous instruction and interventions are made available to students who do not meet the proficiency levels for a specific grade. Adjustments are made as necessary throughout the school year to ensure that all students receive appropriate support while being challenged to reach their full potential.

4. Principal Leadership

The principal of Evans reports to an Innovation Leader. The principal's responsibilities are to the students and staff of Evans International Elementary School. In order to be a true instructional leader, the principal, with the advice of the Leadership Team, must be able to make full use of time, money and resources to meet the requirements of this

Plan. In the event of a change in leadership (principal), Falcon District 49 will work in cooperation with the Evans Leadership Team and staff to make every effort to secure a principal who understands the nature of the innovation status and the provisions within this application.

In the event of a change in leadership (principal) at Evans the provisions of this innovation plan will remain in place for a period not to exceed nine (9) months, with the exception of *Section 1. School Staffing/Employment (f.) Non-renewal of Staff*. For purposes of this requirement, the nine (9) month period will begin on the date the board of education approves the hire of a new principal. During this nine (9) month period the new principal, Leadership Team, and staff at Evans will review the Plan and make suggestions concerning items to add to or remove from the existing Plan. On or before the end of the nine (9) month period, the revised Plan must be approved by the Evans staff with the same approval requirements as were utilized during the initial approval and as stated in the Innovation Act and in CO state statute.

In the event of a change in leadership (principal) at Evans, *Section 1. School Staffing/Employment (f.) Non-renewal of Staff*, will be void and no longer be recognized as a part of the Innovation Plan effective immediately on the date a new principal is approved by the board of education. This section of the plan will be subject to review among the entire staff within the nine (9) month period previously mentioned. However, *Section 1. School Staffing/Employment (f.) Non-renewal of Staff* will be void pending review and approval of the entire plan.

5. Participatory Leadership

All members of the Evans staff will work with strong instructional leaders to share the decision-making responsibility in order to provide professional leadership and expertise needed to ensure high student achievement. Although the principal will always remain accountable as the final decision-maker at Evans, there is a commitment to participatory leadership, by the Evans staff, in all aspects of school operations, especially instruction.

6. Evans Leadership Team

The principal will continue to lead an instructional leadership team which includes the Assistant Principal, Instructional Coach, IB Coordinator, and at least one member of each grade level/enrichment/support team. Any other staff member that wishes to attend and be part of the Leadership Team is also welcome. The Leadership Team will be responsible for establishing and reviewing the conditions for student learning at the school. The Leadership Team will meet as needed throughout the school year to review, plan, and provide feedback regarding curriculum, instruction, assessment, and operations of the school. It is expected that members of the Leadership Team will report to the rest of the faculty details from these meetings.

7. Professional Learning Community

The principal and staff of Evans will collaborate to promote the professional growth of all staff members, including programs for peer assistance and coaching and ongoing professional development for all staff. The professional growth system will incorporate practices vital to improve the achievement of all students at Evans and ensure teachers the latitude necessary to enact the mission of Evans. Professionals and coaches may be hired on a contract or short-term basis to meet the school's and staff's professional development needs subject to funds available within the building budget.

8. Professional Development

The principal and staff of Evans will collaborate to promote the professional growth of all staff members, through effective professional development that is aligned to the educational goals and plan of the school. We will ensure professional development opportunities are provided to all staff in a fair and professional manner. We reserve the right to determine the professional development needs of our staff, both individually and school-wide. Professional development must be ongoing in order to continually ensure best instructional practices are implemented effectively. Therefore, we will require resources to be provided each year, through the building budget, to support the professional development needs of our school and staff. The principal, with input from staff, will make final determinations regarding professional development needs.

9. Positive Work Environment

A supportive working environment for staff is integral to providing a positive learning environment for students. The parties will establish a mission-driven school culture that is focused on student achievement in an environment that rewards and celebrates excellence and accomplishment. During the 2014-15 school year, the entire Evans staff was trained in *Capturing Kids Hearts*. CKH is a process that transforms schools by building trusting relationships among students, teachers, and staff members. We are committed to continuing the work that has begun with CKH to ensure a positive work environment for our entire school community.

10. Hours of Work

The principal and Leadership Team will collaborate with the staff at Evans to establish a calendar and schedule focused on improving student achievement. The school will make hours of employment clear to all employees and make adjustments only with the participation and input of staff. The principal, while focusing on what is best for students, will maintain final decision-making authority.

11. Compensation

Staff at Evans will receive compensation that reflects their commitment to the school and continuing education that improves the quality of instruction and student learning. The compensation and benefits package will be based on the adopted Falcon School District 49 salary schedule. Staff may be able to earn additional pay (stipends) for performing extra duties and or working extra days at the discretion of the building principal. The principal through a fair and thoughtful manner will make decisions on stipends and the amount offered. Stipends may be paid through the building budget, Title I budget, Activity funds, and zone budget.

12. Leave

All employees at Evans will receive the same leave entitlements granted under district policy. Annually, all employees will receive 10 sick days and 2 personal days. Sick days are to be used as stated in district policy GBGG. Sick leave shall not apply during vacation leave, paid holidays or leaves of absence. Personal days may be taken for any reason, but must be pre-approved by the principal at least two (2) days prior to the day being requested.

13. Budget

Evans will receive an annual budget allocation based on the number of students enrolled on October 1. The District/Zone Leader and principal will agree on the terms of the budget allocation annually in the spring.

The principal, in consultation with the Leadership Team and staff, will create a school budget dedicated to improving the student achievement of all students at Evans. This will include a determination of which services must remain solely in district control, and which the school may purchase either from the district or an outside provider. The budgeted funds provided to Evans by Falcon School District 49 will be supplemented by grants and fundraising.

14. Management Evaluation

The principal and staff will engage in ongoing collaborative evaluation of the performance of the school. This evaluation will include an annual School Improvement Plan that focuses on overall student performance and student achievement growth.

15. Employee Handbooks

General practices and procedures applicable to the school are incorporated into this Plan and are consistent with the mission and vision of the school. An employee handbook has been developed and is revised on a yearly basis with input from staff members. The employee handbook is available in digital copy for all staff members on

the Schoology. All staff must sign they are aware of the employee handbook and that they have reviewed it at the beginning of each school year.

16. Dispute Resolution

The principal and staff at Evans are committed to solving problems in good faith and at the lowest possible level. Therefore, if a staff member(s) believe that the terms of this Plan have been violated, or they have some dispute that they want resolved, they are expected to raise this matter with the principal or an appropriate member of the Evans Leadership Team who will then collaborate to resolve the dispute. If the dispute is not resolved to the satisfaction of the faculty or staff member, an appeal can be made to the Principal and the Principal's decision will be final. If the dispute involves the Principal, the staff member should raise the matter with the Innovation Leader or Chief Education Officer and that person will collaborate to resolve the dispute. The decision of the Innovation Leader or Chief Education Officer shall be final in such instance.

17. Innovation Plan Review

This Plan will be reviewed as required by the Innovation Act and CO state law. However, as stated in section 5 above and here, the staff at Evans requires the timeline to be adjusted if there is a change in leadership.

In the event of a change in leadership (principal) at Evans the provisions of this innovation plan will remain in place for a period not to exceed nine (9) months, with the exception of *Section 1. School Staffing/Employment (f.) Non-renewal of Staff*. For purposes of this requirement, the nine (9) month period will begin on the date the board of education approves the hire of a new principal. During this nine (9) month period the new principal, Leadership Team, and staff at Evans will review the Plan and make suggestions concerning items to add to or remove from the existing Plan. On or before the end of the nine (9) month period, the revised Plan must be approved by the Evans staff with the same approval requirements as were utilized during the initial approval and as stated in the Innovation Act and in CO state law.

In the event of a change in leadership (principal) at Evans, *Section 1. School Staffing/Employment (f.) Non-renewal of Staff*, will be void and no longer be recognized as a part of the Innovation Plan effective immediately on the date a new principal is approved by the board of education. This section of the plan will be subject to review among the entire staff within the nine (9) month period mentioned above. However, *Section 1. School Staffing/Employment (f.) Non-renewal of Staff* will be void pending review and approval of the entire plan.

18. Procedure to rescind Innovation Status

As stated above in Section 17, the Non-Renewal portion of this plan, Section 1 (f), will

rescind immediately with a change in leadership at Evans on the date a new principal is approved by the board of education. The remainder of the plan will remain in effect and reviewed within a nine (9) month period as described in Section 17 above.

Short of a change in leadership, this agreement will remain in full force and effect unless a recommendation to discontinue is presented to the Building Leadership Team and supported by a vote of 50% + 1 of the Evans certified staff. The recommendation must be made in the Spring, prior to May 1st, in order to rescind the plan for the following school year. If a recommendation to rescind as described above is made, the recommendation will be taken to the Falcon School District Board of Education who will then vote and become the official entity to revoke innovation status.

C. IMPROVEMENTS IN ACADEMIC ACHIEVEMENT THAT SCHOOL EXPECTS AS A RESULT OF INNOVATIONS:

The Evans Unified Improvement Plan will outline goals and provide specific details each year regarding achievement goals of the school. These innovations will allow our school to focus on specific necessary improvements each year that will positively affect student achievement at Evans. We anticipate these innovations will help us reach higher levels of achievement on state and local assessment as well as increased student growth.

D. PROGRAMS, POLICIES, OPERATIONAL DOCUMENTS THAT WILL BE AFFECTED BY INNOVATIONS:

The program to which Evans is committed is summarized in Section B.2 and includes:

- Inquiry based instruction and learning opportunities that encourage the development of students' critical thinking, problem solving, research, social, and self management skills.
- Standards based instruction based on students' needed skills.
- High performance and expectations requiring academic rigor and instructional best practices.
- Creative, enrichment-based approach that encourages students to develop their content knowledge, independence and oral and written communication skills through a challenging curriculum.
- High quality differentiated instruction designed to meet the needs of each student.
- Decision making criteria for adopting or modifying curriculum and instructional practices at Evans based on evidence that it increases student performance and achievement, meets the needs of students, is aligned with state standards, supports and attends to the needs of students targeted for enriched or remediated instruction.

- The staff handbook will be revised to incorporate changes to school procedures, structures, and expectations
- The structure of the school day may change.
- The process and procedure for dismissal of an ineffective teacher.
- The process and procedures for implementing school choice statute.

E. PROVISIONS OF SERVICES, INCLUDING BUT NOT LIMITED TO (some of these are already covered above):

The focus of the education plan is described in Section B.2. Additionally, Evans will continue to provide all of the district-wide programs for special education students, gifted and talented students and English Language Learners. Support for interventions and accommodations will be made available to students with identified needs.

Evans will participate in District Title I programs and comply with all expectations of the plan. Should the district change its Title I plan, Evans retains the right to enact its own plan, in alignment with its Innovation Plan.

Evans will comply with the Individuals with Disabilities Education Act (IDEA). The district will provide appropriate staffing to support the needs of our students with disabilities and English Language Learners.

F. PRIOR YEAR BUDGET AND PROPOSED BUDGET INCLUDING FUNDING FOR ALL INNOVATIONS:

Evans will receive an annual budget allocation based on the number of students enrolled on October 1. During the spring, the principal and District will negotiate the actual terms for the budget allocation. This will include a determination of which services must remain solely in district control, and which the school may purchase either from the district or an outside provider. The District will work to develop a process where Evans may be able to purchase services such as: administrative services, transportation, human resources, technology, food services, facility management, maintenance, student services, substitute teachers, and other services traditionally provided at the district level that support the implementation of this Plan from an established price list provided by District. Evans may seek supplemental funding through grants and fundraising events. The budget will be prepared by the principal and the Building Leadership Team at Evans.

Items requiring funding each year to support this Plan:

Recognizing the benefit to the district in maintaining a K-12 International Baccalaureate track, the Innovation Zone will provide additional resources (dependent upon Zone funding), supplemental to the building budget, to cover yearly dues, professional development, and a coordinator position as required by the International Baccalaureate.

- International Baccalaureate (IB) – yearly dues/fees, supplies to support the programme, and professional development for staff - **\$20,000**
- IB Coordinator –this teaching position ensures the IB PYP is implemented with fidelity and is required of an IB school. This position also takes on a variety of other roles and duties throughout the school as well, relating to the areas of focus for school improvement -**\$60,000** (est.)

Within our budget allocation, Evans anticipates needing to fund the following areas at the approximate levels given based on student enrollment. These may be funded by a combination of our Innovation Zone allocation, fundraising, and grants obtained by our school

- Teaching staff to support our class size ratios - **\$50,000** per teacher (est.)

The following budget allocations may be provided to the school as determined upon the creation of the building budget each spring. The building principal and the Innovation Zone will determine each spring if these allocations will be made directly to the school or will be solely in Zone control.

- Curricular resources - **\$15,000** (est.) –this amount could change depending on the needs of the school each year
- Technology - **\$15,000** (est.) each year to purchase technology that will support and enhance student learning.
- Other purchased services from a list of choices mentioned above

*2014-15 and 2015-16 building budgets, including account allocations, are attached. These budgets do not reflect costs associated with staffing.

G. INCREASED EFFICIENCIES AS A RESULT OF INNOVATIONS:

We do not anticipate increased costs or savings as a result of innovations, just more efficiency in spending and the allocation of funds.

The possibility of purchasing services from the district based on the needs of the school and the educational program would promote the efficient use of school funds and significantly extend the resources currently available.

H. COLLECTIVE BARGAINING AGREEMENT PROVISIONS TO BE WAIVED.

Falcon School District 49 does not currently participate in collective bargaining. Evans is not seeking a waiver to collective bargaining in this Innovation Plan.

I. SCHOOL GOVERNANCE AND THE ROLES, RESPONSIBILITIES AND EXPECTATIONS OF PRINCIPALS IN INNOVATION SCHOOLS.

The Principal is the Instructional and Administrative Leader at Evans. The Principal, working collaboratively with the Building Leadership Team and with input from faculty, staff, and the School Accountability Committee, is responsible for decisions on curriculum, instruction, assessment, the selection, assignment and evaluation of all faculty and staff, development of the budget, as well as general administrative duties for Evans. The Falcon School District 49

Board of Education is accountable for insuring Evans complies with the intent of the waived statutes.

J. EVIDENCE OF MAJORITY OF CONSENT TO DESIGNATE AS AN INNOVATION SCHOOL:

a. ADMINISTRATORS

The Principal and Assistant Principal at Evans International Elementary School are in full support of the school Plan.

b. TEACHERS

On May 22nd and 26th, 2015 98% of the certified staff voted in favor of the Evans International Elementary School Innovation Plan. Forty (40) staff members voted yes, zero (0) voted no, and one (1) abstained. Catheline Pichardo, Administrative Assistant at Evans International, certified our vote.

c. SCHOOL ADVISORY COUNCIL

On May 12, 2015, 100% of our School Advisory Council voted in support of the revision of the Evans International Innovation Plan.

K. STATEMENT OF LEVEL OF SUPPORT FOR DESIGNATION AS AN INNOVATION SCHOOL/ZONE:

a. OTHER PERSONS EMPLOYED AT THE SCHOOL

The classified staff at Evans is aware and supportive of our Innovation Plan.

b. STUDENTS AND PARENTS OF STUDENTS ENROLLED AT THE SCHOOL

Students and parents are supportive of Evans being designated of an Innovation School.

c. COMMUNITY SURROUNDING THE SCHOOL

The surrounding community is supportive of Evans being designated as an Innovation School.

L. DESCRIPTION OF STATE AND DISTRICT POLICIES THAT NEED TO BE WAIVED BEFORE INNOVATIONS CAN BE IMPLEMENTED:

Colorado Revised Statutes to be waived:

- C.R.S. – 22-9-106 –*Local boards of education – duties-performance evaluation system*
- C.R.S. – 22-9-107 –*School district personnel performance evaluation councils - duties*

- C.R.S. -- 22-11-210 –*Public Schools –annual review-plans-supports and interventions-* we request to be held accountable to the state expectations, without BOE adding additional requirements.
- Article 36 *Public Schools of Choice* -C.R.S -22-36-101 *Choice of programs and schools within school districts*
- C.R.S – 22-32-109(t) –*Board of Education-Specific Power-Determine Educational Programs and Prescribe Textbooks*
- C.R.S – 22-32-109 III(aa) – and C.R.S. – 22-7-407 *Board of Education –Specific Powers - To adopt content standards and implementation of standards*
- Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-202 – Employment Contracts-contracts to be in writing-duration-damage provision
- Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-203 – Probationary Teachers-renewal and nonrenewal of employment contracts
- Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-203.5 – Nonprobationary portability
- Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-301 – Grounds for dismissal
- Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S -22-63-302 – Procedure for dismissal-judicial review

Falcon Board of Education policies to be waived:

- GCA -- Professional Staff Positions
- GCF/GCF-R -- Instructional Staff Recruiting/Hiring
- GCI/GCI-R -- Staff Professional Development
- GCO -- Evaluation of Instructional Staff
- GCKA/GCKA-R --Instructional Staff Transfer and Vacancy
- GDF/GDF-R -- Educational Support Staff Recruiting/Hiring
- GDO/GDO-R -- Evaluation of Support Staff
- JFBA/JFBA-R --School Choice/Open Enrollment Transfer Policy
- JFBB --Inter-district Choice/Open Enrollment
- IG --Curriculum Development
- IG --Curriculum Adoption
- IG --Curriculum Review
- IJ --Textbook Selection and Adoption
- IKA --Report Cards/Progress Reports
- Any other District policies that impede the implementation of this Innovation Plan will also be waived

C.R.S.	Title/Subject	Substantive/Delegation	Rationale/ Replacement Plan
22-9-106	<i>Local boards of education – duties-performance</i>	The school will meet or exceed the requirements of state law when conducting teacher evaluations. The school will have the authority to utilize	The evaluation instrument will be comparable to or exceed the standards specified in the State statute.

	<i>evaluation system</i>	an evaluation system, including the instrument and frequency that will meet state requirements.	We will utilize a tool that reflects the goals, mission, and vision of the school.
22-9-107	<i>School district personnel performance evaluation councils – duties</i>	The school will meet or exceed the requirements of state law when conducting teacher evaluations. The school will have the authority to utilize an evaluation system, including the instrument and frequency that will meet state requirements.	The school will use district evaluation procedures, which comply with state law, but will reserve the freedom to develop an instrument that is aligned with instructional programs at the school and meets the requirements of state statute.
22-11-210	<i>Public Schools – annual review-plans-supports and interventions</i>	The school will comply with all state reporting requirements, without adding additional requirements of the district.	The school will develop improvement plans each year as required by state law, but will not be subject to additional requirements by the district for reporting.
22-36-101	<i>Article 36 Public Schools of Choice - Choice of programs and schools within school districts</i>	The school will review choice applications and maintain the right to accept or deny the enrollment of students throughout the year.	The acceptance or denial of students through choice will be at the principal's discretion. Choice may be revoked during the school year if the behavior, attendance or other factors so warrant as outlined in district policy.
22-32-109(t)	<i>Board of Education –Specific Powers to determine educational programs and prescribe textbooks</i>	The school will have the authority to establish an educational program and supporting resources. The school will align its instructional program to state and local standards.	The school will adopt state content standards and plan for implementation of content standards through a high quality educational program as described in this Plan. The school will have the authority to make decisions regarding textbooks and supporting resources.
22-32-109 III(aa) and 22-7-407	<i>Board of Education –Specific Powers - standards</i>	The school will have the authority to establish an educational program and supporting resources. The school will align its instructional program to state and local standards.	The school will adopt state content standards and plan for implementation of content standards through a high quality educational program as described in this Plan.
22-63-202, 22-63-	<i>Article 63 Teacher Employment, Compensation, and</i>	Certified staff employed at the school will maintain probationary status. Staff in years 1-3 will maintain	The school is committed to ensuring a dedicated and effective staff is in place for students each year.

203, 22-63- 203.5, 22-63- 301, 22-63- 302,	<i>Dismissal</i>	probationary status and may be non-renewed as outlined in state statute. Staff in years 4 and beyond may be non-renewed as long as the requirements outlined in this plan have been met, including a BOY, MOY, and EOY review, four informal observations, and placement on a plan of remediation by November 15 th of the school year non-renewal is recommended.	
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Falcon D49 Board of Education Policy	Title/Subject	Substantive/Delegation	Rationale/ Replacement Plan
GCA	<i>Professional Staff Positions</i>	The school will determine individual job functions and write job descriptions or utilize standard district job descriptions, depending on what is appropriate for the job	The Principal, with the assistance of Human Resources and the Evans Building Leadership Team will write job descriptions that include essential job functions and responsibilities.
GCF/ GCF-R	<i>Instructional Staff Recruiting/Hiring</i>	The school will have the authority to interview and hire staff that meet Highly Qualified requirements. The school will have the authority to determine placement decisions of staff	The District will no longer make direct placement of teachers to the school, without the approval of the principal.
GCI/GCI-R	<i>Staff Professional Development</i>	The school will promote the professional development and growth of all staff through professional development that is aligned to the educational program and goals of the school.	The school will determine the professional development needs of our staff, individually and school-wide. The principal, in collaboration with staff, will determine the professional development needs of the school.
GCO	<i>Evaluation of Instructional Staff</i>	The school will meet or exceed the requirements of state law when conducting teacher evaluations. The school will have the authority to utilize an evaluation system, including the instrument and	The evaluation instrument will be comparable to or exceed the standards specified in the State statute. We will utilize a tool that reflects the

		frequency that will meet state requirements.	goals, mission, and vision of the school. The tool will evaluate licensed staff on quality standards that are linked to classroom instruction.
GCKA/ GCKA-R	<i>Instructional Staff Transfer and Vacancy</i>	The school will have the authority to interview and hire staff that meet Highly Qualified requirements. The school will have the authority to determine placement decisions of staff	The District will no longer make direct placement of teachers to the school, without the approval of the principal.
GDF/ GDF-R			
GDO/ GDO-R	<i>Evaluation of Support Staff</i>	The school will evaluate all support staff who are assigned to the building on a full-time basis.	The school will maintain the authority to evaluate all employees that are employed at Evans on a full-time basis. The principal, through evaluation, will make determinations on the continued employment of support staff on a yearly.
JFBA/ JFBA-R JFBB	<i>School Choice/Open Enrollment Transfer Policy</i> <i>Inter-district Choice/Open Enrollment</i>	The school will review choice applications and maintain the right to accept or deny the enrollment of students throughout the year.	The acceptance or denial of students through choice will be at the principal's discretion. Choice may be revoked during the school year if the behavior, attendance or other factors so warrant as outlined in district policy.
IG	<i>Curriculum Development/ Adoption/ Review</i>	The school will have the authority to make curricular and instructional decisions that are aligned to state standards and support the educational program of the school. The school will have the authority to purchase resources that support the implementation of our educational program. Resources will be reviewed and revised on an ongoing basis through collaboration among staff.	The Principal will collaborate with staff through the Building Leadership Team to select instructional resources that support the goals and educational program of the school. All purchases will support and enhance the program that is outlined in this Plan.
IJ	<i>Textbook Selection and Adoption</i>	The school will have the authority to select its own curriculum and	The Principal and Building Leadership Team shall facilitate the selection of instructional resources and materials.

		instructional resources.	Review of instructional resources will occur on an ongoing basis
IKA	<i>Report Cards/Progress Reports</i>	The school will have the authority to report the academic, social, and emotional progress of students in a method that is aligned to our educational program and is easy to understand and meaningful to parents.	Evans will report the individual progress of each student toward grade level standards through an instrument/method that is understandable and meaningful to parents.

M. DESCRIPTION OF HOW SCHOOL(S) WILL COMPLY WITH NCLB TITLE II-A REQUIREMENTS (IF INNOVATIONS RELATED TO EMPLOYMENT PRACTICES AND/OR STAFFING PLANS):

Evans will continue to fulfill all requirements related to Title I. We will only employ Highly Qualified staff as required by NCLB. We will develop a Title I plan each year that incorporates Title requirements and supports the educational program at Evans and the Innovation Plan.

N. ANY ADDITIONAL INFORMATION REQUIRED BY FALCON BOARD OF EDUCATION:

O. WRITTEN RESOLUTION FROM THE FALCON BOARD OF EDUCATION APPROVING PLAN AND SEEKING DESIGNATION AS A DISTRICT OF INNOVATION:

*see attached letter

Evans International Elementary Budget

Budgetary Category	Starting Budget 2014-2015	Starting Budget 2015-2016
0010 General Elementary Education		
5-10-131-11-0010-0430-000-0000 Instructional Repairs / Maintenance	\$ 4,500.00	\$ 7,000.00
5-10-131-11-0010-0610-000-0000 Instructional Class Supplies	\$ 14,246.61	\$ 13,248.74
5-10-131-11-0010-0735-000-0000 Instructional equipment < \$5000.00	\$ 5,000.00	\$ 5,000.00
5-10-131-11-0010-0852-000-0000 Instruction General Maintenance	\$ -	\$ -
5-10-131-11-0010-0390-000-0000 Prof Technical Services (copier)	\$ -	\$ -
5-10-131-24-2410-0120-506-0000 EES secretary sub	\$ 1,200.00	\$ 1,200.00
0080 Media Resources		
5-10-131-11-0080-0640-000-0000 EES Instruction Library Books	\$ 2,900.00	\$ 2,900.00
5-10-131-11-0080-0650-000-0000 EES Instruction Media Software	\$ 2,100.00	\$ 2,100.00
0200 Art		
5-10-131-11-0200-0610-000-0000 EES Instruction Art Class Supplies	\$ 1,800.00	\$ 1,800.00
0620 Foreign Language		
5-10-131-11-0600-0610-000-0000 EES Instruction Spanish Supplies		
0830 Physical Curriculum		
5-10-131-11-0830-0610-000-0000 EES Instruction PE Class Supplies		
1200 Music		
5-10-131-11-1200-0610-000-0000 EES Music Class Supplies	\$ 350.00	\$ 350.00
1300 Natural Science		
5-10-131-11-1300-0610-000-0000 EES Instruction Science Class Supplies	\$ 700.00	\$ 700.00
1600 Technical Education		
5-10-131-11-1600-0610-000-0000 EES Instruction Tech Ed Class	\$ 1,100.00	\$ 1,100.00
5-10-131-11-1600-0734-000-0000 EES Instruction Tech Ed Computer	\$ 9,800.00	\$ 9,800.00
1700 Special Education		
5-10-131-12-1701-0533-000-3130 EES SPED POSTAGE		
5-10-131-12-1701-0610-000-3130 EES SPED Class Supplies	\$ 470.00	\$ 550.00
1910 Creative Units - X- Duty Salary		
5-10-131-14-1910-0150-205-0000 EES Creative Units - X- Duty Salary	\$ 2,000.00	\$ 440.00
2120 EES Counseling Supplies		
5-10-131-21-2120-0610-000-0000 EES Counseling Supplies	\$ 250.00	\$ 250.00
2213 EES Staff Training		
5-10-131-22-2213-0581-000-0000 EES Staff Training	\$ 4,500.00	\$ 4,500.00
2130 Health Account		
5-10-131-21-2130-0610-000-0000 Health Account	\$ 450.00	\$ 450.00
2410 School Administration		
5-10-131-24-2410-0533-000-0000 EES School Admin Postage	\$ 1,000.00	\$ 1,000.00
5-10-131-24-2410-0610-000-0000 EES School Admin Supplies	\$ 8,842.18	\$ 8,800.00
5-10-131-24-2410-0733-000-0000 EES School Admin Furniture /	\$ 1,000.00	\$ 1,500.00
5-10-131-24-2410-0734-000-0000 EES School Admin Tech	\$ 500.00	\$ 500.00
5-10-131-24-2410-0531-000-0000 EES Telecommunication	\$ 2,000.00	\$ 2,000.00
5-10-131-24-2410-0339-000-0000 EES Admin - Other Prof Services	\$ 500.00	\$ 500.00
5-10-131-24-2410-0442-000-0000 EES Operating Lease (copiers)		\$ 7,000.00
9000 Reserves		
5-11-131-90-9000-0840-000-0000 EES Contingency		
75 IB		
5-10-131-75-2213-0582-000-0000 IB travel	\$ 4,500.00	\$ 4,500.00
5-10-131-75-0010-0610-000-0000 IB Supplies	\$ -	\$ -
5-10-131-75-0010-0640-000-0000 IB Books	\$ -	\$ -
131 Evans Elementary School - TOTAL	\$ 69,708.79	\$ 77,188.74

Evans International Elementary School

1675 Winnebago Road
Colorado Springs, CO 80915
Phone: (719) 495-5299
Fax: (719) 495-5298

Dustin Horras, *Principal*
Michelle Slyter, *Assistant Principal*



September 13, 2011

Falcon School District 49 Board of Education,

The purpose of this letter is to inform the school board that the SAC at Evans International Elementary School has reviewed and is supportive of the application for Innovation Status. This plan will provide an innovative and rigorous instructional program that explicitly targets state standards and implements best practices based on research. We also believe this plan will prepare Evans students for the academic rigor necessary to be successful. We hope that you reach our consensus and allow Evans International Elementary School Innovation Status.

Sincerely,

Christy A. Miner
Laticia Childress
Sarah N. Curtis
Karen D. Judge



10850 East Woodmen Road • Falcon, CO 80831
Tel: 719-495-1100 • Fax: 719-494-8900

May 23, 2012

Dear CDE Staff:

On Thursday, September 15, 2011, I certified the vote for the Evans International Elementary School Innovation plan. Eighty-Four percent of the certified staff voted in favor of the Innovation Plan. Thirty-seven (37) staff members voted yes, five (5) voted no and two (2) abstained.

Sincerely,

Don Begier
Executive Officer for Educational Services

~ Becky Carter, Chief Education Officer ~ ~ Brett Ridgway CPA, Chief Business Officer
~ Mark Carara, Falcon Area Innovation Zone Leader ~ ~ Sean Dorsey, Sand Creek Innovation Zone Leader
~ Robert Felice, Vista Ridge Innovation Zone Leader ~ ~ Kim McClelland, iConnect Innovation Leader ~

Evans International Elementary School

1675 Winnebago Road
Colorado Springs, CO 80915
Phone: (719) 495-5299
Fax: (719) 495-5298




Dustin Horras, *Principal*
Michelle Slyter, *Assistant Principal*

May 30, 2012

Falcon School District 49 Board of Education,

The administrative team at Evans International Elementary School is in full support of the school's Innovation Plan.


Dustin Horras
Principal


Michelle Slyter
Assistant Principal



10850 East Woodmen Road • Falcon, CO 80831
Tel: 719-495-1100 • Fax: 719-494-8900

May 1, 2012

Members of the Colorado State Board of Education:

The purpose of this letter is to endorse the proposal being submitted by Evans International Elementary School to be considered an "Innovation School" under the Innovation Schools Act of 2008. We have been working closely with Evans Principal, Dustin Horras, and our organization is fully committed to the innovations being implemented at the school; we believe in the vision and we believe in the dedicated professionals advancing it on behalf of Evans' students.

Implementing creative, efficient, student-focused, research-based methods of meeting the needs of students has been an integral part of Evans' professional culture. Designating Evans International as an innovation school will enable this groundbreaking work to flourish and to serve as a model for others.

Falcon School District 49 fully endorses the school's proposal and look forward to supporting the work to ensure that Evans' students are successful while they are in K-12 school, in college, and in all other aspects of their lives.

Sincerely,

Ms. Tammy Harold

Falcon School District 49

President-Board of Education

~ Becky Carter, Chief Education Officer ~ ~ Brett Ridgway CPA, Chief Business Officer
~ Mark Carara, Falcon Area Innovation Zone Leader ~ ~ Sean Dorsey, Sand Creek Innovation Zone Leader
~ Robert Felice, Vista Ridge Innovation Zone Leader ~ ~ Kim McClelland, iConnect Innovation Leader ~




Evans International Elementary School Innovation Plan Renewal, 2015

Michelle Slyter, Principal

School of Innovation Self-Assessment for Three-Year Review

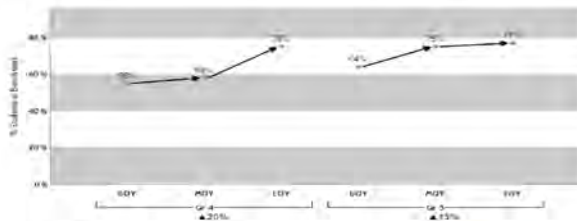
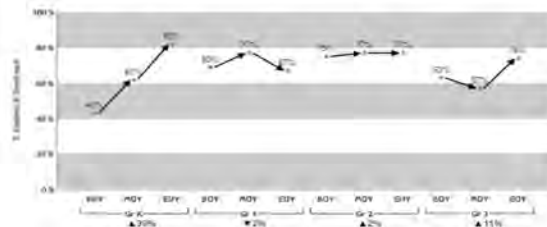


School and Principal	<p><i>Evans International Elementary School</i> <i>Michelle Slyter, Principal</i></p> 
Approval date for original plan:	<p>April 2012, approved by the District 49 Board of Education June 2012, approved by the Colorado State Board of Education</p>
Which district policies were waived as part of your schools innovation plan?	<ul style="list-style-type: none"> • GCE-R/GCF-R – Instructional Staff Recruiting/Hiring • GCI – Staff Professional Development • GCOA/GCOA-R – Evaluation of Instructional Staff • GCKA/GCKA-R – Instructional Staff Transfer and Vacancy • GDO/GDO-R – Evaluation of Support Staff • GDE/GDF – Educational Support Staff Recruiting/Hiring • JEB – Entrance Age Requirements • IFBA/JFBA-R – School Choice/Open Enrollment Transfer Policy • JFBB – Inter-district Choice/Open Enrollment • IGA – Curriculum Development • IGD – Curriculum Adoption • IGF – Curriculum Review • ADF – Falcon School District 49 Wellness Policy • IKAB – Report Cards/Progress Reports • IJJ – Textbook Selection and Adoption • IIB – Class Size
Which state policies were waived as part of your schools innovation plan?	<ul style="list-style-type: none"> • C.R.S. – 22-9-106 – Local boards of education – duties-performance evaluation system • C.R.S. – 22-11-210 – Public Schools – annual review-plans-supports and interventions- we request to be held accountable to the state expectations, without BOE adding additional requirements. • Article 36 Public Schools of Choice -C.R.S -22-36-101 Choice of programs and schools within school districts • C.R.S – 22-32-109(i) –Board of Education-Specific Power-Determine Educational Programs • C.R.S - 22-32-109(u) –Board of Education-Specific Duties-Textbooks Selection • C.R.S - 22-32-109 (1)(n)(l), 22-32-109(1)(n)(l)(A) & 22-32-109(1)(n)(l)(B) – Board of Education-Specific Duties-School Calendar & Instructional Day • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S - 22-63-202 – Employment Contracts-contracts to be in writing-duration-damage provision

<p>Which state policies were waived as part of your schools innovation plan?</p>	<ul style="list-style-type: none"> • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S - 22-63-203 – Probationary Teachers-renewal and nonrenewal of employment contracts • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S - 22-63-203.5 – Nonprobationary portability • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S - 22-63-301 – Grounds for dismissal • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S - 22-63-302 – Procedure for dismissal-judicial review • C.R.S – 22-32-110(h) –<i>Board of Education –Specific Powers</i>
<p>What academic performance targets were identified in the original innovation plan?</p>	<p>The Evans Innovation Plan was written to support the goals included in our School Wide Unified Improvement Plan 2011-2012.</p> <ol style="list-style-type: none"> 1. Utilize standards to create the written, taught, and assessed curriculum. 2. Increase the knowledge and implementation of differentiation strategies to include; creativity, critical thinking, and higher level questioning on a school-wide basis for reading, writing, math, and science.

<p>To what degree is the school achieving or making adequate progress toward achieving the academic performance results identified in the school's innovation plan?</p>	<p>Evans has earned an overall rating of "Improvement" on the School Performance Framework over the past three years. Evans earned an overall rating of "approaching" in academic achievement, academic growth, and academic growth gaps.</p> <p><u>Reading:</u></p> <p>Achievement on TCAP in grades 3-5 has remained stable over 3 years, with the most recent TCAP scores in 2013-14. We experienced an increase with 5th grade scores over three years from 69% to 73% and with our 4th grade from 71% to 74%. 3rd grade scores decreased over three years from 81% to 67%. Students with disabilities experienced a 7% decrease in scores in 2012; however, this subgroup experienced a 15% increase in scores in 2013-14. We have experienced a slight increase over 3 years in the percentage of our students in 3rd grade scoring advanced.</p> <p><u>Writing:</u></p> <p>Beginning in 2010-11, 3rd grade had seen an increase in TCAP writing scores but the scores decreased in 2013-14 from 68% to 47% scoring proficient or advanced. 4th and 5th grade writing scores have remained stable over a 3-year period. Our 3rd grade students experienced a decrease of 21% in students scoring proficient/advanced from the previous year. Our 4th grade students experienced a decrease of 5% in students scoring proficient/advanced from the previous year; however, the 2013-14 scores are 5% higher than what was experienced 3 years before. 5th grade experienced a 1% increase in students scoring Proficient or Advanced on 2013-14 TCAP. All of our subgroups experienced a decrease in writing performance on TCAP over the previous year.</p> <p><u>Math:</u></p> <p>Achievement on TCAP in grades 3-5 has remained stable over 3 years in math. Prior to 2013-14, our 3rd grade students had experienced a steady increase in scores over a 3-year period, however, they saw a significant decrease in 2013-14 going from 87% to 71%. Our 4th grade students experienced a slight increase in students scoring proficient/advanced during 2014. However, 4th grade math scores in 2013-14 are 5% below what we observed in 2011. Over 3 years, our 5th grade students have experienced a decrease of 14% in students scoring proficient/advanced.</p>
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Our local assessment data is showing positive signs of growth in reading achievement. In 2013-14, Evans saw 17% growth school wide of the percentage of students scoring at benchmark on Dibels from 56% at the beginning of the year to 73% at the end of the year. For this school year, we saw 14% growth school wide on Dibels, from 61% at BOY to 75% at EOY. The following charts show Dibels growth by grade level for the 2014-2015 school year.



What other academic performance data might inform the Board's decision?

The chart below shows our local assessment data and growth for writing 2014-15.

Grade	Grade Level Writing Fall	Grade Level Writing Spring	Percentage of Gain
Kindergarten	0%	61%	61%
1st	0%	73%	73%
2nd	14%	81%	67%
3rd	10%	65%	55%
4th	3%	24%	21%
5th	36%	69%	33%

What other academic performance data might inform the Board's decision?	We have been using SMI, Scholastic Math Inventory, as a benchmark math assessment. However, we don't feel the data for this school year was accurate and does not reflect student's growth in math. Math remains a concern for us because we earned a rating of "does not meet" on our 1 year School Performance Framework in Academic Growth Gaps and Academic Growth for math.
As the school principal, which recommendation do you make to the Board?	<input type="checkbox"/> Affirm the existing innovation plan <input type="checkbox"/> Revoke the school's innovation status <input type="checkbox"/> Remove the school from the innovation zone <input checked="" type="checkbox"/> X Revise the innovation plan
If you recommend revisions, which policy waivers do you seek to retain?	<ul style="list-style-type: none"> • C.R.S. – 22-9-106 –<i>Local boards of education – duties-performance evaluation system</i> • C.R.S. – 22-9-107 –<i>School district personnel performance evaluation councils - duties</i> • C.R.S. – 22-11-210 –<i>Public Schools –annual review-plans-supports and interventions</i> • Article 36 <i>Public Schools of Choice</i> -C.R.S -22-36-101 <i>Choice of programs and schools within school districts</i> • C.R.S – 22-32-109(i) –<i>Board of Education-Specific Power-Determine Educational Programs and Prescribe Textbooks</i> • C.R.S – 22-32-109 III(aa) – and C.R.S. – 22-7-407 <i>Board of Education – Specific Powers - To adopt content standards and implementation of standards</i> • Article 63 <i>Teacher Employment, Compensation, and Dismissal</i> –C.R.S – 22-63-203 – <i>Probationary Teachers-renewal and nonrenewal of employment contracts</i>

<p>If you recommend revisions, which policy waivers do you seek to retain?</p>	<ul style="list-style-type: none"> • GCA – Professional Staff Positions • GCF/GCF-R – Instructional Staff Recruiting/Hiring • GCI/GCI-R – Staff Professional Development • GCO – Evaluation of Instructional Staff • GCKA/GCKA-R – Instructional Staff Transfer and Vacancy • GDF/GDF-R – Educational Support Staff Recruiting/Hiring • GDO/GDO-R – Evaluation of Support Staff • JFBA/JFBA-R – School Choice/Open Enrollment Transfer Policy • JFBB – Inter-district Choice/Open Enrollment • IG – Curriculum Development • IG – Curriculum Adoption • IG – Curriculum Review • IJ – Textbook Selection and Adoption • IKA – Report Cards/Progress Reports <p>*****Some of these policies have changed since the initial Plan was approved. The list above represents the new (updated) policy information.</p>
<p>If you recommend revisions, which policy waivers do you seek to add?</p>	<ul style="list-style-type: none"> • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S - 22-63-202 – Employment Contracts-contracts to be in writing-duration-damage provision • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S - 22-63-203.5 – Nonprobationary portability • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S - 22-63-301 – Grounds for dismissal • Article 63 Teacher Employment, Compensation, and Dismissal –C.R.S - 22-63-302 – Procedure for dismissal-judicial review
<p>Which, if any, of the proposed new waivers require approval from the State Board of Education?</p>	<p>All of the Colorado Revised Statutes referenced in the Plan require approval from the State Board of Education. Our original Innovation Plan included a waiver to Article 63, however it wasn't as comprehensive in referencing the necessary statutes.</p>

My recommendation is to approve the Evans International Elementary School Innovation Plan.



BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Memorandum of Understanding with CD BOCES
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Pursuant to the District's participation with the Colorado Digital BOCES, this proposed Memorandum of Understanding (MOU) will set forth expectations and details of the resulting utilization of certain professional services.

RATIONALE: The District will benefit from the proposed arrangement by achieving a better economy of scale related to certain professional services, while obtaining savings that may be devoted to more effectively serving the needs of the District.

RELEVANT DATA AND EXPECTED OUTCOMES: The professional time of the District's CBO and STEM coordinator Dianne Kingsland will be partially devoted to CDBOCES, and in exchange, the CDBOCES will compensate the District for a commensurate portion of their compensation and benefits.

This exchange enables both the District and the CD BOCES to benefit from high caliber professionals at a cost far less than would be achievable if pursued as separate contracts.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Ensures that District funds are utilized efficiently by sharing costs with the CDBOCES.</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	
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: The financial result will be neutral, but will entail a re-dedication of payroll within the affected departments.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached Memorandum of Understanding.

APPROVED BY: Peter Hilts, CEO

DATE: July 1, 2015

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the “Agreement”) is entered into and is effective as of July 1, 2015 (the “Effective Date”) by and between the Board of Education for School District 49 (the “Board”) and Colorado Digital Board of Cooperative Educational Services (“CDBOCES”)

Recitals

WHEREAS, the Board has voted to participate in the creation and governance of the CDBOCES, and

WHEREAS, the Board has discussed and considered, as part of its participation, that the relationship with CDBOCES was likely to lead to certain opportunities to realize economies of scale, and

WHEREAS, the Board acknowledges the past and continuing efforts of its Chief Business Officer (CBO) and other District personnel on behalf of CDBOCES, and

WHEREAS, both parties wish to see the District achieve savings and enhanced service in the areas served by these individuals, and

WHEREAS, both parties have agreed to enter into an arrangement that will permit these leaders to devote portions of their professional efforts on behalf of the CDBOCES in exchange for financial remuneration by the CDBOCES while remaining employees of the District; and

WHEREAS, such arrangement will further permit the District to utilize the resulting financial savings to consider obtaining new personnel or service providers in the respective departments.

NOW THEREFORE, in consideration of the foregoing recitals, the Board and the CDBOCES agree as follows:

Agreement

- 1) Dianne Kingsland will be permitted to devote up to one hundred percent (100%) of her professional efforts as the STEM Director of the CDBOCES.
- 2) The Chief Business Officer will be permitted to devote up to ten percent (10%) of his professional efforts as the Business Director of the CDBOCES.
- 3) Both individuals will remain under the payroll system of the District for the entirety of their compensation, including that part that is devoted to the CDBOCES.
- 4) The District agrees to maintain this arrangement for the entire 2015-16 fiscal year or until this MOU is revised or terminated by mutual accord.

- 5) CDBOCES agrees to compensate the District for the portion of these individuals' respective professional services in accordance with the portion of their efforts that are devoted to CDBOCES and at the rate of compensation set by the District.
- 6) This MOU shall not limit either employee from providing additional services to CDBOCES or from receiving direct compensation from CDBOCES for services beyond those contemplated by their respective employment agreements or job descriptions.
- 7) The parties agree to revisit this arrangement on or before July 31, 2016 to determine whether it should be continued or terminated. Failure to revisit this MOU by that date will have the effect of renewing it for a single additional fiscal year.

IN WITNESS whereof this Agreement was duly signed for and on behalf of the parties on this 9th day of July, 2015.

School District 49 Board of Education

By:_____

Name (Print)_____

Title:_____

CDBOCES

By:_____

Name (Print)_____



BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Andy Franko, iConnect Zone Leader
TITLE OF AGENDA ITEM:	Power Technical and Trade Academy Charter Application
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The James Irwin Charter School collaborative has submitted a charter application to run a technical and trades academy for grades 6-12 in Falcon School District. The application has been vetted through the established review process. Upon receiving the application, it was checked for completeness and reviewed by D49 administration, community representatives, and the DAAC. A capacity interview was scheduled and the applicant was provided questions based on the response of the review team. During the interview, the applicant team responded verbally to the reviewers' questions and later responded in writing. The notes from the interview as well as written responses have been added as a supplement to the application.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

We anticipate a thorough contract negotiation process to align the application more closely with the district's expectations and requirements.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	The Power Tech and Trades Academy brings a unique opportunity to the district to provide an educational pathway for students who are interested in a career and technical education.
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the application from Power Technical and Trade Academy and direct the administration to initiate contract negotiations consistent with the administrative recommendations.

APPROVED BY: Peter Hilts, Chief Education Officer

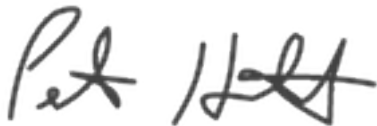
DATE: June 30, 2015

POWER TECHNICAL AND TRADE ACADEMY (PTTA)

After consultation with the other chief officers, legal counsel, the District Accountability and Advisory Committee, and senior educational leaders in District 49, I recommend that the District 49 Board of Education accept the application to authorize Power Technical and Trade Academy to begin operations in the 2016-17 school year. I further recommend that the Board direct the administration to negotiate a contract with the PTTA founders to include the following:

- Incorporate plans to operate PTTA as an early college, consistent with recent legislation and funding options for Pathways to Technology Early Colleges (PTEC's) as specified in the newly approved Article 35.3 of Title 22 of the Colorado Revised Statutes.
- Incorporate a naming proposal consistent with the District policy and protocol for naming facilities and sites.
- Align the graduation requirements at PTTA with the District 49 graduation expectations.
- Identify specific partnerships with local education providers and community organizations to support the mission and vision of PTTA.

On behalf of the chief officers, we appreciate the diligence of the staff and volunteers in District 49 and at James Irwin Charter Schools. This application will clearly enhance our portfolio of schools, and is sure to launch even more students toward unprecedented success.

A handwritten signature in black ink, appearing to read "Peter Hilts".

Peter Hilts, Chief Education Officer



Power Technical & Trade Academy

This document contains information regarding a proposed charter school in Colorado to begin in August of 2016. The school will focus on manufacturing and construction trades for District 49 and the Pikes Peak region. Students graduating from POWER TECHNICAL & TRADE ACADEMY (PTT) would have first level certifications in the manufacturing and construction fields with a strong focus on communication, business ethics, and traditional secondary studies.

*Proposed 6-12
Secondary School
August 2016*

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A. Executive Summary

According to a recent report by Manpower, despite the high unemployment rates in the United States, the most difficult jobs to fill for the past three years in the U.S. are jobs in the skilled trades. The report goes on to say that the ninth most needed jobs are machinists and machine operators (ManpowerGroup, 2012). This report comes at a time when most public schools are systematically eliminating shop classes in both middle and high schools due a growing emphasis on all students attending four year universities. According to Forbes (2012), schools are graded on the student's ability to participate in the first year of college and the result has been a declining skilled workforce in the trades. The Bureau of Labor Statistics reports that more than one-third of skilled tradesmen are over the age of 50 and for every three tradesmen that retire, there is only one trained to perform that work.

The mission of Power Technical & Trade Academy is to prepare students to enter the workforce with the skills necessary to be successful in a trade while also having the character and work ethic to become the most valuable members in their chosen trade.

The vision of PTT is that students who graduate from this school will have the necessary skills to be workforce ready in a world that demands firm mathematical, technological, and communication expertise. Graduates from PTT will possess the work ethic and positive character traits that will not only allow them to be successful, but to also have the fortitude to rise to the top of their respective trades.

The mission and vision statements were formed in discussion with business leaders and through research on the need for skilled tradesmen in El Paso County, the state of Colorado, and the country.

Power Technical & Trade Academy (PTT) will serve the needs of students who are considering a career in the manufacturing or construction trades; however, students will be prepared to attend college if that is the ultimate goal. The model will be highly replicable since the entire trade curriculum is based on nationally recognized certifications and programs and the traditional academic curricula are aligned to Common Core standards. Beginning in the sixth grade, students will learn how to use simple hand tools, measuring devices, finishes, and fastening systems as well as focus on using simple drafting equipment to create project designs. As the student advances in grades, the lab courses will increase in complexity and more sophisticated tools and machines will be introduced. Using Professional Learning Communities (PLCs), the teaching staff will integrate learning across all courses with the objective of teaching the value of reading, mathematics, history, science, and writing by assimilating trade and academic skills.

During the junior year, students will choose a track in construction or manufacturing. Within the manufacturing track, classes consists of Welding Technology and Machining, while with the construction track, students may choose to focus on Carpentry, Electrical, or Plumbing manufacturing track. The tracks will be expanded in the future as enrollment increases and will be based on industry demand. Some planned tracks for the future include HVAC, Sheet metal Fabrication, Alternative Energy Systems, and tracks related to the medical and dental fields. During the student's senior year, he/she will be required to begin an apprenticeship or on the job practical experience. Throughout the entire seven years of school, students will attend courses designed to teach character, work ethic, personal finance,

and entrepreneurialism. Additionally, time is reserved every Monday morning for student advisory and workforce development.

PTT will be more effective than other schools with the targeted population because it will focus on students who desire a more hands-on approach and wish to pursue this type of work after high school. The academic portion will be closely related to work skills the students need to develop in the trade profession. Although the theoretical side will be taught, the emphasis will be on the application of the knowledge.

PTT will serve grades 6-12 when it is fully operational. The school will begin with grades six through eleven, with 50 students in sixth through ninth grades and 25 students in tenth and eleventh for a total initial enrollment of 250 students. During the second school year, the school will add twelfth grade. Each year the size of the sixth grade class will be increased by 15 to 20 students until each class has reached a maximum capacity of 125 students making the final school enrollment 775 students. To accommodate the trade courses, a school day at PTT is longer than a traditional school. Students will be in class by 7:30 a.m. and the last class will end at 3:55 p.m.

Students in grades six through nine will be taught using the same research-based Direct Instruction methods that have already been proven effective in other James Irwin schools. These methods will be used in all academic classes and at times in lab classes when important information needs to be delivered quickly. As part of the largest educational study ever conducted in the United States, Siegfried Engelmann developed the Direct Instruction model in 1964. Direct Instruction is a teaching pedagogy that combines precise example sequences, high-paced questioning and interaction, continuous feedback, practice drills, and prompt corrections of misconceptions. The method is completely positive and focuses on finding several successes for every student every day.

In most math and science courses in grades 10-12, a flipped classroom model will be utilized. In a flipped classroom model, content delivery (the “lecture”) is delivered online, allowing students to assimilate information at their own pace. Classroom time is then used for guided practice, “homework,” practical application, laboratory work, and assessments, giving teachers much more one-on-one time with each student and allowing them to work more effectively with a broader range of students at any given time. Since progression is based on demonstrated content mastery, gifted and talented students will be encouraged to accelerate their learning, while simultaneously allowing students who need to progress at a slower pace the ability to master the material before being rushed into the next concept before they are ready. Students will benefit from differentiated instruction based on their unique needs, improving their capacity to learn efficiently. Teachers in this model are given the role of guiding student learning, acting more as a learning coach, tutor and mentor than as a mere lecturer imparting knowledge that the students are expected to absorb. With this model, teachers are able to differentiate to a much higher degree than would be feasible in a standard setting.

By the conclusion of the senior year, the student will have demonstrated understanding of his or her chosen trade and will be capable of entering workforce with the skills necessary to be successful in the trade while also having the character and work ethic to become the most valuable members in that

chosen trade. Students that graduate from PTT will have the necessary skills to be workforce ready in a world that demands firm mathematical, technological, and communications expertise.

B. Vision and Mission Statements

Mission

The mission of Power Technical & Trade Academy is to prepare students to enter the workforce with the skills necessary to be successful in a trade while also having the character and work ethic to become the most valuable members in their chosen trade. These goals will be attained through student and activity centered projects that develop academic, technical and team skills.

Vision

Students who graduate from Power Technical & Trade Academy will have the necessary skills to be workforce ready in a world that demands firm mathematical, technological, and communication expertise. Graduates from Power Technical & Trade Academy will possess the work ethic and positive character traits that will not only allow them to be successful, but to also have the fortitude to rise to the top of their respective trades.

Globalization and technology has reformed the needs of today's workforce to not only require that employees understand how to complete tasks, but also to be able to operate increasingly complex technologies and communicate globally. Educational outcomes in the first part of the vision are focused on hard skills necessary to do the job, while the second part is focused on the soft skills that propel students forward in the workforce and help them become successful. The educational outcomes include excellent mathematical and communication skills as well as strong experiences that will produce employees with a strong work ethic. These outcomes will be achieved through a proven educational program that has worked well at the current James Irwin middle and high schools where students are required to demonstrate mastery in core subjects before advancing. The soft skills will be integrated into all courses and school culture as well as being explicitly taught in Character and Life Skills courses. These courses are:

- 6th Grade: Study Skills, Peer Pressure, & Bullying
- 7th Grade: Goal Setting, Time Management, & Peer Relationships
- 8th Grade: Work Ethic, & Health and Wellness
- 9th Grade: Character & Ethics / Speech Communication
- 10th Grade: Leadership & Citizenship
- 11th Grade: Business Management & Financial Ethics
- 12th Grade: Personal Finance & Entrepreneurialism

Each of these courses will end with a comprehensive final exam that demonstrates understanding of the learning objectives.

Description of PTT Graduate

Good employees possess strengths in the areas of character & work ethic, interpersonal skills, and technical expertise. For many entry level positions, employers are happy when they find people with

the first two characteristics and then teach the technical skills on the job. A PTT graduate will have strengths in all three areas.

Students will graduate with entry level or first level certifications in their trade of choice. While not a degree, students will be able to enter the workforce with a good understanding of how the job works, what is expected of them, and how their job relates to other trades and professions. The entry-level graduate will have the skills necessary to begin working with little or no initial training. Although many employees are hired based on technical expertise, keeping the job often requires strong character traits and good interpersonal skills.

Character and work ethic will be intertwined into every class and at every grade level. Graduates will understand the characteristics of good employees and will have demonstrated these skills throughout the educational experience. Interpersonal skills such as talking to co-workers, supervisors, and customers is often as or more important to employers than initial technical skills. Students will learn how to speak with others, dress for success, and work in teams.

A PTT graduate will have strong character and interpersonal skills as well as the technical skills to be immediately successful in the workplace. More often than not, PTT graduates will rise to the top of their trades much quicker than those that have taken a more traditional route to the trades.

Typical Student Day

To accommodate the trade courses, a school day at PTT is longer than a traditional school. Students will be in class by 7:30 a.m. and the last class will end at 3:55 p.m. Students in 6th through 8th grade will have one 90 minute block each day dedicated to learning the necessary prerequisite skills to enter trade classes later in high school, while 10th through 12th grade students will spend two 90 minute blocks in trade courses. Curriculum is designed create connections between the trade courses and the academic classes, answering the question, “When will I ever use this?” Students will understand the purpose of education and will apply the knowledge immediately.

Work ethic and discipline is extremely important to being successful in today’s workforce. The student discipline code is stricter than traditional schools. Students will speak to peers, school staff, and members of the community with respect. The use of “Mr.”, “Ms.”, “Sir”, and “Ma’am” will be common language at PTT. Due to the dangerous nature of many of the trade courses, the code of discipline and expectations of student responsibility is greater than some traditional schools; however, these skills will serve the student well after graduation.

A typical day in the life of a student at PTT will be filled with success. Students will be learning new skills each day and will have the opportunity to frequently demonstrate these skills. Samples of work will be displayed to honor the work students are doing and members of the business community will be invited to the school regularly to see the work students are doing and communicate the importance of the work to our future. Each Monday, students will attend a professional development time that is designed to build their work ethic skills and advance their understanding of job opportunities. Guest speakers will be invited in to share a typical day in the life of the skilled trades and students will be encouraged to attend field trips to see how skilled trades work each day.

C. Goals, Objectives and Pupil Evaluation

The regular use of data to monitor progress has been an ongoing value for James Irwin Charter Schools. The data associated with determining the success of PTT will be focused on the use of a school dashboard. The dashboard will align with annual progress reports recommended by the National Association of Charter School Authorizer's (NACSA's) Principles and Standards for Charter School Authorizing. These standards were also adopted by the Colorado State Board of Education.

The school dashboard will utilize categories for academics, finance/operations and school culture. The dashboard will also align with the Unified Improvement Plan and the board's strategic plan. School Performance Framework (SPF) data will be included, but will not be the sole measure of academic performance; local data will also be used. Additionally, administrators will be data-driven through use of administrator dashboards to monitor data collected during their classroom walk-throughs, discipline data, and other relevant data points that indicate school success.

Student Learning Goals

1. Power Technical & Trade Academy (PTT) students will be lifelong learners. PTT graduates will be creative, innovative, goal-centered, and self-directed leaders in the U.S. workforce.
2. PTT graduates will be effective communicators, analytical thinkers, and collaborators. Today's global work climate requires employees to be accountable for themselves as well as have the ability to work in a team environment, communicate well with other trades and craftsmen, and have the analytic skills to make logical decisions and have a vision of the bigger context of a project.
3. Graduates will enter the workforce with strong positive character traits and excellent work ethic. These character traits will be centered on the needs and qualifications of project leaders, supervisors, job superintendents, and entrepreneurs.

School Dashboard

James Irwin Charter Schools use a number of different dashboards to monitor and analyze data. The governing board uses a common dashboard for all its schools. The Campus Council for PTT will monitor the school's dashboard data, report it regularly to the CMO board and use it to communicate with stakeholders.

The dashboard is divided into three categories: academics, finance/operations and school culture. These categories are uniquely designed to match the data needs of a charter school and align with the Annual Progress Report for Charter Schools used by many school districts in Colorado.

The JICS CMO board will consider a draft of the dashboard, being compiled by staff, at its fall 2015 meeting. After adoption, all JICS schools will receive a copy of the dashboard and be able to modify for the unique needs of the individual school. The PTT Campus Council will consider unique indicators for its dashboard, as recommended by administration. A dashboard will be adopted within the first six months of being approved to operate.

The Campus Council will utilize a policy whereby it reviews dashboard data at least quarterly. The School Accountability Committee will assist the board in compiling needed data and making recommendations for additional and/or different data. Every fall, after the UIP has been completed, PTT administration will present at a data workshop for Council members. The workshop will include the UIP, dashboard, SPF, and internal data that is relevant for the Council to be aware of, know who is overseeing the data and be able to access, if needed. Further, administration will update the Council on UIP benchmarks in regular administration reports and will report data to the public.

Accreditation

PTT will adhere to the process and criteria established by the Falcon School District 49 for school accreditation. These areas include: The Board's accreditation of District schools shall emphasize attainment on the four key performance indicators: student achievement on statewide assessments, student longitudinal academic growth, progress made on closing the achievement and growth gaps, and postsecondary and workforce readiness. The school anticipates performing at or above D49 in all core content areas. The following chart details anticipated baseline and performance levels. These will serve as a guidepost before actual data is available on the students who are enrolled at PTT. [Note that data below reflects middle school data, unless otherwise designated; high school data will be added as the high school grows.]

Academic Achievement

	PTT % Prof/Adv	D49 % Prof/Adv	JICS Prof/Adv
Reading	73	73	83.59
Mathematics	60	54	75.25
Writing	65	61	71.97
Science	50		50.76

Academic Growth

	PTT % MGP	D49 MGP	JICS MGP
Reading	55	48	43
Mathematics	59	42	51
Writing	53	47	45

Academic Growth Gaps

- Growth gaps in Reading, Mathematics and Writing for the five subgroups (Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities, English Learners, and Students Needing to Catch Up) will be identified during the first year of operation. Gaps will close by 5% each year until the gap has been eliminated.

Postsecondary and Workforce Readiness

- Graduation Rate. PTT's graduation rate will meet or exceed 96%.

- Disaggregated Graduation Rate: The school's graduation rate for the four subgroup categories (Free/Reduced Lunch Eligible, Minority Students, Students with Disabilities, and English Learners) will meet or exceed 95%.
- Dropout Rate: The school's dropout rate will be less than 3%.
- Colorado ACT Composite Score: The school's composite score will meet or exceed 20 and increase by .5 to 1 point each year until an average of 22 is maintained.

Additional Goals

- Attendance Rate: PTT will maintain an attendance rate of 93%.
- ICAP Participation: PTT will exceed the expectation of the Colorado ICAP requirements. This will be accomplished by teaching personal responsibility, work ethic, and character each year and in every class. Students will begin exploring career choices as early as the sixth grade and will begin creating a portfolio in the 9th grade. See Attachment 1 for more information on the ICAP and student portfolio.
- Parent Satisfaction: Using survey data collected annually from parents by the School Accountability Committee, at least 90% of parents will say they are satisfied or very satisfied with the education their child is receiving at PTT.
- Financial Transparency: PTT financials will be publicly displayed on its website and be in full compliance with the Financial Transparency Act.
- Student Safety: In an annual survey of students, 95% of students will respond that they feel safe or very safe at PTT.

As stated previously, the governing board will analyze and monitor data through its regular review of the school dashboard. In addition, the School Accountability Committee will monitor school data and provide assistance to the board in the collection of data such as the annual parent survey.

The principal and/or their designee will monitor a variety of data points through Alpine, to include state tests, NWEA MAPS, and ACT tests.

The principal will analyze and evaluate data and in turn, convey the data to his staff through PLCs and in service days. Just as the governing board will establish a culture of regularly monitoring and discussing data, school leaders will do the same with the faculty. If any data point reflects subpar performance, the principal will lead the staff in identifying strategies to rectify the situation and implement the strategies immediately. It is possible that multiple strategies will be used before finding an effective solution.

Power Technical & Trade Academy students will be evaluated based on traditional academic skills in reading, writing, science, and arithmetic but will also be assessed on many non-traditional skills such as drafting, reading blueprints, and the ability to identify and use tools. The traditional skills will be evaluated through standardized tests and classroom formative assessments. PTT students will graduate with the skills necessary to enter the workforce in a trade, continue in another college level trade school, or attend a traditional four-year college. Three times each year, students will take the NWEA-MAPS, nationally norm-referenced test. The first test will be given in the first few weeks of school to

establish baseline data on all students. The second and third test administrations will be near the end of the first semester and second semester, respectively. These tests will be used to gauge improvement, identify areas of weakness, and guide new instruction.

Students will be evaluated on performance in labs and trade courses using written assessments to confirm the student understands of personal and lab safety, types of tools, materials, and other areas related to individual courses. All students must demonstrate a mastery level of understanding with respect to safety prior to being allowed to participate in hands on projects. Projects will be graded based on pre-designed rubrics that will include criteria like precision, proper use of equipment, correct selection of materials, efficient use of resources, and overall project design. Throughout the student's duration at PTT, a portfolio will be kept that documents every project, including the design efforts to complete the project. The student portfolio will be useful during the interviewing process or as an evidence of success for admission to another trade school or university. Additionally, the portfolio serves to remind the student that she/he is improving and will be used in the determination of the student's final grades each year and prior to graduation.

D. Evidence of Support

According to the Bureau of Labor and Statistics, more than one-third of the skilled tradesmen in the U.S. are over the age of 50 and for every three tradesmen that retire, there is only one skilled person trained to perform the work (Brown, 2012). As a matter of fact, the most difficult job to fill in the U.S. right now is in the skilled trades. In a survey conducted by the Manpower Group in May 2012, they determined that of the top ten jobs in most demand right now, skilled trades topped the list at number one. Also included in the top ten list by Manpower were jobs as mechanics, machinists, and machine operators (ManpowerGroup, 2012).

It is not just one or two studies or organizations that are warning us about the need for more skilled trades in the U.S. For this year (2014), with nearly one million multi-family housing starts scheduled, MultiFamily Executive is warning that there is simply not enough skilled tradesmen available (Shaver, 2013). The evidence that we need to be training more young people in the skilled trades is undeniable. Many local businesses have expressed their frustration over the lack of qualified applicants available right now in the Pikes Peak region and the need for a school like PTT.

Targeted Student Population

PTT will serve the needs of students who are not necessarily college bound and are interested in a career in the construction or manufacturing trades. The rigorous academic education that will also be a part of PTT will prepare students to attend college or another secondary trade school if they choose. All students will be prepared to enter the workforce after graduation and have the necessary background to attend college.

The school will serve students in grades 6 through 12 and will begin during the 2016/2017 school year with grades 6-11. Twelfth grade will be added Year 2 as well as enrollment increased at the sixth grade level. The first year the total enrollment will be at least 250 students and the ultimate maximum enrollment of this facility will be 525 students. The table below shows the enrollment by class and from year one (2016/2017) to year ten (2025/2026). These enrollment estimates are conservative for the first four years based on the need to attract students to a very different type of school. PTT will be prepared to handle more students during the first four years if enrollment is higher.

Analysis of Potential Enrollment

JICS contracted with Summit Economics, LLC to prepare an analysis of potential enrollment of PTT. Based on the results of this analysis, an enrollment of approximately 400 students in grades 6 through 12 could reasonably be expected upon full market penetration the first year. The forecast does depend upon professional execution of the proposed school, the trades selected and offered, the competitive reaction, and the intensity and success of the marketing effort.

Projected Enrollment

School Year	Enrollment by Grade							
	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Total Enrollment
2016/17	50	50	50	50	25	25	-	250
2017/18	75	50	50	50	50	25	25	325
2018/19	75	50	50	50	50	50	25	375
2019/20	75	75	50	50	50	50	50	425
2020/21	75	75	75	75	50	50	50	450
2021/22	75	75	75	75	75	50	50	475
2022/23	75	75	75	75	75	75	50	500
2022/23	75	75	75	75	75	75	75	525
2023/24	75	75	75	75	75	75	75	525
2024/25	75	75	75	75	75	75	75	525

The staggered enrollment is designed to reach students early in their education with the goal of beginning basic trade skills very early. In the sixth and seventh grades students will be learning basic tasks using very safe hand tools, while older students will be building on those skills using more advanced tools and equipment. Actual enrollment numbers, based on Letters of Intent, is included in Attachment 2: *Enrollment*.

Based on the expected location of the school, the largest enrollment will be students located in Falcon District 49 (D49) and Harrison School District 2 (D2). D49's Free and Reduced (FRL) is at 20%, while D2 has the highest Free and Reduced Lunch (FRL) percentage in El Paso County (69.94% as of 2011). Based on the experience of other James Irwin Charter Schools (42% FRL rates), it is likely the overall FRL rate at PTT will eventually be in that same range.

PTT will likely serve an ethnically diverse community. Minority students make up 19% of D49. However, as with the FRL rates, the minority population of the school will be more representative of the region as a whole since we will be drawing students from neighboring districts. Minority students make up 67%, 47%, 47%, 46%, and 19% of Harrison District 2, Colorado Springs 11, Widefield 3, and Fountain 8, respectively. El Paso County as a whole is 39% minority. The other James Irwin Charter Schools have a minority student population range from 60%-64%, and PTT would probably end up closer to 40%.

Community Involvement

The initial reaction from community members for PTT has been very strong. Pikes Peak Community College is a natural ally. President Lance Bolton and his staff have met with PTT and are eager to work with us. PTT has been in discussion with PPCC regarding concurrent enrollment and articulation. PTT model been well received by the manufacturing and construction community, we are in the process of aligning our manufacturing curriculum to that of PPCC's model. The plan will be to offer some classes to our own students, but more importantly provide a pipeline of students who are very well prepared to enter the college after graduation.

The community college system recently received a \$25,000,000 grant from federal government to improve manufacturing programs on the Front Range. The Program Director, Ben Nesbitt, has asked PTT to play an integral role in the process. The community college is especially interested in replicating the model in other areas of the state.

Local manufacturers and contractors have responded with equipment donations, letters of intent, financial support, and assistance with establishing the building. The following local manufacturers and contractors have responded with equipment donations, letters of support, financial support, and assistance with establishing the building.

1. JPM Prototype

David Jeffrey, President of JPM Prototype, was one of the first business owners in Colorado Springs to publically support the development of PTT. Mr. Jeffrey provided a letter of support (attached to the application) stating that PTT will respond to the most important need that his company currently faces, skilled labor. Mr. Jeffrey is serving on the steering committee to ensure that the right skills are being taught.

2. IP Automation

Iliia Petrov, owner of IP Automation, has committed to supplying support in the form of equipment and knowledge. Mr. Petrov, with a long history in Colorado Springs developing custom automation equipment, fears that the pool of skilled labor and engineers is rapidly shrinking. His ideas and support has been invaluable in incorporating the right skills into the PTT program.

3. Springs Fabrication

Springs Fabrication has been a manufacturing leader in Colorado Springs since 1986, serving the needs of companies nationwide. Springs Fabrication is one of the premier manufacturers in the U.S. and has expressed the need to grow number of skilled craftsmen in the Pikes Peak region in order for their company to continue expanding.

4. Woodford Manufacturing

Mr. Woodford has made a generous financial donation to the school and has committed to matching that donation for at least the next two years. Mr. Woodford has been instrumental in helping us develop the entrepreneurial program for the school.

5. RMB Products

The president of RMB Products, Craig Jack, has spoken directly to the need for public schools to bring shop class back to school. He has suggested that the “college only” pathways that schools have adopted are detrimental to manufacturing.

6. Concepts In Millwork

7. Ross Electric

8. Colorado Springs Business Alliance

Christopher Jenkins (Nor’Wood), Joe Loidolt (Classic Communities), George Hess III (Vantage Homes), and Renee Zentz (Housing & Building Association) have all responded with enthusiasm for the project and have indicated their desire to provide financial and intellectual support. Letters of Support are located in Attachment 3.

Marketing

While most schools are focused on marketing to mothers of children for educational decisions, PTT is likely to have more involvement from fathers than traditional schools. The unique nature of PTT may require some different marketing strategies than more conventional schools. Some of the considerations when making decisions about marketing include the need to draw students from a wider geographical region, reaching students and parents that are interested in the trades, and identifying parents that believe in the value of trade occupations over a traditional college education.

The marketing plan includes reaching out to a wider audience than just areas near the school. There will likely be strong student interest in other areas such as Fountain, Widefield, and smaller communities east of Colorado Springs. In addition to the customary modes of advertisement like radio and print media, we intend on advertising in trade journals, using social media, and attending conferences and job fairs, where we are likely to find parents who are looking for the type of education PTT is proposing.

A summary of the marketing plan is described below, however much of this is likely to change as we become more involved in trade organizations and job fairs.

Location: We plan to use an existing school building in Falcon District 49.

Neighborhood: Eastern Colorado Springs

Larger geographic span: Front Range of Colorado

School District: Falcon School District 49

Audience to appeal:

1. Students attending middle schools and high schools who are not content with the current college preparatory programs at those schools.
2. Parents who recognize their students are not succeeding at college prep programs, or recognize they are more interested in a trade or work instead of college after high school.

3. Parents (usually fathers) who recognize skills in a son or daughter better served by a trade school environment.

Notes about Audience:

1. Mothers typically influence education options in families; however, marketing solely to mothers for PTT will not be as productive as broadening the appeal.
2. Young people will have appeals made directly to them, as they are the ones closest to knowing their true desires about education.
3. Fathers will have appeals directed towards them, as more fathers than mothers recognize “hands on” skills in trades in their children.

Specific messages to be released:

Our Mission: Building the next generation of skilled craftsmen.

Our Purpose: Power Technical & Trade Academy will adhere to James Irwin Charter School’s brand of character development and academic excellence, and will prepare students to work in a skilled trade upon graduating from the Academy, or for advanced education, if they so choose.

Our Vision: Power Technical & Trade Academy will be a sustainable model of trade education that can be replicated around the country.

Timeframe and approximate dates:

- 1) Messages should be crafted and ready by time charter is approved.
- 2) SoCom Manufacturing Conference – September 30-October 1, 2015
- 3) Open house dates: set dates for open houses before charter is approved
 - a) October – open house to determine interest of those in neighborhood
 - b) January through August for potential students (one a month)
- 4) Neighborhood – begin marketing October 1
 - a) To gauge interest
 - b) To help spread the word of the school in the neighborhood
- 5) City-wide – begin marketing as soon as charter is approved.
- 6) Regional marketing – to begin as soon as charter is approved.

Why:

- 1) Local potential students
 - a) Empowering them to make educational decision, to have more impact
 - b) Will determine interest to determine advertising placement
 - c) Priority students will be still be given opportunity to respond first
 - d) Ample time for parents to check out the new school
- 2) Out-of-City potential students:

- a) Distance to travel will be daunting; shown interest demands immediate positive response
- b) Demonstrate our partnerships interested in solving a state-wide problem, for manufacturers, and students alike.

How:

1) Local enrollment

- a) Open house – October – determine interest
- b) Direct mail – local neighborhood, initially. Provide information about school’s “nationally recognized quality education in a local public school setting.” Include all possible open house dates. Include pre-enrollment form with place to drop off or mail. Encourage RSVPs to tours. Deliver to each household with children within 1 square mile radius of school.
- c) Mail ads – e.g., Val-Pak. Flyer that provides messaging and all possible open house dates, pre-enrollment form, place to drop off or mail. Encourage RSVPs. Delivered to entire 80916 zip code area.
- d) Bus benches throughout city.
- e) Neighborhood Banners: Six 3 x 7 vinyl banners (@\$100 ea.) on compliant properties surrounding school and the school building. Look for property owners who would display banners: “Power Technical & Trade Academy – Trade skills for 6th through 11th grade – enrolling now for 2016-2017 school year. www.jamesirwin.org.” Larger banner to be placed on building.
- f) Radio advertisements: 30 second ads on following stations:

Youth

- KIBT – 96.1 Hip Hop
- KVUU – 99.9 Top 40
- KRXF – 103.9 Alternative Rock

Parents

- KKPK – 92.1 Adult Contemporary
- KATC – 95.1 Country

Fathers

- KILO - 94.3 Pure Rock
- KKFM - 98.1 Classic Rock

g) Social Media

- Facebook Page – sell ads
- Twitter Account
- Interactive Website

h) Local newspapers – education editions - advertisements

2) Regional Students

- a) Advertisements in local weeklies.

- b) Social media
 - Facebook page – fine-tune ads to specific geographic audiences
 - Website – interactive so out of town people can “see” school.
- c) Leverage partnerships in Colorado Springs to obtain media contacts across state.
- d) Bus benches – advertising specifically “Get on the Bus” tours.
- e) Trade journal advertisements.

E. Educational Program

James Irwin Charter Middle School and High School have a proven record of academic excellence for more than a decade. The schools have received numerous John Irwin Awards for School of Excellence, and a gold medal distinction from *US News & World Report.*, and several individual awards honoring the hard work of teachers. Power Technical & Trade Academy (PTT) will build on the already successful programs currently in place in the James Irwin Charter Schools conglomeration with the additional focus of preparing students for a career in the trades or readiness to attend another trade school or traditional university.

Educational Philosophy

Power Technical & Trade Academy exists to develop the next generation of skilled craftsmen. This objective will be accomplished through proven educational pedagogy such as Direct Instruction and Flipped Classrooms. Instruction at PTT is purposely designed to be more hands-on than the other James Irwin schools. Kinesthetic learners will be the target population. These students often like to move around in the classroom and may not be able to sit still for long periods of time. The physical nature of the classes will be helpful in helping this type of learner to remember new content. Students will maintain a portfolio of lab work completed throughout high school as evidence of mastery for the student, instructional staff, and future employers. The question, “When will I ever use this? ”, will be answered every day through authentic hands-on experience that is linked to learning in academic courses.

Direct Instruction

Contrary to the beliefs of many, Direct Instruction, as designed by Siegfried Engelmann is not a teaching pedagogy based on the instructor standing in front of students and lecturing, rather an instructional model that focuses on the interactions between teachers and students. Direct Instruction (DI) is essentially modeling a skill or task and then reinforcing it with guided practice until the student can demonstrate mastery. The entire model of PTT is based on the premise that students do not learn new skills by hearing a teacher talk about them; the student must be actively involved in the learning process including ample hands-on learning to reinforce the content.

Magliaro, Lockee, & Burton (2005) propose that, “a student does not passively absorb knowledge from the world around him but must play an active role, and that action is not simply talking.” DI will be applied to both academic and lab courses through the use of the effective teaching cycle. In the effective teaching cycle, the instructor opens by reviewing content from yesterday and clearly stating the learning objectives for today. Next, new material will be presented to the class interactively by soliciting frequent and specific feedback from the students. This feedback is used to determine if the new material has been understood. The teacher’s goal is to begin every lesson with three questions in mind: what do we want them to learn, how will we know it when they have learned it, and finally what we will do if they have not learned it. The rapid questioning and constant feedback is the teacher’s first evidence that the content has been understood.

In the third phase of the effective teaching cycle, students will immediately practice the new skill. Whether the new skill is sanding wood or solving a math problem, it is important to demonstrate and practice the new skill. At this time the teacher has a greater ability to assess, individually, whether or not the student has learned. Immediate remediation can take place as a class, in small groups, or individually, but is critical that the students reach mastery before moving on the next learning objective. Magliaro, Lockee, & Burton (2005) suggest that there are six essential components to using DI well:

1. Materials and curriculum are broken down into small steps and arrayed in what is assumed to be the prerequisite order.
2. Objectives must be stated clearly and in terms of learner outcomes or performance.
3. Learners are provided with opportunities to connect their new knowledge with what they already know.
4. Learners are given practice with each step or combination of steps.
5. Learners experience additional opportunities to practice that promote increasing responsibility and independence (guided and/or independent; in groups and/or alone).
6. Feedback is provided after each practice opportunity or set of practice opportunities.

The Flipped Classroom

A flipped classroom model inverts the traditional teaching model by delivering instruction online at home and leaving classroom time for students to complete homework. In math and science classes students often get home and find that they are struggling with the homework, either because it has been too long since the lecture or the work is slightly different than what may have been taught in class. Allowing students to watch the lecture phase of the lesson at home gives the learner the opportunity to rewind, stop, or even replay the information at his or her own learning pace. When students arrive at school they will have the entire class period to complete homework, ask questions, or receive individualized instruction.

Originally developed in Woodland Park, CO, the first flipped classroom was a chemistry class. The idea was to create more time for students to complete lab work and have one-on-one time with the instructor. According to the creators of the flipped classroom, the idea started with one simple observation, “Students need their teacher present to answer questions or provide help if they get stuck, they don’t need their teacher present to listen to a lecture.” (Bergmann & Sams, 2012). Teachers will work together to build a library of video lectures and remake old lectures as circumstances dictate. Initially, much of the content will come from existing online sources and content that has already been created at James Irwin Charter High School.

The flipped classroom model will be used in high school math and science courses only. Students that require remediation in math will also be assigned to a math learning lab one period per day for additional support. DI will be integrated into the flipped model by requiring students to complete certain tasks at home, in the form of a notebook, and having this available at the beginning of class. The difference between a traditional class and a flipped class is that new material is presented online; however, the objectives, review, and practice will still occur in class.

Student Portfolios

One of the major problems with report cards is that they tell parents how well the student scored in a class, but indicates nothing about what was really learned. If students are only focused on the grade they will receive, then the content really becomes a means to an end rather the goal. Beginning in the ninth grade, each student will begin to keep a work portfolio that will summarize the accomplishments in all classes, but with a focus on the trade courses. All relevant assignments and projects will become a part of this cumulative portfolio that will not only demonstrate to employers that the student has the necessary skills, but also to help the student remember what they have learned.

When successful tradesmen are asked for the reasons they choose their trade, the response is often pride in workmanship. There is immense satisfaction in looking back at the day or at completion of the entire project, knowing that it is a job well and accomplished with unique expertise. The strength of student portfolios is that they provide the student with an avenue to demonstrate what they know and what they can do. Student portfolios, beyond just a grade, can include information about different learning styles and multiple intelligences. Portfolios can capture and portray student progress toward all objectives and gives instructors and PLC teams another tool to ensure learning has occurred (Macleod). Portfolios will be maintained throughout the student's English courses; however, much of the work will be completed in other courses. Portfolios will be maintained electronically and may be available as student websites.

Curriculum

Armed with the belief that all students can learn if they are provided good curriculum, great teachers, and proven teaching methods, PTT will provide an academically rigorous, content-rich education that will prepare them to be ready to enter workforce or be ready to attend college. The purpose is not to take something away from the academic side in order to make room for learning a trade, rather to create a symbiotic relationship between the two that results in a complete education. The traditional academic curriculum is aligned with the Common Core and the trade curriculum is nationally recognized through the National Center for Construction and Education and Research (NCCER), ACT, the National Association of Manufacturers (NAM), and other trade and regulatory organizations.

Ideal Course Sequence Map

The ideal course sequence map is based on students entering the sixth grade at grade level and maintaining grade level throughout the 12th grade. Since most of the lab courses are linked to learning in academic courses after the eighth grade year, it is important that students enter the 9th grade at grade level. Students that are not in grade level classes beginning the ninth grade year will be placed in a remediation lab that is focused on re-teaching concepts while also supporting the connections that are needed between all academic and lab courses. Students will begin keeping their portfolio in the 9th grade and this will be maintained in the students' English courses; although most of the body of the portfolio will come from other courses.

Course	Grade Level						
	6 th	7 th	8 th	9 th	10 th	11 th	12 th
English	Reading for Success	Reading for Success	Reading for Success	English 9	English 10	Technical Reading & Writing	Capstone Course
History	History 6	History 7	History 8	World History I	World History II	American History	Government & Economics
Math	Course 1	Course 2	Course 3	Algebra I	Geometry	Algebra II	Advanced Math
Science	Life Science	Earth Science	Physical Science	Biology	Physics	Chemistry	Elective
Character & Life Skills	Study Skills, Peer Pressure, & Bullying	Goal Setting, Time Management, & Peer Relationships	Work Ethic, & Health and Wellness	Character & Ethics / Speech Communication	Leadership & Citizenship	Business Management & Financial Ethics	Personal Finance & Entrepreneurialism
Trade Courses	Industrial Arts 6 <i>(One 90 minute block)</i>	Industrial Arts 7 <i>(One 90 minute block)</i>	Introduction to Woodshop & Construction <i>(One 90 minute block)</i>	Introduction to Metal Shop & Manufacturing <i>(One 90 minute block)</i>	Introduction to Mechanical Systems <i>(One 90 minute block)</i>	<i>See Attachment 4, Student Tracks, for information on these courses</i>	
					Woodshop or Metal Shop <i>(One 90 minute block)</i>		

Course Descriptions

Initially the principal, in coordination with the James Irwin Charter Schools Charter Management Organization (CMO) and the PTT School Accountability Committee (SAC), will be responsible for curriculum development, review and implementation. We will also leverage existing relationships with the Colorado League of Charter Schools, other charter schools, and outside consultants to provide expertise with curriculum development. Once an assistant principal is hired, that person will be responsible for overseeing and managing curriculum development; however, all decisions will be made collaboratively with the principal and department heads to ensure that all departments are working together.

English

The English curriculum will guide students in the mastery of critical reading and writing skills according to the Colorado Academic and Common Core Standards. Writing will be based on MLA – Modern Language Association – style citation and Step-up to Writing/Six Trait Methods. The writing goals for the English curriculum include: organization, style, vocabulary, sentence structure, and conventions.

Students read a minimum of three novels and one play a year. Time will be set aside for students to begin, maintain, and complete a work portfolio that begins with the 9th grade year. The portfolio will be maintained electronically and updated as projects and papers are completed. The portfolio will contain artifacts from every course and will be completed during the student's 12th grade Capstone course.

English 6-8

For 6th, 7th and 8th grade reading, we will use *Reading for Success* (© 2005 Novel Ideas, Inc.). Lessons include vocabulary exercises, comprehension activities, fluency building exercises, vocabulary development, written follow-up activities, and enrichment and extension activities. We intend to use SRA High Performance Writing: A Structured Approach (© 2005 SRA/McGraw-Hill) for writing and both resources are highly customizable and are effective across a wide range of skill levels. They are also very comprehensive and address the needs of all students, including special education and ELL students. Additional remediation needs will be met with Reading Plus[®] and the SRA/McGraw-Hill Decoding program (Levels B1 & B2: Decoding Strategies and Level C: Skill Applications).

A brief description of our plan for our high school level English courses follows:

English 9

Prerequisites: English 8 or Placement Test

This course will introduce students to various literary selections that will enable them to study the elements of the short story, poetry, drama, novels, and non-fiction. Students will learn outlining for writing, research, and speech presentation. Writing will include skill development in narrative, descriptive and expository essays. Students will learn vocabulary through standardized test practice. Grammar will review parts of speech, phrases, clauses, mechanics and usage. Students will apply this knowledge by writing five paragraph essays. Students will also conduct research for a three to five page paper with sources. The topic of the research paper must be pre-approved by the instructor and should have a genre related to the trades. Texts used in this class are: *Adventures in Reading; Vocabulary Workshop: Level D; Grammar for Writing*. Additional reading and writing assignments will be determined by grade level and department level PLCs to support the development of technical reading and writing skills.

English 10

Prerequisites: English 9

This course will build on the previous year study delving into the genres of the novel, poetry, drama, and non-fiction. During the first quarter of English 10, students will be introduced to basic technical writing skills. These skills will be utilized in *both Introduction to Mechanical Systems* and *Woodshop / Metal Shop*, as part of the students' design phase.

Student writing will include the various writing types: narrative, descriptive, and expository. Persuasive writing will be introduced and used in the development of writing and public speaking. Students will be required to write well-organized five paragraph essays. By the end of the year the students will be

expected to write a well-developed research paper of five to eight pages. The topic of the research paper must be pre-approved by the instructor and should have a genre related to the student's expected trade choice beginning in the 11th grade. At least one of the sources used in the research paper will be an interview with a person that has experience in that trade. Texts include: *Adventures in Appreciation; Vocabulary Workshop: Level E; Grammar for Writing*.

English 11: Technical Reading & Writing

Prerequisites: English 10

Until now, most of the emphases in English classes have been on learning how to read and write well, organize paragraphs, conduct research, and compile research papers. Using the knowledge gained from previous English courses and the technical courses already completed, students will now begin learning how to read technical manuals, complex written instructions, and finally write a three to five page paper that describes how to perform a task, assemble a machine, or some other technical task. Ideally, this task will be related to one of the track courses the student has chosen to complete. This course will focus on how to find the important information in a technical manual, and focus on good technical writing, including resumes and proposals. Other more traditional weekly reading and writing assignments will maintain the students' proficiency in other genres. Texts include: *Handbook of Technical Writing. (10th edition)*.

English 12: Capstone Course

Prerequisites: English 11: Technical Writing & Reading.

As the final reading and writing course at PTT, this course will attempt to bring together all of the important topics learned throughout school. Students will be required to read three approved novels and summarize them a well-developed five paragraph paper, complete three speeches, refine their resume, practice interviewing techniques, and complete a five to eight page paper. The paper will address what has been learned at PTT and describe the student's career plans after graduation. The paper should include information from both academic and trade classes and must have five sources cited. The student will summarize the paper by writing reflectively on his/her own experiences at PTT. This course will also complete the student's portfolio.

History

An understanding of history, geography and economics is fundamental to becoming a responsible citizen. Students must study world history, as well as the history and government of the United States, in order to understand and evaluate their place in the world. Similarly, current world events may be understood through the perspective of the past. History explores the politics, passions and philosophies, and economic situations that move men. Students of history are able to take advantage of the accumulated human experiences of the ages, thereby gaining insight and judgments regarding past, current and future human experiences. Courses are taught in a carefully planned sequence, building upon previous knowledge so students will gain greater understanding of recurring historical themes.

History 9: World History I

Prerequisites: Completion of 8th grade history or a passing score on placement test.

History is a reading/writing-based discipline. Accordingly, instructors teach and reinforce the principles of good writing and reading and analysis of secondary and primary source materials. In addition to the text for each course, instructors will assign relevant primary source documents. This course is taught in two semesters and covers world civilizations from prehistory through the Renaissance. Special attention is paid to culture and geography with an emphasis on spatial relationships, cultural diffusion and cause and effect. Students will become familiar with historical terms, understand the organization of history and the processes and resources of historical inquiry. Broad historical concepts like understanding bias, identifying perspective and determining relevancy are incorporated into class and homework exercises. Additional reading and a strong emphasis on sophisticated writing techniques, research and historical documentation denote the Honors designation.

Required Text: Mazour, Anatole G. and John M. Peoples. *World History-People and Nations*

History 10: World History II

Prerequisites: Successful completion of World History I.

History is a reading/writing-based discipline. Accordingly, instructors teach and reinforce the principles of good writing and reading and analysis of secondary and primary source materials. In addition to the text for each course, instructors will assign relevant primary source documents. This course is taught in two semesters and covers world civilizations from the Protestant Reformation through the year 2000. Special attention is paid to culture and geography with an emphasis on spatial relationships, cultural diffusion and cause and effect. Students will become familiar with historical terms, understand the organization of history and the processes and resources of historical inquiry. Broad historical concepts like understanding bias, identifying perspective and determining relevancy are incorporated into class and homework exercises.

Required Text: Mazour, Anatole G. and John M. Peoples. *World History-People and Nations*

History 11: American History

Prerequisites: Successful completion of World History I and II.

History is a reading/writing-based discipline. Accordingly, instructors teach and reinforce the principles of good writing and reading and analysis of secondary and primary source materials. In addition to the text for each course, instructors will assign relevant primary source documents. This course is taught in two semesters and covers American history from colonization through the year 2000. Students will examine politics, culture, diplomacy, religion, geography, economy and global relationships.

During the second semester students will complete a five to eight page research paper that describes the timeline and significant events in U.S. History that have led to its success in manufacturing and industrialization. The presentation can be PowerPoint, but may also be some other media or combination of mediums that have a connection to success in one of the track courses.

Required Text: Murrin, John M. *Liberty, Equality, Power-A History of the American People, Politically Incorrect Guide to American*

History 12: Government & Economics

American Government

Prerequisites: Successful completion of American History.

Government is a semester long course designed to familiarize the student with the Constitution of the United States, the Bill of Rights, the three branches of American government (legislative, executive and judicial) and their interrelationship. Students concentrate on the structure, policies and effects that each document has on the development of the three branches of government.

Required Text: Light, John C. *A Delicate Balance*.

Economics

Prerequisites: Recommended completion of U.S. History & concurrent with Entrepreneurialism.

This semester long course provides an overview of micro, macro and international economics affecting the private enterprise system of the United States. Students will learn the fundamental concepts of economic theory using a college level textbook for classroom discussion and exercises. Upon completion of this course, students will have a better understanding how the science of economics is integrated into their daily lives as responsible citizens and future business consumers/leaders.

Required Text: Mankiw, N. Gregory, *Principles of Economics*, 4th Ed.

Mathematics

The study of mathematics is crucial to the development of good problem solving skills and logic development. Depending on one's career path the use of algebra may or may not be necessary, but in every case learning these subjects will increase the capacity to think analytically and promote higher-order thinking; therefore it is essential for all students. Math courses will be tightly connected to the hand-on learning in other courses.

PTT will be using the Pearson Common Core Edition curriculum for all students in grades 6 through 11. Each level is aligned with the Common Core and students have the ability to work online as well as using a traditional textbook. Additionally, the Pearson program includes integrated teacher professional development that will support student achievement through PLCs. Research regarding student performance and a complete description of the entire curriculum is available at:

http://www.pearsonschool.com/live/customer_central/video/pearson_hs_math2/LaunchTheTour.html.

The minimum requirement for graduation from PTT is four years of sequential mathematics beginning with grade nine. At a minimum the first course that qualifies for graduation credit is Algebra 1; however, if a student begins in a higher math class he or she must still complete four years of mathematics. The following table shows the grade level and advanced tracks in math. Students that

begin the ninth grade below grade level may be required to take two math classes in one year, attend summer school, or potentially not graduate on time. Social promotion will not be permitted in any classes, mathematics or otherwise, and students must receive a 70% or greater in math to advance to the next level.

Math Sequence Map

6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Course 1	Course 2	Course 3	Algebra 1	Intermediate Algebra	Geometry	Algebra 2
Course 1	Course 2	Course 3	Algebra 1	Geometry	Algebra 2	Advanced Math
Course 2	Course 3	Algebra 1	Intermediate Algebra	Geometry	Algebra 2	Advanced Math
Course 2	Course 3	Algebra 1	Geometry	Algebra 2	Math Analysis	Calculus

The shaded first line in the table above depicts the minimum sequence required to graduate on time, however the second line beginning with *Course 1* and finishing with *Advanced Math* is the preferred minimum sequence. Other advanced sequences are possible depending on the level of the student. Intermediate Algebra, Advanced Math, Math Analysis, and Calculus are not part of the Pearson Common Core Math Curriculum. These courses are described in more detail below.

Intermediate Algebra

Prerequisites: Successful completion Algebra I or a passing score on the placement test.

This course is the second course in the four-year sequence of Algebra 1, Intermediate Algebra, Algebra 2, and Geometry. It is intended to provide a slower-paced environment for students that need more time to fully develop their math skills. The emphasis of this course will be on increasing speed and accuracy in solving algebraic problems with an emphasis on basic algebra skills. The student entering this course must pass Algebra I with a minimum level of achievement, but require additional work to be ready for Algebra II. Successful completion of this course will prepare a student to take Algebra II.

Required Text: *Intermediate Algebra*, Lial, Hornsby, McGinnis (11th edition)

Advanced Math

Prerequisites: Successful completion Algebra 2.

Advanced Math contains an in-depth coverage of trigonometry, logarithms, analytical geometry, and upper-level algebraic concepts. It also completes the study of geometry. Specific areas of study include permutations and combinations, trigonometric identities, inverse trigonometric functions, conic sections, complex numbers, matrices and determinants, binomial theorem, and rational roots theorem. This course completes the first half of the Advanced Math book.

Required Text: *Advanced Mathematics* Saxon, John H.

Math Analysis

Prerequisites: Successful completion Algebra 2.

Advanced Math contains an in-depth coverage of trigonometry, logarithms, analytical geometry, and upper-level algebraic concepts. It also completes the study of geometry. Specific areas of study include permutations and combinations, trigonometric identities, inverse trigonometric functions, conic sections, complex numbers, matrices and determinants, binomial theorem, and rational roots theorem. This class allows the accelerated students to complete the course in two semesters. Most students who complete Pre-Calculus in two semesters will then be able to complete Calculus.

Required Text: *Advanced Mathematics* Saxon, John H.

Calculus

Prerequisites: Successful completion of Math Analysis.

Graphing calculators are used extensively to show visual demonstrations of concepts and for confirming calculations. Specific topics include a review of functions, a review of trigonometry, limits, derivatives, integrals, techniques of integration, polar functions, areas between two curves, inverse functions, motion analysis, applications of integrals, continuity, course logarithmic differentiation, parametric functions, and logistic growth. This course will meet the needs of students and go as far as the students are capable. Most students should meet or exceed all college math entrance courses and some may test out of college calculus.

Required Text: *Calculus* Saxon, John H. and Wang, Frank

Science

Science and the scientific method are essential for understanding the world and our place in it. The high school science program will be based upon the three “pillars” of science: Biology, Chemistry and Physics. These three courses are the basic foundation for all other scientific fields of study. These courses are described below. In addition to standard textbook coursework, studies in the science program will include laboratory work, data analysis, proof of basic laws and principles (analytically and/or experimentally), problem solving, and scientific reasoning. Awareness of the nature and limitations of science as well as its relationship to and dependence on other academic disciplines will be fostered.

Many of the science experiments will be conducted in conjunction with the student's trade courses. Science and trade instructors will work together to create meaningful labs and experiments that not only teach the science to students but also where the science is applied in the real world. Science classes in the 6th, 7th, and 8th grade will focus on Life, Earth, and Physical sciences with an emphasis on simple experiments and labs using the Pearson *Interactive Science* curriculum.

Biology

Prerequisites: Enrolled in Algebra 1

This is a two-semester course designed to set the foundation and teach skills and knowledge necessary for success in higher-level biology courses. Designed to give the student a broad exposure to all major aspects of biology, it incorporates a greater emphasis on molecular biology, plants and vertebrate animals in their environments, ecology, and human physiology. Students will complete approximately 30 hours of lab work and present several short papers on assigned topics.

Required Text: *Biology: Principles and Explorations*: Johnson, George B and Raven, Peter H.

Physics

Prerequisites: C or better in Algebra I and concurrent enrollment in Geometry

Physics is the science of observation, comprehension, and prediction of the behavior of objects in the physical world. It is a way of understanding the form and function of the universe in terms of fundamental physical concepts such as motion, forces, mass, energy, vector fields, and potential. It depends on the ability to quantify and measure these fundamental concepts in an objective and accurate manner and to embody them in mathematical models so as to predict the behavior of physical objects. As an experiment-based science, it uses laboratory tests and measurements to support the understanding of physical behavior. Because physics applies mathematics to describe the behavior of things, a firm understanding and use of mathematics is essential. In this course, the student is expected to be proficient in Algebra I. Advanced mathematical concepts and techniques will be taught as needed in the course.

Required Text: *Conceptual Physics: The High School Physics Program*: Hewitt, Paul (2001)

Chemistry

Prerequisites: Concurrent enrollment in Algebra 2

This is a two-semester laboratory chemistry course that is a qualitative, quantitative and analytical study of matter. Areas studied through both lecture and laboratory investigations include elements and compounds, their composition and interactions, and the energies involved. Other topics will include the scientific method, chemical bonds, the mole concept, ideal gas laws, energy, states of matter, the Periodic Law and Table, organic chemistry and nuclear chemistry. Chemistry is concerned with the study of the properties and structures of matter. Each student is expected to conduct independent problem

solving and open-ended laboratory work. This course requires a solid understanding of algebra and geometry principles.

Character Courses

Developing character and work ethic is equally as important as learning a skill. The character courses that will be taught are designed to teach students good study habits, organization, personal ethics, business ethics, financial responsibility, working in teams, and entrepreneurialism. Additionally, every class that is taught, both academically and trade related, will have a component dedicated to character and work ethic. At the younger age, students will learn about study skills and bullying and the older students will have more focus on business and finances. The courses are sequenced to be both age and skill appropriate. A brief description of each course is provided below.

Study Skills, Peer Pressure, & Bullying

There was a time when bullying was easy to identify, but with so many electronic avenues available for mass communication, bullying has taken on a completely different look than 20 years ago. According to the Committee for Children and Dr. Susan Swearer, Professor of School Psychology at the University of Nebraska, bullying behavior actually begins as early as kindergarten. Although the media publicizes events that place in middle and high school, there is strong evidence that indicates the behaviors begin as quickly as children begin to socialize (Schumacher, 2013).

This yearlong course will focus on bullying, peer pressure, and study skills. The three essential topics will begin to pave the road for student success and a positive school culture. Once students understand how to deal with peer pressure and bullying, they are more likely to be successful in the academic arenas. Students will learn to manage time, organize papers, complete homework, read textbooks, study for tests, take notes, take tests, communicate with teachers and parents, and set goals.

Goal Setting, Time Management, & Peer Relationships

This second course in the Character and Life Skills Track is designed to build upon skills learned in the 6th grade classes. In addition to setting goals and building better time management skills, peer relationships will continue to address the problem of bullying and how students should handle situations when they arise. Learning how to deal with difficult peer relationships is an essential skill in the workplace, and students will learn through reading and role playing how to best handle situations. In addition to these topics, this course will continue to build good study and academic habits. Students entering PTT in the 7th grade will have access to everything that was taught in the 6th grade.

Work Ethic and Health & Wellness

The Center for Work Ethic Development, the national impact on involuntary turnover in the job market is more than \$30 billion annually. The problem, according to Eric Chester, is that work ethic is not being taught at home anymore. Young people enter the workforce not knowing how to act, are unwilling to act properly, or a combination of the two (Chester, 2010). Using the *Bring Your A-Game to Work* curriculum, students will learn the behaviors that are expected as employees and learn how to model these behaviors. The behaviors that will be taught include attendance, appearance, attitude, ambition, acceptance, accountability, and appreciation.

Most careers in the trades require strength and hard work. The sections on health and wellness will focus on nutrition, diets, exercise, personal safety, proper lifting and carrying, and overall general health as it relates to working. In addition, students will further develop study skills and peer relationships.

Character & Ethics / Speech Communications

This course uses a traditional character and ethics course as background for developing speech communications. Character may be defined as that inner quality or strength which directs our personal moral compass and from which emerge our moral choices. Ethics might be understood as the deliberate and thoughtful process of assessing our moral values and of coming to moral decisions. Both can and indeed should be taught. At a time in our history, when we are confronted with so many different choices, value systems, examples of behavior, “hero” figures (and anti-heroes), and so much conflicting information, the deliberate and self-conscious study of what we hold to be good and of how we come to make our moral choices has become vital skill, vital to both the individual and to our society. This course lays a foundation for character development and moral reasoning, a foundation that serves to support James Irwin Charter Schools’ mission to help develop the character and leadership potential of all its students throughout their tenure here. Benjamin Franklin’s list of virtues will be used as a guide into the study of Character and Ethics.

Using the book by Sean Covey, *The 7 Habits of Highly Effective Teens*, *The Character Revolution* by Rolfe Carawan, *Speech for Effective Communication*, and various other sources, students will study several areas in speech. Some of these areas include proper ways to listen, organizing and outlining a speech, and learning to interpret poetry, drama, comedy, and storytelling. Students will also study the art of extemporaneous speaking and impromptu speaking, which leads to debate and original oratory.

Leadership & Citizenship

As students in the 10th grade prepare to enter the 11th and 12th grade trade tracks, it will become important to learn good leadership skills, both from a perspective of being an upperclassman and future employee. The word leadership is often used synonymously with being in charge of others, but leadership is much deeper than simply having a title. According to Forbes, the qualities that make a great leader include honesty, ability to delegate, communication, sense of humor, confidence, commitment, positive attitude, creativity, intuition, and the ability to inspire others (Prive, 2012). This class will focus on learning how to embrace these qualities while working with peers, future employers, and leaders in the community.

Citizenship education develops knowledge, skills, and understanding that students need in order to become responsible and active in the community. Good citizens understand the laws that govern their community, respect the rights of others, and are always willing to reach out to others in a time of need. A good citizen is more often than not also a good leader and in the course students will explore ways to improve their own community. Many of the ideas may remain theoretical; however, it is at this time that students will begin exploring opportunities for the next two years. Some of these opportunities might be improving a park, repairing a home for someone in need, or even working for Habitat for Humanity on a full construction project.

Business Management & Financial Ethics

Many students will ultimately become self-employed or work as independent contractors. While small business owners may know their trade very well, often times they fail for reasons connected to business management and financial responsibility. According to the *New York Times*, the top reasons why small businesses fail include out of control growth, poor accounting, lack of cash reserve, operational inefficiencies, dysfunctional management, and a lack of planning (Goltz, 2011). This introductory course in business management will cover many of the following concepts:

- Basic economic concepts, resources, and systems
- Business ownership and operations
- The role of government in business
- Money, banking, and credit
- Human resources
- Managing business finances
- Buying goods and services
- Money management
- Financial Ethics

In addition to these topics, students will explore career readiness skills such as work discipline, teamwork, tolerance, customer service, and managerial potential. During the second semester of this course, students will take the ACT National Career Readiness Certificate WorkKeys assessments. This portable credential demonstrates achievement of workplace employability.

Personal Finance & Entrepreneurialism

As an extension of the work completed in Business Management & Financial Ethics, this course extends the students' knowledge of business from an entrepreneurial perspective. Students will explore many topics ranging from business challenges and business plans to more advanced topics including small business finance and accounting. The textbook *Small Business Management Entrepreneurship and Beyond* will be used in this course as the primary text for the business side, however other sources will be used as case studies.

Practical skills in personal finance will be taught using curriculum from Dave Ramsey. *Foundations in Personal Finance* provides students with the money management skills that serve them well now and throughout adulthood. The curriculum meets benchmarks and standards in all 50 states.

Finally, students will continue their study of workforce readiness standards through ACT's National Career Readiness and will continue testing to the highest level of achievement possible. There are four ranges of certification through WorkKeys beginning with Bronze and finishing as high as Platinum. Students scoring at least a 3 in each of the three core areas will receive a Bronze certification, while students score at least a 6 in each of the three core areas can receive platinum certification (National Career Readiness Certificate, n.d.).

Trade Courses

Trade course are sequenced to provide students with a broad range of knowledge, always beginning with safety, and building from simple tasks using hand tools to build small projects and advancing to more complex equipment and projects. The trade courses that will be required of all students in 6th to 10th grade are summarized below. Beginning in the 11th grade, students will focus on one track. The tracks are described in Attachment 4.

Industrial Arts 6 & 7

The goal of Industrial Arts is for students to begin becoming familiar with the skilled trades, tools, project design, working in teams, finishing processes, types of materials and fasteners, and above all safety. Students will learn how to work safely in a manufacturing or construction environment while also designing and building simple projects. Each project will focus on a particular skill set, tools, and design criteria. Students will be responsible for taking a concept, creating a design, and working through a simple budget for the project. Prior to beginning each project, the student will be required to write a procedure for completing the project and upon its conclusion revise the procedure as needed.

In addition to learning safety, tool use, and project design, students begin to learn how to create and revise simple procedures which will improve their ability to plan larger projects in more advanced courses and after graduation. Projects will be connected to learning in other academic classes and some of the design process will occur in other classes. Additionally, students will begin to learn how to read technical information and also write technical procedures.

By the time students have completed two years of Industrial Arts, they will have accomplished each of the learning objectives listed below. Many of the objectives related to safety were taken from (Middle Years Home Economics/Industrial Arts Teacher Support Document).

1. Identify and locate safety equipment and safety related resources in the lab.
 - Eye-wash station
 - Personal protective equipment
 - Signage
2. Identify and demonstrate safe lab practices.
 - Proper behavior and conduct in the lab at all times.
 - Reporting of unsafe lab practices.
 - Understand how to use personal protective equipment
3. Demonstrate safe use of tools and machines.
4. State the hazards that are inherent in production and construction environments.
5. Define and interpret MSDS related to specific products in each lab.
6. Determine and execute safe practices and procedures required for each process.
7. Simulate and react to hypothetical hazardous situations.
8. Identify and understand the use of simple tools related to woodworking, metal working, mechanical systems, construction, and manufacturing.
9. Be able to create a simple design of a project using a drafting board, straightedges, and measuring devices.

10. Write a procedure for the process required to complete a project.
11. Complete simple projects and self-reflect on improvement.

Introduction to Woodshop & Construction

This year long course, designed for 8th grade students, will build on the knowledge learned Industrial Arts and is designed to teach students more advanced wood working techniques and some basic residential construction. Similarly to Industrial Arts, students will be required to provide their own designs using a drafting board, straight edges, and scales and must also provide a procedure and cost estimate for each design. Before beginning any project, students must demonstrate mastery of all safety issues related to the lab and the project.

During the woodshop phase of this course, students will learn joinery techniques including several types of tenon joints, dovetails, finger joints, tongue and groove, lap joints, and doweled joints. Additionally, the student will be required to know when and where each type of joint should be used. Students will explore different types of woods such as oak, cedar, pine, mahogany, maple, fir, cherry, and teak. Understanding the characteristics of each type of wood and its applications will be studied completely. Other topics will include turning wood, planing, finishing, and dealing with complications that arise.

The construction curriculum begins with learning how to work safely in a construction setting and while performing home repairs. Beginning with basic home repairs, students will learn how to maintain a home properly including topics like scraping and painting, repairing and maintaining gutters, replacing floors, repairing or installing drywall, basic plumbing, installing doors, and building and maintaining outdoor structures like decks, sheds, and fences. Topics that will not be covered in this course include household electrical and gas line connections.

In the final phase of the construction portion of this course, students will break into teams and will be required to build a complete structure such as a doghouse, small shed, gazebo, chicken coop, or other projects as approved by the instructor. A detailed drawing and budget will need to be approved prior to beginning the project and an after action report will detail the success and areas of improvement if the project were to be completed again.

Introduction to Metal Shop and Manufacturing

Trades such as welding, pipefitting, machining, tool & die maker, millwright, boilermaker, iron worker, sheet metal fabricator, and even a jeweler will be explored in this yearlong course. Students will learn how to work safely in a manufacturing environment and how to properly use safety equipment. This course will give the student a broad knowledge base of the types of manufacturing jobs that are related to the metals industry.

Early on, student work will be more skill-based rather than project-based. Some basic skills that students need to understand prior to completing projects include cutting techniques, grinding, welding, bending, setting machinery, and above all safety. Nearly every piece of equipment in a metal shop or machine shop has the potential to cause serious bodily injury.

Once the student has mastered the safety requirements of the course and have demonstrated an understanding of basic skills, students will work together on completing projects. The range of projects includes furniture, candlesticks, lamps, garden benches, security gates & bars, plant stands, ornamental rails, small greenhouses, and display cases. Each project must be fully designed and planned prior to beginning fabrication and students will be required to provide an after action report for each project outlining successes, areas of improvement, and suggestions for later projects.

Introduction to Mechanical Systems

Of all of the required courses in the trade curriculum, this course is by far the most widespread in terms of topics covered. In general, mechanical systems manage power to accomplish a task that involves forces and movement. This course will be tied very closely to the physics course that student will be taking simultaneously and many of the projects and assignments will be conducted jointly in both courses. Whether the student is choosing to focus on construction or manufacturing, this course will provide a basic understanding of electrical wiring, HVAC systems, small engines, simply hydraulic design, refrigeration, and wind & solar power. A basic understanding of mechanical systems is essential to success in both construction and manufacturing, especially from a troubleshooting and problem solving standpoint.

Course curriculum is tightly aligned with both physics and 10th grade mathematics. Most projects and labs will have prerequisite requirements from math and science courses, and additionally history and English courses will support the development of mechanical systems throughout history and provide writing projects related to projects and history.

Woodshop or Metal Shop

By the time students have reached the 10th grade, they have probably formed a preference for construction or manufacturing. This second 10th grade lab is designed to build more advance prerequisite skills that are necessary for success in the 11th and 12th grade tracks. Students wishing to move into the construction track should be enrolled in Woodshop, while manufacturing bound students ought to be in Metal Shop.

Each of these courses will build on the skills from previous courses using more advanced equipment and machinery. The projects will much more complex than in previous courses including more extensive design and planning requirements. In most cases, project proposals will become part of the 10th grade English class where an introduction to technical writing is covered at the beginning of the 10th grade year.

Woodshop students will begin learning how to build cabinets, furniture, and other types of fine woodworking as it relates to residential construction. A final project for the year will involve working in teams and should have some connection to providing community service. Some examples of acceptable projects may include building a shed, patio cover, small deck, or greenhouse for a needy individual or an organization such as Care & Share.

Metal Shop students will learn some advanced fabrication techniques and learn how to use more sophisticated tools. Projects might include things like steel staircases, guard rails, ornamental projects, toys & go-carts, furniture, and portable sheds or greenhouses. Every project should contain elements from design, planning, welding, machining, grinding, and finishing.

Typical Student Schedules

Schedules are designed to provide the student with a balanced workload that includes a combination of both traditional direct instruction and hands-on lab work. Some examples of typical schedules for each year are below.

Sample 6th Grade Schedule

Course Descriptions		
Period	Fall Semester	Spring Semester
1: 7:30-8:15	Industrial Arts 6	Industrial Arts 6
2: 8:20-9:05		
3: 9:10-9:55	6 th Grade History	6 th Grade History
4: 10:00-10:45	Science	Science
5: 10:50-11:35	Lunch	Lunch
6: 11:40-12:25	Course 1 (Math)	Course 1 (Math)
7: 12:30-1:15	Math Lab/Reading Lab/Elective	Math Lab/Reading Lab/Elective
8: 1:20-2:05	6 th Grade English	6 th Grade English
9: 2:10-2:55	Study Skills, Peer Pressure, & Bullying	Goal Setting, Time Management, & Peer Relationships
10: 3:00-3:45	Study Hall	Study Hall

Sample 7th Grade Schedule

Course Descriptions		
Period	Fall Semester	Spring Semester
1: 7:30-8:15	Industrial Arts 7	Industrial Arts 7
2: 8:20-9:05		

3: 9:10-9:55	7 th Grade History	7 th Grade History
4: 10:00-10:45	Earth Science	Earth Science
5: 10:50-11:35	Lunch	Lunch
6: 11:40-12:25	Course 2 (Math)	Course 2 (Math)
7: 12:30-1:15	Math Lab/Reading Lab/Elective	Math Lab/Reading Lab/Elective
8: 1:20-2:05	7 th Grade English	7 th Grade English
9: 2:10-2:55	Goal Setting, Time Management, & Peer Relationships	Goal Setting, Time Management, & Peer Relationships
10: 3:00-3:45	Study Hall	Study Hall

Sample 8th Grade Schedule

Course Descriptions		
Period	Fall Semester	Spring Semester
1: 7:30-8:15	8 th Grade English	8 th Grade English
2: 8:20-9:05	Course 3 (Math)	Course 3 (Math)
3: 9:10-9:55	Physical Science	Physical Science
4: 10:00-10:45	Math Lab/Reading Lab/Elective	Math Lab/Reading Lab/Elective
5: 10:50-11:35	Study Hall	Study Hall
6: 11:40-12:25	Lunch	Lunch
7: 12:30-1:15 8: 1:20-2:05	Introduction to Woodshop & Construction	Introduction to Woodshop & Construction
9: 2:10-2:55	8 th Grade History	8 th Grade History
10: 3:00-3:45	Work Ethic, & Health and Wellness	Work Ethic, & Health and Wellness

Sample 9th Grade Schedule

Course Descriptions		
Period	Fall Semester	Spring Semester

1: 7:30-8:15	Algebra 1 (Math)	Algebra 1 (Math)
2: 8:20-9:05	9 th Grade English	9 th Grade English
3: 9:10-9:55	Study Hall	Study Hall
4: 10:00-10:45	World History I	World History I
5: 10:50-11:35	Lunch	Lunch
6: 11:40-12:25	Math Lab/Reading Lab/Elective	Math Lab/Reading Lab/Elective
7: 12:30-1:15	Biology	Biology
8: 1:20-2:05	Character & Ethics / Speech Communication	Character & Ethics / Speech Communication
9: 2:10-2:55	Introduction to Metal Shop & Manufacturing	Introduction to Metal Shop & Manufacturing
10: 3:00-3:45		

The trade courses in 6th through 8th grade are not prerequisites for the manufacturing course required during the 9th grade year; however, students that have little or no experience with basic tools will have a more difficult time catching up. Students that know they will be entering the school as freshman are encouraged to take *Introduction to Woodshop & Construction* during the summer prior to the ninth grade year.

Sample 10th Grade Schedule

Course Descriptions		
Period	Fall Semester	Spring Semester
1: 7:30-8:15 2: 8:20-9:05	Introduction to Mechanical Systems	Introduction to Mechanical Systems
3: 9:10-9:55 4: 10:00-10:45		
5: 10:50-11:35	Woodshop or Metal Shop	Woodshop or Metal Shop
6: 11:40-12:25	Leadership & Citizenship	Leadership & Citizenship
7: 12:30-1:15	Lunch	Lunch
8: 1:20-2:05	Geometry (Math)	Geometry (Math)
	English 10	English 10

9: 2:10-2:55	Physics	Physics
10: 3:00-3:45	World History II	World History II

Beginning in 10th grade, students will spend four consecutive periods in a trade course. All 10th grade students are required to be enrolled and pass *Introduction to Mechanical Systems*, but may choose either *Woodshop* or *Metal Shop* for the second trade course. Typically students wishing to move into the construction track will take *Woodshop*, while manufacturing bound students will take *Metal Shop*.

Sample 11th Grade Schedule

Course Descriptions		
Period	Fall Semester	Spring Semester
1: 7:30-8:15	Algebra II	Algebra II
2: 8:20-9:05	Technical Reading & Writing	Technical Reading & Writing
3: 9:10-9:55	Chemistry	Chemistry
4: 10:00-10:45	American History	American History
5: 10:50-11:35	Business Management & Financial Ethics	Business Management & Financial Ethics
6: 11:40-12:25	Lunch	Lunch
7: 12:30-1:15	11 th Grade Track Block	11 th Grade Track Block
8: 1:20-2:05		
9: 2:10-2:55		
10: 3:00-3:45		

Tracks begin during the student's 11th grade year. At this point the student should have chosen which track and career path they wish to pursue. Students will spend four consecutive periods in a track block, either during the morning or afternoon, depending on scheduling needs.

Sample 12th Grade Schedule

Course Descriptions		
Period	Fall Semester	Spring Semester
1: 7:30-8:15	12 th Grade Track Block	Internship/Apprenticeship/Practicum
2: 8:20-9:05		
3: 9:10-9:55		
4: 10:00-10:45		
5: 10:50-11:35	Lunch	Lunch
6: 11:40-12:25	Capstone Course	Capstone Course

7: 12:30-1:15	Government & Economics	Government & Economics
8: 1:20-2:05	Advanced Math	Advanced Math
9: 2:10-2:55	Personal Finance & Entrepreneurialism	Personal Finance & Entrepreneurialism
10: 3:00-3:45	Elective/Study Hall/Lab Assistant	Elective/Study Hall/Lab Assistant

Tracks during the 12th grade will be completed after the first semester. During the second semester students will be placed in internships or begin apprenticeships with local business. Students that are unsuccessful in procuring a practical internship will be assigned as lab assistants in other labs.

The Research Base

The Need for Skilled Trades

There was a time when boys followed in the footsteps of their fathers by leaving or graduating from high school and entering a trade or manufacturing job. After 20 to 40 years of mastering a trade or skill, the worker would pass the knowledge to the next generation of eager workers, but this scenario is no longer the case. Today every student is encouraged to attend a four year college, and while receiving a bachelor's degree is a very admirable achievement, many students are really not suited for college or they may simply not be interested in college. With so many high school curriculums today focused on college readiness, where does this leave the student that would rather enter the workforce after high school?

The disappearance of middle and high school shop classes has left the U.S. with a generation of people that cannot use tools or perform simple home repairs; and on a larger scale has created a gap between the number of skilled workers and jobs in the U.S. In addition to the decline in skilled labor and more students entering four year universities, the shift of U.S. workers from manufacturing to service related careers has left the United States with a huge trade deficit and a rapid transfer of wealth to foreign nations. In this paper the author will explore the need to return shop and trade related curricula to public schools as well as the impact on the U.S. economy by not returning to a manufacturing base.

Each year the Manpower Group publishes the results of an annual survey that outlines the current needs of employers in the U.S. The most current report, published May 29, 2012, reveals that the majority of talent shortages exist in the skilled trades, engineering, and IT staff. In fact, the most difficult job to fill in the U.S. on the date this survey was published was in the skilled trades. Of the 1300 employers that were surveyed the most common reason for the shortage of skilled workers was simply a lack of qualified applicants (ManpowerGroup, 2012). It is interesting that in a time of high unemployment and uncertain economic times that employers would have a difficult time finding qualified applicants to fill skilled labor positions. According to Bloomberg *Businessweek*, despite high unemployment if you are an electrician, plumber, welder, or machinist you will not have a problem finding a job even with a troubling economy (Roberts, 2012).

USA Today reports that unemployment fell from 7.9% to 7.7% in November 2012 with North Dakota having the lowest unemployment rate at 3.2% and Nevada remaining the highest at 10.8%. Although on the surface a declining unemployment rate is encouraging, the article goes on to report the drop in unemployment is due largely to 350,000 Americans dropping out of the labor force. While many of the 350,000 workers included baby boomers retiring, the remaining workers simply stopped looking for work (Davidson, 2012). In November 2012 the Associated Press announced that the number of unemployed increased by 170,000 to a total of 12.3 million and at the same time the average hourly rate decreased by a penny (Associated Press, 2012). If there are millions of U.S. workers out of work and still looking for work, then why are there so many jobs in demand that employers simply cannot fill? The answer to this question is far too complex to completely address in this paper, however it is evident that there are not enough workers qualified for the jobs that are in demand and many U.S. workers simply do not want jobs in the trade industries.

According to Forbes (2012), shop classes are being systemically eliminated from public schools simply because they are no longer valued by school administrations. The Western Association of Schools and Colleges Accreditation Commission does not include shop classes in their requirements and since schools are graded on the student's ability to participate in the first year of college, shop classes are being systematically eliminated from public schools. The article goes on to say that students are no longer learning how to swing a hammer or work with wood and the belief is that society no longer values these skills and trades are often a last resort when we are simply out of other options. "Looking at shop class in this light is short-sighted and detrimental to America's future." (Brown, 2012).

Not only are jobs available right now for men and women that know a trade, the more pressing need for the United States to return to a manufacturing base has never been more evident than right now. In 2006 Warren Buffet of Berkshire Hathaway warned, "The U.S. trade deficit is a bigger threat to the domestic economy than either the federal budget or consumer debt and could lead to political turmoil. Right now, the rest of the world owns \$3 trillion more of us than we own of them. Our country's net worth is now being transferred abroad at an alarming rate." (Riddix, 2009).

The trade courses, or historically known as "shop" classes, will prepare students to enter the workforce technically competent as an entry-level tradesperson and have the work ethic to quickly become a leader. According to Multifamily Executive, it is estimated that there were 317,000 multifamily housing starts in 2013. (In 2014, the number is expected to be over one million.) This is certainly good news for the economy; however, the author warns that there will simply not be enough skilled tradespeople and contractors to accomplish this task (Shaver, 2013).

PTT trade courses will be designed to increase the students' skill level and confidence at a rate that is both reasonable and safe. Beginning in the sixth grade, students will only be permitted to work with very safe hand tools and fastening devices. For the younger student, the goal is primarily to introduce them to the many facets of the trades, teach them how to work safely with their hands, teach shop and workplace safety, and finally build their confidence. As the student enters high school, the work becomes more intricate and the equipment more complex. Due to their experiences in the lower

grades, students should have a good idea of which trade is most appealing to them by the time they reach high school.

Trades tracks that will be available for the first few graduating classes will include Carpentry, Electrical, Plumbing, Welding, and Machining. As the school grows other tracks will be added to include, but not limited to Sheet metal, HVAC, CAD Design, and possibly some medical tracks. The decision to add or subtract a track at any time will be based on the demand for the job in the marketplace; it simply does not make sense to teach skills that are not going to be in demand. A sample list of trade courses is available in Attachment 5.

Common Core Curriculum Alignment

Integrating curriculum that is aligned with Common Core State Standards (CCSS) is only one part of the overall CCSS implementation. Developing life skills and cognitive skills are also an important consideration when moving towards CCSS. In addition to building or using curriculum that is framed around CCSS, students in the 21st century need to gain cognitive and social skill that allow them to deal with many of the complex challenges that face our country and planet. These skills will be addressed in every course by infusing creative thought, critical thinking, problem solving, and communication into the daily routine.

In 2011 Pearson announced the release of their new Common Core mathematics curriculum covering Algebra I, Geometry, and Algebra II. The curriculum is fully correlated to the Common Core Standards for Mathematical Content and the program's authorship team has infused each lesson with the Common Core's Standards for Mathematical Practice. Common core standards are evidence based. Through the use of daily and weekly PLC team, mathematics and English teachers will explore each of the standards as described at <http://www.corestandards.org/ELA-Literacy/RI/9-10> and shape the daily lessons to map to CCSS. PLC teams will always from a standpoint of three questions:

1. What do we want student to learn?
2. How will we know it when they have learned it?
3. What will we do if students struggle?

The current English curriculum for James Irwin's existing middle and high schools have been mapped to the CCSS and have been shown to be effective as is evidenced from the schools' track records on state assessments. PTT will use the same prove curriculum with modification only in some genres of reading and writing to match more closely to the trades.

Financial literacy and responsibility will be taught throughout the curricula, however during the students 12th grade year, they will be required to be enrolled in a personal finance course. The course curriculum comes directly from the work of Dave Ramsey and has been aligned to the CCSS. For documentation on all CCSS alignment and curriculum mapping see Attachment 6.

21st Century Life Skills

According to the Partnership for 21st Century Skills, the United States continues to compete in a global economy that demands innovation and in order to move the U.S. education system in the right direction we must fuse the academic side of education with the 4Cs (Framework for 21st Century Learning, n.d.):

1. Critical Thinking & Problem Solving
2. Communication
3. Collaboration
4. Creativity & Innovation

PTT is dedicated to providing students with a great education that will allow them to enter the workforce with all of the skills listed above or choose to use those skills to enter a vocational school or traditional four year college. These objectives will be met and evidence of success will be due to the following activities:

- Completion of the Individual Career and Academic Plan (ICAP)
All students will begin the career planning process as early as the sixth grade. Although it is unreasonable for sixth grade students to really know what they want to do after graduation, they will have the opportunity to explore skill sets very early. As students enter high school they will begin to document each of milestones in the ICAP Indicators Worksheet. Many of these milestones will also be stored in the student's portfolio.
- Character & Life Skills Courses
Beginning in the sixth grade all students will be required to take a Character and Life Skill course each year. The purpose of these courses is to increase the student's ability to handle peer pressure, bullying, and time management.
- Student Portfolio & Capstone
- Trade Courses & Course Connections
- Internships, Apprenticeships, Lab Assistance, & Community Service
- Student Professional Development

School Culture

The culture of the school is centered on students' safety and their educational needs. Graduates of Power Technical & Trade Academy will fill the needs of the next generation of skilled craftsmen and do so with strong work ethic. Due the dangerous nature of most lab courses and the need to develop strong work ethic and character, students will display integrity, excellence, honesty, responsibility, and respect. Each day, students will learn, grow, and experience success both academically and in the trade courses. Respect for one another, school staff, and community members will become natural and a keystone of the school. Students will work collaboratively on all team projects, provide support for peer success, and respect the needs and differences of everyone. A PTT student will be proactive in seeking new opportunities in the school and the broader community.

Student-Centered

The mission of Power Technical & Trade Academy is to prepare students to enter the workforce with the skills necessary to be successful in a trade while also having the character and work ethic to become the most valuable members in their chosen trade. This mission has everything to do with the student and what is best for them. The foundation of every decision to be made will be framed around the question “What is best for students?” It is important to note that what is best for students is not always what students believe is best for them.

1. Some educational leaders have taken the position that homework may not be necessary for learning; we are not of this belief. Research shows that homework is necessary and effective when it is applied correctly to each learning situation. Some considerations include:
 - a. The main purpose of homework is to build automaticity and provide time to deepen understanding, thus increasing the student’s readiness for new material.
 - b. Homework should include only a few concepts so students can learn them on a deeper level.
 - c. Homework should be matched to the learning goal. When creating homework assignments, it is important to focus on what we want the student to learn.
 - d. Teachers are responsible for providing timely feedback. The student needs to know what was correct and what needs to be changed. Since we know what we want them to learn, this is the time when we can determine if they have actually learned the concepts.
 - e. Parental involvement should be limited to facilitating the completion of the homework. The student should have the resources available to complete the assignment (Research-Based Strategies, 2005).

Discipline

The word discipline can take on different meanings. In the context of school culture, we define discipline as *training to act in accordance with rules and behavior that is in accordance with the rules*. Since the nature of this school has many dangerous components (i.e. power tools, cutting tools, chemicals, etc.), it is necessary to maintain absolute safety and discipline at all times. Students will be required to wear the appropriate clothing. Students that are found to have intentionally created an unsafe environment may be suspended immediately without additional warnings in the interest of protecting other students and staff.

The culture of PTT will remain positive at all times, but also strict. Students are expected to comply with instructions immediately and with respect. Second to safety, a disciplined learning environment will lead to respectful students and ultimately well-disciplined workers. Students will learn:

1. How to make respectful introductions. Using “Yes Sir” and “Yes Ma’am” will be expected when addressing instructors, guests, and other adults.
2. How to shake hands and use appropriate eye contact when talking to others.
3. That it is polite to not interrupt others while they are talking.
4. Active listening skills and learn how to become good communicators.

5. That the workplace is not the place for gossip and rumors. Students will be taught how to avoid being drawn into a negative working situation and what should be done when negative gossip is occurring.
6. How to avoid harassment of any kind and how to handle it when they come across it.

Character-Focused

As we seek to guide students in the development of their character and academic potential, the PTT community is committed to fostering a culture based on the five James Irwin character traits, which we refer to as the “Guidelines for Success” as well as one additional attribute “Work Ethic.” The five pillars of all James Irwin Schools are:

Honesty: truthfulness, freedom from deceit or fraud. What this looks like:

- telling the truth (even when that means admitting I did something wrong)
- doing my own work (refusing to take credit for something I did not do)
- taking only what belongs to me (and working to earn it)

Integrity: more than just honesty, integrity deals with the whole person. A person can be honest and mean. You’ve probably met people who are “brutally honest.” In other words, they say whatever is on their mind, with no regard for the impact their words have on other people. A person can be honest and selfish, the kind of person who can’t seem to be genuinely happy when something good happens to someone else because it’s “not fair” that the other person got the praise (or prize or credit or whatever...) instead of them. A person of integrity lives a life of adherence to a moral or ethical code. In other words, their actions match up with their words. They don’t just talk the talk; they walk the walk. What this looks like:

- treating others the way I want to be treated (the “Golden Rule”)
- speaking the truth *in love* (resisting the temptation to gossip or say something that is mean-spirited, even though it might be true)
- being genuinely happy for the success of others (it’s not “all about me”)
- being patient and understanding (encouraging others when they make mistakes rather than “kicking them while they’re down”)
- exhibiting kindness, gentleness and self-control

Responsibility: taking ownership of my actions and the resulting consequences, whether good or bad. What this looks like:

- being in the right place at the right time and fully prepared to learn (completing assigned readings, viewing podcasts, etc...before class)
- accepting the consequences when I make mistakes (rather than looking to “pass the buck” or blame someone else)
- learning from my mistakes (everyone makes errors from time to time, but only a fool refuses to learn from his mistakes)

Excellence: the quality of striving for continual improvement with the goal of reaching my full potential. What this looks like:

- giving my best effort (not necessarily being the best, but being the best I can be at that moment)
- looking to improve (never being satisfied with “good enough,” but pushing myself to play better, learn more, etc...)
- working together as a team towards a common goal (encouraging excellence in others; even though much of what we do on the academic world is based on “personal achievement,” our attitude towards others (the expectations we have of them, the level of cooperation and collaboration we have with them, the way we treat them, etc...) will have an effect on the school as a whole. My pursuit of excellence should never be in isolation, but tied to the larger goal of creating an excellent school with excellent teachers who strive to provide an excellent education for excellent students.)

Respect: every person has intrinsic value (regardless of age, race, gender, religious preference, economic status, or any other distinguishing trait you can think of). What this looks like:

- always treating everyone with dignity (no matter how hurt or frustrated, or even angry, you might be)
- talking with other people (not at them or down to them or about them behind their backs)
- acknowledging differences of opinion (this does not mean you have to agree with them; I can agree to disagree with someone in a way that does not belittle them or put their opinion down; respecting others means not always being “right” or “getting the last word.”)

Work Ethic: The belief that work has a moral benefit and an inherent ability to strength character (Work Ethic, n.d.). This looks like:

- Attitude: Stay enthusiastic
- Appearance: Look like a pro
- Attendance: On time, everyday
- Ambition: Most employers are looking for workers that can one day take a greater role in the company. It is important to learn your job well and begin asking how you can do more.
- Discipline: Staying focused on your tasks, never comprising quality, and being a good representative of the company your work for and the career you have chosen.
- Teamwork: Most of the time employees must work with other people. Working together to reach a common objective without allowing personal bias to influence our decisions is very important.

PTT Course Offerings

Department	PTT Courses
English Courses	<ul style="list-style-type: none"> English 9 English 10 Technical Writing Capstone Course
Mathematics Courses	<ul style="list-style-type: none"> Algebra I Geometry Algebra II Advanced Math Calculus
Science Courses	<ul style="list-style-type: none"> Biology Chemistry Physics
Social Studies Department	<ul style="list-style-type: none"> World History I & II American History Government Economics Leadership & Citizenship
21 st Century Program	
World Languages	Initially, there will be no offerings in this department for PTT.
Physical Education	<ul style="list-style-type: none"> Health & Wellness PE
Business	<ul style="list-style-type: none"> Business Management & Financial Ethics Personal Finance & Entrepreneurialism
Fine Arts	Initially, there will be no offerings in this department for PTT.
AVP Programs	Welding

Due to the need for students to attend labs each day, the course offerings at PTT are very limited. Aside from the traditional math, science, English, and history curriculum, most of the remaining courses are dedicated exclusively to teaching trades, work ethic, character, and business skills. Although PTT does not offer courses in computer science, computer aided drafting, and critical thinking, all of these skills are embedded in the trade courses and Life Skills courses.

F. Plan for Evaluating Student Performance

Assessment and Academic Data

School leaders in the 21st century educational arena have responsibilities in many areas including school safety, hiring staff, training teachers, maintaining records, upholding law, creating budgets, managing facilities, and the list goes on. It can be easy to forget that the first job of all school leaders is student success and performance. This section addresses the school's plan for evaluating pupil performance and includes schedules for standardized tests as well as a plan for summative and formative classroom assessments. In addition to tests that are to be given, professional development time will be allocated to tracking and responding to student needs through well-developed Professional Learning Communities (PLC).

In addition to state-mandated assessments (CMAS, ACT), PTT will administer NWEA-MAP tests for grades 6-10 and the EXPLORE and PLAN tests for 9th and 10th grade students, respectively. NWEA MAP testing will occur three times each school year. The first test will be given in the fall and will be used to establish growth goals for the year. A second test will be given in the winter to measure mid-year progress. The third test will occur in the spring and will be used to measure continued progress toward growth goals as well as an additional data source for correlation against CMAS scores.

Grade-level and school-wide assessments will be used to track student progress. Each class will include comprehensive semester exams. Interim assessments (chapter tests, unit tests, book tests, etc...) will also be used throughout the school year. Real-time learning checks (quizzes, question/answer, reading responses, etc.) will be used to inform instruction. Summative and formative assessments will be scheduled based on the specific needs of each department and the results will be analyzed by department-level and grade-level teams. Every course will administer a mid-term exam at the conclusion of the first and third quarters and a comprehensive final exam at the end of each semester. These exams will remain consistent each year and will be used as a tool for monitoring student achievement throughout the year and from year to year.

All eleventh grade students will take the National Career Readiness Certification during May. The assessment is designed to identify those students with the skill necessary to be successful in the work force. These skills include *Reading for Information*, *Applied Mathematics*, and *Locating Information*. Based on the score received, the student can obtain any of four levels of certification: Bronze, Silver, Gold, or Platinum based on receiving a score of 3, 4, 5, or 6, respectively, on the exam. The certification is portable and the student will use this when interviewing or applying for internships. Students will have more than one opportunity to take the test. The certifications are valuable to employers since they can be verified electronically.

Other non-traditional assessments will be given based on the student's choice of track. Assessments will be based on certification programs established by the governing bodies of the various skills. (electrical, plumbing, etc.) Some of these assessments include welding certifications, National Institute for Metalworking Skills (NIMS) machining credentials, and additional workforce readiness and safety

certifications as required by trade. Assessments in manufacturing skills will be based on the various skill certifications outlined by the National Association of Manufacturers. Additionally, certificates of achievement will be issued for completion of courses related to work ethics. Students must receive a score of 90% or better on the work ethic assessments in order to receive certification.

Frequency of Assessments

Dates	Assessment	Description	Grades
August/May	NWEA MAP	This assessment will be given three times per year. In August the data will be collected to establish goals for the year, in January the assessment will guide PLC teams on mid-year progress, and finally the May assessment will provide an additional data source for correlation against CSAP / TCAP scores.	7,8,9,10
October	PSAT	The Preliminary SAT is a standardized test that provides practice for the SAT and it is also a qualifying exam for the National Merit Scholarship program.	11
October	Aspire 10	Aspire 10 is given to all 10 th grade students and serves as a midpoint measure of academic progress in ACT's College Readiness System. Aside from supporting the student in preparing for the ACT, the information will be used by the school to address high-priority issues.	10
October	Aspire 9	Aspire 9 helps students begin preparing for college readiness and career choices.	9
November	CMAS and CoAlt	State mandated assessment to gauge student progress and the school's progress toward meeting goals in science & social studies.	12
January	ACCESS	ACCESS will be administered annually during January to determine which tier each ELL student falls into. Data collected from this assessment will be used to create an ELL plan for the student.	All ELL Students
October/March	Midterm Benchmark	Midterm benchmarks will serve as both a summative assessment and a common formative assessment. The grade will serve as a midterm grade for parents, but more importantly the results will be used by PLCs to guide instruction and make	All Grade Levels

		adjustments for the remainder of the year.	
March	CMAS	State mandated assessment to gauge student progress and the school's progress toward meeting goals in reading, writing and math.	3 rd -10 th
April	ACT	All juniors will take the ACT during April to assess their college and career readiness.	11th
April	CMAS	State mandated assessment to gauge student progress and the school's progress toward meeting goals in social studies.	7th
April	CMAS	State mandated assessment to gauge student progress and the school's progress toward meeting goals in science.	8th
May	NCRC by ACT	The National Career Readiness Certificate is a nationally recognized assessment that helps to identify individuals with the skill necessary to be successful in the workforce. The assessment is based on Reading for Information, Applied Mathematics, & Locating Information.	11 th & 12 th
May	CMAS Summative	State mandated summative assessment to gauge student progress and the school's progress toward meeting goals in reading, writing and math.	3 rd -10 th
December/May	Final Exams	Final exams serve primarily as summative assessments for the end of each course. The data collected will be used to design and guide instruction for the following school year as well as evaluating student growth.	
Varies	Chapter / Unit Exams	Each department will test students at the end of each chapter, unit, or as prescribed by the curriculum publisher. Unit exams will be factored into the students' progress grades and will be used to guide or remediate instruction as needed. This data will be included in PLC discussions.	All Grade Levels
Varies	Quizzes / Formative Assessments	Every department and grade level PLC team will design meaningful formative assessments to guide classroom instruction. These assessments and other data will be included in all PLC discussions. Some common formative	All Grade Levels

		assessment will be administered at least every two weeks. These types of assessments will have a very low point value when averaged into the overall grade.	
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Data Specialist

With so much data available to teachers and administrators today, it can be a daunting task to know where the data is housed, how to get the data, what data should be analyzed, and really understand what the data should mean to the school. The James Irwin Charter Management Organization currently has a full-time person with the skills and expertise of organizing and delivering the data to the stakeholders that need the information. The data specialist will meet about every two weeks with either the principal or assistant principal to update essential data for PLCs and school performance management.

In addition to managing the data for the school, the data specialist will provide training to the staff on how to best use the data in PLCs and for developing a school improvement plan. According to Creighton (2007), most schools collect and report data only to satisfy administrative requirements rather than evaluate school improvement. Standardized test scores are usually reviewed briefly by school leaders and then placed in a file for future reference. The author goes on to recommend that leaders learn how to become more proactive with data rather than reactive (Creighton, 2007). The data specialist will drive a proactive approach to data-based decisions.

Response to Intervention (RtI)

Data collected from the school data specialist and PLC teams will be used to drive instruction and ensure that students are meeting the learning objectives. All data will be stored by James Irwin Charter Schools and will be available through Alpine Systems. The essential components of RtI include screening, progress monitoring, and prevention. Data analysis and decision making will occur at all levels of the RtI process through the collaborative work of PLC teams and school administration.

Screening will be accomplished through a series of placement testing at the beginning of the school year, weekly formative assessments, summative data, and NWEA testing. The data will be used to drive classroom instruction, determine if all students are learning, and identify those that need additional interventions. The purpose of the screening process is to determine if the curriculum is working, is the instruction effective, and which students need additional assessment and instruction. All students are involved in the screening process, not just the students that appear to be struggling. The main goal of screening is to identify problems and implement solutions before students are behind.

The purpose of progress monitoring is to determine if students identified as at-risk are making adequate progress and at an acceptable rate. PLC teams will monitor progress of these students at least weekly and will adjust instruction as needed. Students identified as at-risk will receive targeted supplemental

instruction either in the regular classroom or in a separate lab course. The lab courses will be designed to focus on specific learning needs like math, reading, or writing.

If a student that has been identified as at-risk has not responded to some of the typical interventions noted above, the student may enter into a pre-referral process for special education services. The purpose is to determine if there are other accommodations that can improve student success such as a change in class times or specialized study halls. In this process a student staffing will convene which may include general education teachers, parents, counselors, school administration, and possibly a special education teacher. The goal of this staffing is to find interventions that work without referring the student to special education. According to Great Schools (2010), the team meeting should follow these steps.

- a. Review the student's strengths, interests, and talents.
- b. Discuss reasons for referral, overall performance level, and behavior in the classroom.
- c. List interventions previously tried and their rate of success. (School interventions may include accommodations, modifications, and behavior plans. Home interventions may include follow up with health concerns, behavior plans, and help with homework.)
- d. Brainstorm interventions that address concerns.
- e. Select interventions to try.
- f. Develop a plan for carrying them out.
- g. Agree on a time to meet again to discuss progress.
- h. Put the intervention into action and evaluate it over time. The timeline can vary greatly — from a couple of weeks to a school quarter or trimester, depending on the type of program set up.
- i. The team meets again to discuss the success of the intervention. As a result of the intervention, did the child's performance improve, remain the same, or decrease? (Stump, Ph.D., 2010)

If the interventions are effective and the student seems to remain on track, then the plan will remain in effect and periodic meetings with the original team will be held to review progress and possible modifications. If the interventions do not work, then different interventions may be tried or the student may be referred for special education evaluation.

Professional Learning Communities

Standardized state tests, final exams, and college readiness tests are useful tools for determining what students learned during the school year or throughout several years of school; however these types of assessments provide data that is too broad for fine-tuning classroom instruction during the school year. Through the use of common formative assessments and classroom data, Professional Learning Communities (PLC) will be formed with the purpose of driving classroom instruction through collaborative inquiry, deep conversations, and constant improvement. Each group will use data to create lessons collaboratively, develop assessments, study curriculum, and ultimately improve student learning.

During the inquiry cycle, the PLC will investigate a problem or teaching challenge that needs improvement. According to Nelson, LeBard, & Waters (2010), the key element to collaborative inquiry is looking at student work and beginning to focus the inquiry on one or two main problems. Each PLC team member will present ideas about what problems are the most important to solve now, and then focus on those one or two problems. Trying to solve every problem at once is unreasonable and quite often creates new challenges unintentionally. During the inquiry process the team will develop inquiry questions that eventually lead to common goals. During the implementation process of inquiry, the members will implement a common action in the classroom and plan for data collection (Nelson, LeBard, & Waters, 2010).

The PLC will engage in deep conversations that are centered on student work and common formative assessments. By working together on grading and creating lessons, the team will form common standards and grading practices that work best. The authors suggest that when student work is not present during these meetings, the conversations often become more generalized or shift to talking about problems.

The final key component of the PLC will be the Improving Approach. Often groups use only the proving approach when discussing student achievement. For example, one might say that students understand the key concepts because 80% of the students had the correct answer. This according to Nelson, LeBard, & Waters (2010), focuses on the successes or failures of past instruction rather than addressing the students' current and specific needs. In the Improving Approach, the PLC takes the stance that there can always be improvement and through inquiry and data the team keeps working toward improvement.

PLC teams will meet formally every two weeks during professional development time. Team members will bring any formative, summative, and representative classwork to each meeting. The team will determine what they want students to learn, how to determine when they have learned it, and finally what to do when they have not learned concepts to mastery.

Reviewing & Reporting Progress

Power Technical & Trade Academy will create a School Accountability Committee (SAC) during the school's first year. This committee will be established in accordance with state law (C.R.S. 22-7-106 and 107). The committee will be responsible for monitoring the school's progress toward meeting goals. The SAC will administer an annual survey to parents, teachers, and students in late winter or early spring of each school year to gauge overall satisfaction with the school and the school's curricular and trade programs. At the end of each school year the SAC will produce a *Report to the Community* that details the school's progress in meeting goals and any new or revised goals for the future. This report will be made available to all school stakeholders. The SAC will also play an important role in reviewing the Unified Improvement Plan. The SAC will be a standing subcommittee of the governing board.

Grading

The academic year is divided into two semester periods. A letter grading system will be used. The grade for each semester will be based on class work, daily assignments, quizzes/tests, projects, and semester exams. Student attendance, tardiness, participation and behavior may also affect grades. Grading guidelines for each course are outlined in the course syllabus.

Report cards will be mailed directly to parents/guardians twice a year at the end of each semester. Students not completing course work by the end of a grading period will receive a failing grade, whether due to failure to turn in assignments, complete projects, take a test and/or fulfill other course requirements. The only exception to this will be in extenuating circumstances where illness or some other legitimate reason keeps a student from completing the assigned work. In these rare cases, the student will receive an incomplete for the course and will be granted two additional weeks to complete the work. If the work is not completed by the end of the two week period, the grade becomes an "F".

PTT utilizes the following Grade Point Average (GPA) scale for all transcripts:

	Grade Range		GPA Equivalent
A	90% - 100%	Excellent	4.0
B	80% - 89%	Good	3.0
C	70% - 79%	Acceptable	2.0
D	60% - 69%	Below Average	1.0
F	59% and below	Failing	0.0

Students receiving a failing grade will be required to retake the course in order to advance to the next level. Social promotions will not be permitted at the school. Final grades in most math and Trade courses must be a C- or better to advance to the next course.

Graduation Requirements

To graduate from PTT, a student must earn 50 credits by fulfilling the following course requirements:

- English – 8 credits
- Character & Life Skills – 8 credits
- Science – 6 credits
- Mathematics – 8 credits
- History – 8 credits
- Trade Courses – 12 credits

In addition to these courses, students must document no less than 40 hours of approved community service, complete the work portfolio, and complete one semester of practical experience through an approved internship, apprenticeship, or as a school lab assistant.

Remediation

It would be ideal for every student to enter the sixth grade at or above grade level, but that is an unrealistic expectation. The schedule is designed to allow for remediation in all grade levels, but especially in grades six through eight. The goal is to have every student at grade level before entering the ninth grade so they can begin to focus on trade skills.

Math and reading labs will be available during the normal schedule. Students will be required to attend math and reading labs if there is data that suggests additional support is required. This data will come from placement tests, classroom assessments, and standardized tests. Placement into a remediation course will be the decision of the admissions office, testing coordinator, and teacher directed PLC teams. Students that do not require remediation will be permitted to take electives during this time, which can include additional courses geared toward the trades.

Math remediation will be a combination of teacher-led activities and online activities using ALEKS. Assessment and LEarning in Knowledge Spaces is a web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what students do and do not know. ALEKS then instructs the student on the topics he/she is most ready to learn. As the student works through the course, ALEKS periodically reassess the student to ensure that topics learned are also retained (What is ALEKS?, n.d.). In our experience, this program works best when students have some independent time and some time with teacher instruction. A qualified math teacher will always be present in the class as well as peer tutors from time-to-time. The instructor will monitor student progress and provide additional support as needed.

Remediation in reading will be accomplished using *Reading Plus*. *Reading Plus* is an online comprehensive reading program aligned with the Common Core. The program provides intervention by preparing students to engage with complex text by developing all three dimensions of successful readers: capacity, efficiency and motivation. Developed in partnership with leading reading researchers, the personalized and dynamically adjusting program is proven to increase reading achievement for students in grades three through high school and beyond (All New Reading Plus, n.d.).

G. Budget & Finance

The Power Technical & Trade Academy recognizes the importance of proper financial management, and therefore, holds strong fiscal responsibility as a goal. This goal will be met through the following policies:

1. PTT will maintain a balanced budget each year of its operation.
2. PTT will have an independent audit conducted each year. The annual audit will find no major problems or exception with the school's finances, budgeting, or accounting practices.
3. Monthly financial statements including comparisons to projected budgets will be reviewed by the Governing Board and principal and shared with the school authorizer's financial office and required state agencies as requested.
4. PTT will promptly meet all authorizer requests for various financial reports.

Budget

The proposed six-year budget for the Power Technical & Trade Academy is located in Attachment 7. Revenue and expenditure projections are based on the best information available to date. Power Technical & Trade Academy will apply for start-up grant funds in each of the first three years. Grant funds for the first year will be used to acquire core curriculum, furniture and professional development. The next two years will continue with professional development and to build or enhance specific programs, such as the library, technology, etc. We are optimistic that we can secure a significant amount of grant funding; however, we do feel we could still open the school without grant money.

The Academy will maintain the required TABOR reserve and also has a goal of carrying an unrestricted reserve equaling 5% of expenditures in future years.

Revenue projections are based on the following assumptions:

1. Per Pupil Revenue (PPR) for 2016-2017 is calculated at 101% of the District projected amount for FY 2015-2016. Statutory monies to the District are expensed in the Budget. Year one includes a projected enrollment of 250 FTEs. Years two and three include the addition of 50 FTEs and 75 respectively. A general increase of 1% annually in PPR is anticipated.
2. Start-up grant revenue in years zero through two is estimated based on the past experience of James Irwin Charter Schools and on Federal and CDE policy.
3. PTT is not planning on other sources of revenue in its budget, such as Federal Title revenue (except Title II), interest income, District mill levy funding for technology, libraries, reading assistance, etc. PTT is aware of these potential revenue sources, but has chosen to be very conservative due to their unpredictable nature and/or specific guidelines to be followed at the time of application.

Expenditure projections are explained in the "Comments" column of the projected budget. In general, the expenditure plan assumes 0% per year inflation, with exceptions of health care, PERA and Medicare.

We also have not made provision for raises. If PPR increases, however, we plan to make corresponding salary increases. Otherwise, if we can economize effectively leaving us additional money out of the budget, we will try to pay a bonus in lieu of a cost of living increase. The Academy will manage expenditures based on the revenue ultimately available. Based on current projections, the Academy will gradually build a fund balance and reach toward the goal of a 4% unrestricted reserve.

In regard to fundraising, we have chosen not to include speculative possibilities on fundraising in the six-year budget. PTT recognizes that fundraising will be necessary to provide all the necessary equipment for the trade program. We are working with the local manufacturers' association, homebuilders' association, and economic development group to garner support for this endeavor. To date, we have raised in excess of \$60,000 in cash and equipment. Once we have been chartered and the facilities have been secured, we expect that more private funding will be made available.

Accounting and Auditing

PTT agrees to maintain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations, and will make such records available to the Authorizer as requested from time to time. PTT will maintain a comparison of actual expenditures to budgeted expenses. Revenue and expenditures will be consistent with the Colorado Department of Education's Financial Policies and Procedures Handbook and Chart of Accounts.

The Academy will engage an independent, outside audit by a certified public accountant of its financial and administrative operations on an annual basis. The results of the audit shall be provided to the Authorizer in written form within the statutory time limits required by the Authorizer, and shall be published and posted as required by law.

CMO Financial Relationship

The Cost Sharing, Fee Structures and Central versus school level functions can be found in the Sample Draft Contract between JICS CMO and PTT. (Attachment 8)

The fee is 8%.

H. Governance

Power Technical & Trade Academy (PTT) will have a local Campus Council, comprised of citizens, parents, and other interested parties, which will serve as the school's accountability committee and be charged with maintaining the school's culture and the James Irwin Charter School's brand. Its duties and authority are established later in this document. PTT will be governed, however, by the James Irwin Charter School Charter Management Organization (JICS CMO) board. There is a wide variety of expertise on this board, including school district Board of Education experience, both private and urban school experience, charter school leadership, and public school finance experience. The JICS CMO board meets quarterly.

The JICS CMO board is comprised of people to serve the CMO's broader vision of multiple schools under the same leadership. The JICS brand is quality educational programs and high expectations for staff and students. These same high expectations are held by the CMO board and are conveyed through all of the board's decisions. Many of the school's leaders have experience in other aspects of public education and therefore bring differing viewpoints to how high quality charter schools can be replicated to serve Colorado Springs' students. The goal is not to simply offer an alternative to the neighborhood school, but to offer a high quality public education to students who might not otherwise have an opportunity to learn at high levels, furthering the options for college and careers.

The board and CEO recently added new members and the same process will be utilized in the future when new board members are needed. Members will be sought from the community who support the JICS CMO vision and mission and bring a needed expertise to the board. These members may be referred through the networks of current board members or through the Campus Council's at the schools in the collaborative. The board votes to appoint members to open seats. Section 3.3 on page 2 of the JICS Bylaws notes how the board fills vacancies.

Attachment 9 - Governing Board Bylaws

Attachment 10 - Articles of Incorporation

Attachment 11 – Organizational Chart

Currently, there are five members of a maximum seven members allowed on the JICS CMO Board of Directors. Members serve for three years, but may be removed earlier by a 2/3 vote of the remaining members. Pursuant to the bylaws, a majority of members constitute a quorum. The Board has established desirable skill sets for the two additional board members. One of the two new future members will come from the PTT Campus Council. The biographies of the current board members can be found in Attachment 12.

Attachment 13 – Conflict of Interest Policy

Attachment 14 – Grievance Process Policy

Governance Structure

The role of the JICS CMO board will be to provide stability and sustainability for the charter school. The CMO board will utilize tried-and-true policies by providing the majority of policies needed to ensure compliance with federal, state and local applicable laws. Each school will have its own limited governance within an established structure of a Campus Council to provide high quality expertise, consistency and stability while also serving as a buffer for many of the volatile issues raised at the grassroots charter school governing board level such as employment and parent issues.

The CMO board makes policy decisions, selects and evaluates the CMO Chief Executive Officer, ensures adequate facilities for schools and solicits funds for school needs not covered by Per Pupil Revenue. The CEO selects, evaluates, and potentially dismisses the school's lead administrator. The school Principal is responsible for daily operations. Because the school leader is already identified for this charter school, transition from pre-opening to opening phases should be seamless. Moreover, with the support of a CMO central office, many of the initial demands on a school leader will be addressed by a team of people working to ready the school for opening.

James Irwin Charter Schools has been duly incorporated by the Colorado Secretary of State's office. JICS has also been recognized by the Internal Revenue Service as a nonprofit corporation and has received its 501c3 designation.

Campus Council

Each charter school, including PTT, will have a Campus Council ("Council") empowered with decision-making for their charter school. The Council will have both seats appointed by the CMO board and seats elected by parents of students in the charter school. The initial Council will be appointed by the CMO board within 45 days of the first Back to School Night when information will be provided to parents about the Council and an opportunity to apply for the Council is explained.

The Council's primary role will be to:

- 1) Provide site-based accountability for school operations;
- 2) Monitor the educational program's academic performance and suggest areas for improvement;
- 3) Assist the principal in the preparation of the Unified Improvement Plan (UIP) for the school;
- 4) Ensure financial resources are being used efficiently and effectively at the school;
- 5) Establish partnerships for the school in alignment with the vision and mission; and
- 6) Serve as a conduit between the CMO board and the charter school community.

The Council will conduct an annual survey of parents using an instrument developed by the CMO, which may include additional site-specific questions developed by the Council. The Council will fulfill responsibilities designated by State Statute for School Accountability Committees. The Council will not serve as the school's Parent Teacher Organization (PTO) nor will it oversee the school's PTO, which will

operate independently in collaboration with the school's Principal. Each charter school will have CMO policies for operations. The Council may adopt site-specific policies with CMO approval. For example, the Council may adopt a policy honoring a specific Colorado Springs historical figure in the school's character recognition award program.

The Council will be comprised of seven members, including:

- The school principal
- Two community members; and
- Four parents of students currently enrolled in the charter school.

The CMO will appoint one community member and two parents to serve on the Council each year. These individuals will be designated each spring in preparation for the upcoming school year. The school will conduct elections for one community member and two parents each spring. Either appointed or elected Council members may serve two consecutive one-year terms. They will again be eligible to serve on the Council after taking a year off, if they wish to serve again. Vacancies will be filled by the CMO board upon recommendation from the remaining members of the Council and be for the completion of the one-year term.

Each Campus Council will conduct an annual evaluation of the CMO's performance in relation to its own school. The process will include a survey of Council members, lead administrative staff, and parents/students on an instrument developed by the Council. The Council will submit an annual report to the CMO board that includes the results of the CMO evaluation survey, academic achievement data of interest/concern and any additional comments or suggestions from the Council. The Council will consider the school calendar each year and make recommendation to the CMO board.

A representative from the CMO will attend all Council meetings. Conversely, a representative of the school Council will attend quarterly CMO board meetings. The Council will record minutes of their meetings, which will be posted on the school website after Council approval of the minutes. The Council will meet at least quarterly in a meeting open to the public and posted according to the Colorado Open Meetings law. The Council will not employ, nor supervise, any school staff (this does not pertain to the school principal serving on the Council). All employee concerns shall be directed to the CMO. Council members may be asked to serve on CMO board committees from time to time.

Leadership

The first Power Technical & Trade Academy principal will be selected by the CMO. Subsequent principals will be selected by the CMO and presented to the Council for consideration. It is important to the CMO that new principals are already working at JICS; are involved in leadership responsibilities; have skills and expertise aligned with the school's philosophy; and is on the career pipeline within JICS. New principals will typically not be hired from outside the JICS system. Highly capable potential leaders may be fast-tracked through the career pipeline if the situation warranted it, but the coaching and relationships established through the pipeline is vital for all leaders.

Principal

The position of principal requires a person with multiple qualifications and skills. Due to the unique nature of PTT, the principal will be required to understand the traditional role of an academic school leader as well as a basic understanding of the trades and shop safety. The principal will set the tone for the learning, culture, and accountability of the school as well as provide positive leadership and motivation for other staff members and students. Minimum requirements and qualifications for the position of principal are listed below.

- Develop yearly school improvement plans and the mandated Unified Improvement Plan (UIP), as well as communicate and implement the plans.
- Have excellent communication skills, convey the mission and vision of the school, and broker buy-in from all stakeholders.
- Set and maintain high curricular standards that lead to meeting and exceeding the requirements on state mandated tests.
- Understand how to interpret budgets, prioritize fiscal needs, and be familiar with all district, state, and federal requirements to ensure the school is in compliance at all times.
- Design, maintain, and implement a professional development program that is based on the Professional Learning Community (PLC) model which emphasizes student achievement and teacher improvement.
- Maintain a system of record keeping for student attendance, student discipline, and academic records that is always fair and in compliance with the Family Education Rights and Privacy Act (FERPA).
- Perform staff performance reviews at least twice per school year that emphasize the need for constant improvement.
- Foster a positive relationship with all stakeholders and the greater community. The principal will be able to organize and manage a School Accountability Committee (SAC).
- Possess a Master's Degree or higher in the field of education or engineering. The principal shall have a minimum of five years of experience in education as a teacher or school administrator.
- Other duties as required.

Assistant Principal

The assistant principal of PTT will be a master teacher capable of demonstrating high teaching standards and have the skill of coaching and training other teachers. The assistant principal is primarily in charge of the traditional curriculum, teacher coaching, and monitoring student progress. The duties and functions of the PTT assistant principal are listed below.

- Facilitate the development of traditional curriculum in math, science, English, history, character, and academic elective courses.
- Coach teachers in order to maintain and develop highly effective teaching every day. Coaching will include, but not limited to, ensuring the effective teaching cycle is being used, Direct Instruction and High Trust techniques are being implemented, and effective classroom management skills are being utilized.

- Work with the principal on organizing and implementing professional development for teachers, staff, and students.
- Possess a Bachelor's Degree or higher and be working toward a Master's degree. The assistant principal shall have a minimum of three years of experience in education as a teacher or school administrator.
- Oversee Individual Learning Plans and the Response to Intervention process.
- Other duties as assigned.

Evaluation of Principal

Principals are evaluated in a formal written evaluation annually. Student achievement and growth data as well as school goals formulated by the principal and their leadership team are an important part of the evaluation process. Schools are visited regularly where school goals - progress, difficulties, and adjustments - are discussed with the principal and leadership team. Another evaluation tool (Vanderbilt Assessment of Leadership in Education) addressing broader environment/cultural issues are also utilized.

I. Employees

Elementary and Secondary Education Act

All public school teachers who teach core academic subjects must be “highly qualified” pursuant to the Elementary and Secondary Education Act, as amended. PTT will ensure that all teachers are “highly qualified” when hired. In addition, PTT will make hiring decisions with the priorities for teachers who convey high levels of academic rigor and are able to optimize the needs of working other departments including the trade courses. PTT teachers will have a higher degree of accountability for student achievement than most public school teachers.

Professional Development

There is little doubt that effective and meaningful teacher professional development (PD) is foundational to successful classrooms and teacher retention, the real problem usually encountered is designing meaningful training that teachers are authentically interested in and willing to incorporate. Power Technical & Trade Academy will set aside one hour and fifteen minutes every Monday morning that is dedicated to both teacher and student professional development. The PD schedule will include topics that improve student improvement through intentional professional learning communities, training that advances the teacher’s skills, and a program that teaches the student positive character traits and education on career opportunities.

In Harry Wong’s article *Induction Programs That Keep New Teachers Teaching and Improving (2004)*, Wong suggest that positive student improvement is the result of good teachers, and that good teachers are the product of well-structured professional development. Professional Development (PD) will be tiered in such a ways that teachers with the greatest competency are teaching new teachers and working with students, while less experienced teachers are receiving the most amount of support from administration and veteran staff.

In contrast to many existing PD scenarios, the students will play an active role in professional development. Time will be allocated on Monday mornings for PD and the students will be also be required to attend school. The time will be used differently from Monday to Monday, but in general the students will learn skills that will be important to their own career while teachers are working on other projects. Through a rotating schedule, teachers and administrators will be present during student PD.

For many schools and districts, professional development time is dedicated only to learning a new skill, implementing a new program, or listening to some expert discuss a topic in education. PD time is valuable and important and therefore needs to be more fluid than simply sitting and learning. PD is designed around the needs of the staff and students. The components of PD include: Teacher Induction, Professional Learning Communities (PLC), Teacher Development, and Student Development.

Teacher Induction

In his article Wong insists that the creation of an induction program for new teachers is critical for retention and success of first year teachers and that the induction program is simply the first phase of lifelong learning and professional development. Since the induction program is critical to a school’s success, the mission statement of the teacher induction program is important to its success (Wong,

2004). The new teacher induction mission is, “The new teacher induction program will support student character development and academic excellence through rigorous professional development of research-based teaching methods and positive behavioral support systems.” This mission statement is aligned with the schools mission and vision and states specifically that we will first learn how to be effective in the classroom, manage behavior, and do these things in a very positive manner..

During the induction process teachers will learn the basics of Direct Instruction, a Flipped Classroom model, and classroom management. Only after these skills are mastered will the teacher move onto other forms of development. During new teacher induction, teachers will learn in a manner that is consistent with the way we want them to teach. Each module will be modeled after the *effective teaching cycle* and teachers will have plenty of opportunity to demonstrate what they know and have learned.

Classroom management will be taught to new teachers from a trust perspective rather than from a bait and punish viewpoint. Hal Urban has a list of 20 things good teachers do, and one of the recommendations is that good teachers help students both own and honor the rules (Urban, 2008). The beginning of any discussion on classroom management will be the need to be consistent in how we manage our class and maintain that consistency throughout the school year. This idea of consistency also includes the rookie mistake of trying to be the “cool teacher” and allowing students to do what they want rather than what they need to do.

Professional Learning Communities

Professional Learning Communities (PLC) are discussed in greater depth in Section F: Plan for Evaluating Pupil Performance. The goal of a PLC is simply to ensure that students are learning. A PLC group can be comprised on grade-level, department-level, or a combination of both all looking at data and student work to determine if the learning objectives have been met. An effect PLC will have samples of work available during these times and have a well-define goal on what they intend to achieve. Additionally, the PCL will always work with three questions in mind:

1. What do we want the students to learn?
2. How will we know it when they have learned it?
3. What will we if they have difficulties?

These three questions will drive objectives, instruction, and remediation.

Teacher Development

While it could be argued that teacher induction, classroom experience, and PLCs are all a part of teacher development, the bigger idea is not simply to be good at teaching, rather become great educational professionals. Teacher development is about taking individual skill levels and the entire school to new levels. This is not achieved through the latest fad in education nor is it achieved by paying some high-priced expert to impart wisdom on us.

When we think about the daily routine and life-long career of a medical doctor we know that the doctor must complete school and complete rigorous internships and residencies. The residency part of being a doctor can be thought of as the teacher induction process while the PLC component of teaching is analogous to diagnosing patients. This still leaves the continuing education component of being a

doctor where he or she is expected to improve and stay abreast of new developments; this is the teacher development component.

Based on meeting objectives and reaching standards, teachers will hone the skill of teaching and managing students. Once all of the skill objectives related to the art of teaching has been met, the teacher will begin to learn more advanced topics in assessments and curriculum development as well as begin training less experienced teachers. The goal is continuous improvement resulting in student achievement.

Lead Teachers

In addition to normal teaching responsibilities, lead teachers are responsible for the direct supervision of other teachers in their department. Lead teacher are expected to be the expert in their own department and will be the first person another teacher should go to for questions, needs, and support within their own department. Lead teachers report directly to the AP but may always use the principal as a resource as needed. Responsibilities include, but are not limited to:

- Teaming with the assistant principal as a teacher coach within their own department.
- Overseeing department level PLCs and working with other lead teachers on grade level PLC activities.
- Working with the assistant principal to ensure the curriculum is effective and being implemented properly.
- Providing classroom management support to other teachers.
- Implementing Professional Development as needed.

Staff Professional Development

Staff Professional Development (PD) is an essential component of building and maintaining a great school. With the exception Monday holidays, teachers will attend PD every Monday morning from 7:15 to 8:15. During this time, students will still arrive to school at normal time and attend their own version of Professional Development. Based on one hour of PD each week and pre-service induction training, teachers will spend a total of 93 hours per year in PD. The budget for PD will increase as the number of teachers increase and needs of PD are better defined. The estimated budget for the first six years is located in Attachment 7: Six Year Budget. The normal Monday bell schedule will be amended to accommodate PD as shown below:

Period	Times
PD	7:15 – 8:15
1	8:20-9:00
2	9:05-9:45
3	9:50-10:30
4	10-35-11:15
5	11:20-12:00
6	12:05-12:45

7	12:50-1:30
8	1:35-2:15
9	2:20-3:00
10	3:05-3:45

Some of the professional development offerings are listed below, but the school will remain flexible to serve the needs of new teachers. For additional information on Professional Development activities and Professional Learning Communities, see “Professional Development” under section E: *Educational Program*. Funding for Professional Development is included in the six year projected budget in Attachment 7.

- Training in effective teaching and Direct Instruction methodologies.
- Assessment administration and remediation.
- Teacher and staff orientation to James Irwin Schools and PTT.
- Side by side coaching.
- Peer mentoring and lead teacher development.
- Professional Learning Communities
- Effective instructional practices and grade level / department level planning and grading.
- Off-site conferences, classes, and workshops.

Teacher Coaching

An essential component of professional development that is not formally included in the PD hours noted above is teacher coaching. In the James Irwin model, the school’s assistant principal also serves as the teacher coach. All teachers can be effective, given intensive and practical training combined with on-going coaching. When teachers receive extensive training and regular feedback from experienced trainers and coaches, their skills and successes increase rapidly. As teachers become adept at classroom management, high-structure delivery of teaching, and advanced skills in differentiated instruction, their students can surge ahead, experiencing dignity and satisfaction of mastering challenging curriculum. Teachers who have a vast array of “tools in their teaching toolbox” are equipped to help students extend their knowledge and skills to high levels and be well prepared for the next challenge. Coaching accountability enables teachers to learn to instruct with a sense of urgency – maximizing instructional time and teaching more in less time.

The coaching model is positive and designed to support growth in teacher skills. Some the coaching will be observation based. These short observations will typically be unplanned and less than ten minutes. The coach will observe the classroom, students, and teacher and provide written feedback to the teacher. This information will be used to design an appropriate coaching program for individual teacher needs. Some more formal coaching will be conducted as side-by-side coaching. Side-by-side coaching is accomplished by having the teacher wear an ear-piece where the coach can speak to the teacher without disrupting the class. These sessions will be planned in advance so both the teacher and the coach are prepared with a lesson plan. The purpose of this coaching is to focus on one or two things that were noted in the observation phase and focus on improvement. Both the teacher and coach will know in advance what the objectives of the coaching are.

Teacher coaching is embedded in the culture of all James Irwin Schools. During the interviewing process it is made very clear that teacher coaches, lead teachers, and other administrators will be present in classes with or without warning with the purpose of improving teacher effectiveness. Coaching always begins with classroom management, since learning cannot happen without it, and moves into more advanced topics. Coaching will be the foundation of professional development at PTT, establishing goals for teacher and ultimately student achievement. Harry and Rosemary Wong suggest that good instruction is 15 to 20 times more powerful in producing student achievement than any other variable and good instructors are the result of teacher coaching and relevant professional development (Wong & Wong, 2011).

Staff Evaluation

Staff and teacher evaluation will meet requirements set forth by Colorado Senate Bill 10-191. The teacher evaluation rubric, located as Attachment 15, describes the domains in which teachers will be evaluated. These domains include:

1. Community
 - a) Relationships with Faculty and Staff Members
 - b) Relationships with Students
 - c) Relationships with Parents / Guardians
 - d) Relationships with Administration
2. Professionalism
 - a) Professional Comportment
 - b) Professional Growth
 - c) Professional Responsibilities
3. Science of Teaching
 - a) Curriculum and Lesson Planning
 - b) Student Assessment
4. Art of Teaching – Lessons
 - a) Review
 - b) Presentation of New Material
 - c) Guided and Independent Practice
 - d) Closure
5. Art of Teaching – Student Order
 - a) Student Management
 - b) Student Motivation

The teacher evaluation will be conducted formally at the end of each semester. Teacher coaching and constant feedback will occur at least weekly for every teacher and quite often daily for new or struggling teachers. The assistant principal will primarily be responsible for teacher coaching, while the principal will be responsible for formal evaluations.

Teacher Evaluation

While teacher coaching will remain the primary responsibility of the assistant principal, teacher evaluations will be conducted by the principal. Senate Bill 10-191, the Educator Effectiveness Act, is designed to ensure that educators are working toward constant improvement in professional growth and student achievement. Although PTT will seek a waiver from compliance with Senate Bill 10-191 since no teacher has tenure, the spirit and intent of the evaluation process will be used. The Principal of PTT will evaluate every staff member at least once annually, but in most cases at the end of each semester. Evaluations will be based 50% on the practice of teaching and 50% on academic growth of

the teacher's students. The rubric for the practice of teaching is included as Attachment 15: Teacher Evaluation Rubric, while state assessments, TCAP, NWEA testing, and other academic achievement goals will be used to evaluate student growth.

Teachers' evaluations will be based on professional practices and on the growth of the teachers' students. Data will be maintained and tracked through the school's data specialist and PLC team leaders. Criteria for evaluation of student growth against Colorado Academic Standards include, but is not limited to the following:

- Statewide Summative Assessments
- NWEA testing
- ACT scores
- WorkKeys National Career Readiness
- Documented growth through PLC efforts

Student Development

Student development occurs during Monday PD time and at other times in classrooms. The purpose of student development is to prepare students for the workforce and inform them about different careers and emerging trends. Some examples of student development include, but are not limited to:

1. Work Ethic Education & Training
2. Interviewing and Resume Writing
3. Job Fairs
4. Dressing for Success
5. Guest Speakers
6. Tool Demonstrations
7. Workforce Readiness Workshops
8. Construction & Manufacturing Innovations
9. Jobsite Visits
10. Manufacturing Facility Tours
11. Military Opportunities

Student Contact Hours

Students will attend school 178 days during a typical school year from the hours of 7:30 a.m. through 3:45 p.m. In a typical school year, students will spend 1468.50 hours in school with 1201.5 of those hours being classroom instructional time. The remaining 267 hours during the school year is taken up by passing periods and lunch. The table on the next page shows the instructional calendar for the 2015/2016 school year.

Dean of Students

The dean of students is the primary disciplinarian for the school and the person in charge of overall school safety. It is preferential that this person has a background in education, counseling, or any field related to juvenile behavior and safety. The majority of duties for the dean of students are listed below:

- Primary school disciplinarian, but the final decision in any matter is made by the principal.
- Organize and maintain school safety, including a safety team and safety program. This includes scheduling regular drills, communicating with law and fire authorities and maintaining records.

- Oversee student-life issues as related to functions like student council, school dances, clubs, after school activities, and other extra-curricular activities. The dean is not responsible for running all of these programs, rather ensuring that the programs are in sync with school culture and do not violate with school, district, or state law and policy.
- Operate an effective Judicial Committee (JC). See *Section P: Student Discipline* for additional information.
- Other duties as assigned.

Registrar

The school registrar is primarily responsible for overseeing the enrollment process and maintaining student schedules. Duties for the school's registrar include:

- Meet with potential new families to discuss enrollment process, graduation requirements, credits, placement tests, mission fit, and other important information regarding enrollment through graduation at Power Technical & Trade Academy.
- Build and maintain student and teacher schedules.
- Evaluate placement tests and determine individual plan for graduation for each student based on placement test results, transfer credits, etc. using transfer evaluation forms and graduation tracking forms.
- Complete enrollment process to ensure everything is complete, including requesting and receiving all necessary paperwork from family and previous school, following up on special needs paperwork if applicable, completion of placement testing, and setting up student schedules.
- Maintain wait lists and letters of intent to ensure accuracy of all information, paperwork, and data.
- Complete registration/orientation for new and returning students.
- Monitor and track student progress and eligibility for graduation by updating Graduation Tracking forms at the end of each semester.
- Meet with parents of students who are struggling academically. Make recommendations for tutorial help.
- Work on October count process to ensure accurate reporting.
- Administer and monitor student internships, community service, and apprenticeships. This will also include reaching out to the community for new opportunities. The principal and registrar will work closely on this essential component.

Administrative Assistant

Although reporting directly to the principal, the administrative assistant is responsible for supporting the entire administrative team for PTT. This person must be well-organized, have excellent communication skill, both written and verbal, and be able to handle difficult situations with elegance. Many of the duties this person would be responsible for are listed below, however the job of being able to jump in and handle multiple situations is important. This person should be suited well for multi-tasking, handling situations with grace under pressure, and have a team-oriented disposition.

- Understand, navigate, work efficiently with the Microsoft Office Suite, especially Outlook, Word, and Excel.
- Be able to type at least 40 words per minute.
- Have some experience working with Infinite Campus.
- Team-oriented disposition

- Write well-organized letters including proper grammar and punctuation.
- Communicate well on the phone, in person, and with the written word.
- Maintain schedules for the administrative team as needed in Outlook.
- Monitor the school budget as it relates to educational supplies.
- Work with human resources to maintain employee records.
- Maintain a substitute teacher list and schedule them as needed.
- Provide reports to the principal and James Irwin Charter Schools and school district as needed.

In order for JICS CMO to propose replication of its model, the first step is to identify a highly qualified leader who completely understands the JICS philosophy has the educational credentials of a Master's degree or higher, and has demonstrated experience in overseeing the model. The career pipeline within the JICS system of schools allows the CEO to watch how potential leaders conduct themselves in numerous scenarios and to ensure the leader has been sufficiently coached to reach their full potential. The process, within JICS currently, involves a number of school and CMO leaders who have experience in the selection and evaluation of administrators.

See Attachment 16 for JICS Employee Manual.

J. Insurance Coverage

During the term of its charter, PTT shall purchase and maintain insurance coverage that will include comprehensive general liability coverage, including automotive liability, personal injury and property damage with limits of not less than \$1,000,000 each claim and a combined single limit of not less than \$3,000,000 per occurrence. Worker's compensation and employer's liability insurance shall also be in effect for the term of the charter. The employer's liability coverage shall have limits of not less than \$1,000,000 each claim and a combined single limit of not less than \$3,000,000 per occurrence.

All coverage shall include all employees of PTT. Any insurance company that insures PTT must be rated at least an A-VII by A.M. Best Company. If any coverage is cancelled or changed in any way, PTT shall immediately notify the district. If the compulsory insurance laws of the State of Colorado require higher limits for any such coverage, PTT will be required to comply.

Indemnification

To the extent not covered by insurance or otherwise barred by the Colorado Governmental Immunity Act, PTT agrees to indemnify and hold the district and its agents and employees harmless from all liability, claims, and demands on the account of injury, loss or damage, including and without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with PTT's operations. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of application limitations of liability provided by the Colorado Governmental Immunity Act.

Faith and Credit

PTT agrees that it will not extend the faith and credit of the district to any third person or entity. PTT acknowledges and agrees that it has no authority to enter into a contract that would bind the district, and that PTT's authority to contract is limited by the same provisions in law or district policy that apply to the district itself, unless specific exemptions have been obtained. PTT also is limited in its authority to contract by the amount of funds obtained from the district, as provided, or from other independent sources. The PTT board shall be delegated authority to approve contracts to which PTT is a party, subject to the requirements and limitations of the Colorado Constitution, state law, district policies, the provisions of the Charter Contract and this Charter Application.

K. Parent and Community Involvement

Parent and community involvement is crucial to the success of any school. Since one of the goals includes the successful graduation of students that are able to enter the workforce in the trades, the list of stakeholders extends beyond students and parents; business owners and community leaders have a real stake in the outcome of every student's education. Community involvement is so important to the success of this school, that most of the trade curriculum ideas are the direct result of influence from business and community leaders. The three main areas of involvement include student, parent and community involvement.

Student Involvement

Students will be expected to be involved in the success of their own education by completing assignments and projects on-time, to the best of their ability, and with integrity. Students are encouraged and required to complete community service projects that improve the lives of others through volunteering opportunities, building projects for the less fortunate, and working with organizations like Habitat for Humanity, Parks and Recreation departments, Care & Share, The Red Cross, Youth Service America, and any organization that can utilize the skills students are learning. By using these skills in real world situations, the student benefits from refining and honing their skills, adding to the validity of their portfolio, and increasing their confidence and self-esteem. Community benefits from the skills and projects by improving the community and creating a sense of team work within neighborhoods.

Parent Involvement

Parents sit at the first line of defense when their student needs space and resources to complete homework and projects. It will be primarily the responsibility of parents to make sure students are to school on time, eating the proper nutrition, completing school work, and providing transportation to service student projects. During mandatory show day each year parents and students will be required to attend an informational meeting that outlines the expectations of students and parents as well as provide a detailed description of the role teachers and administrators will play in education. Parents are expected to understand that PTT is different than a traditional public school and therefore many of the expectations and responsibilities will look different. The major topics that will be discussed at this meeting include the following items below. Parents will receive a handbook at this time that outlines and describes each item.

1. PTT, its administration, and its teachers are responsible for providing a high quality education for your student which includes all of the traditional core academic subjects as well as training in one or more trades.
2. The school will make every possible effort to communicate with parents and guardians when your student appears to have difficulties in a subject or has excelled in a subject.
3. PTT will provide a safe and inviting environment that encourages collaboration and academic excellence.

4. Parents and guardians will make sure that their student has the proper clothing, school supplies, and tools available to complete assignments and projects. If at any time you cannot provide an essential item, you will notify the dean of students or the principal and we will help you find the resources.
5. Parents and guardians are responsible for providing transportation to school and service projects for students. If transportation cannot be arranged for service projects, parents understand they should contact the school for support.
6. All students need to have a well-balanced and nutritious diet in order to be successful in school.
7. Except in cases of hardship, parents are expected to donate time to the school. As a charter school it is difficult to create paid positions for every function that needs to be completed. In general, families are expected to donate two hours per month to the school. Volunteer activities include, but are not limited to: supporting front office staff, putting together mailings, organizing supplies, simple maintenance and grounds cleanup, tutoring, setting up and cleaning up for events, and being available during service projects.
8. Parents will provide a space at home where the student can complete homework and projects without disruptions.
9. Parents will ask their students questions about what is being learned, how assignments and projects are progression, and will generally be a partner in the overall educational process.

At the conclusion of this information meeting parents will receive a handbook that describes everything they might need to know about PTT, including information discussed at the meeting, important contact, community resources, school procedures, and student code of conduct. At this time a contract will be signed indicating that the parents and the school have a mutual understanding of responsibilities. From time to time PTT will host events and workshops that showcase student achievement and provide additional support to parents as resources become available.

Community Involvement

More so than most public schools, active community involvement will be necessary for the success of PTT. PTT already has the support of many members of the community, a few examples include: Pikes Peak Community College, The Colorado Springs Housing and Building Administration, Colorado Springs Regional Building Alliance, and many local manufacturers and contractors. Since the purpose of the school is to provide a quality workforce for the Pikes Peak Region, and beyond, support from future employers is essential to the success of the school. At the time of writing this document, PTT already has incredible support from the community including curriculum, letters of support, equipment donations, and offers to provide internships and guest lectures. As the school matures, the forms of community support will include:

1. Providing technical assistance with curriculum and labs.
2. Guest lecturing during Monday student professional development and at other times in trade courses.
3. Allowing students to intern or begin apprenticeships.
4. Hosting tours, field trips, or demonstrations.

5. Donating tools, equipment, raw materials, and financial resources.
6. Supporting graduates in job placement.
7. Generating interest and support through other avenues such as trade shows,

In addition to local businesses, the school will partner with several government entities that would have an active interest in PTT. Colorado Springs Utilities, Pikes Peak Regional Building Department, and Colorado Springs Parks & Recreation are a few agencies that can provide both physical and intellectual support to the school. Any student involved in the construction trades definitely needs to understand the permitting process and the important role that the building department plays in our city and county.

Surveys

Annually the school will conduct surveys to assess the school's progress and achievement in the estimation of students, parents, and community members. This information will be used to promote continuous school improvement and adapt to the changing needs of all stakeholders. There will be three separate surveys, one designed for students, parents, and community partners. The surveys will be created and managed by the school accountability committee in conjunction with James Irwin Charter Schools Charter Management Organization and PTT school administration. Results from the annual surveys will be available to the public.

Once an agreement has been entered into in writing for the building, (see Section N: *Facilities*) James Irwin Charter Schools will begin for the marketing of PTT. Specific details on the marketing plan are available in section D: *Evidence of Support* under the heading of Marketing. In addition to the marketing details outlined in that section, volunteers will hand-deliver door hangers and flyers to the surrounding community. A table showing the number of students who have submitted Letters of Intent for PTT is included in Attachment 2: *Enrollment Table*. The enrollment table is broken down by grade level, and school district of residence.

Board Training

The CMO board will complete the online board training modules within one year of being on the board. In addition, the board will conduct an annual needs assessment and develop its year-long training schedule based on the identified topics. At least annually, Council members will be given an abbreviated version of important topics in the online board training modules that are relevant for their work. This will include Open Meetings, the use of data, finances, holding productive meetings, communication, parental involvement, and additional best practices.

Compliance with Open Meetings law

The CMO board will continue to adhere to Open Meetings law and the Campus Council, when created, will also adhere to these laws. In the first meeting of the Council, training will be conducted by the CMO that explains the details of the law. Further, the CMO will ensure meetings are properly noticed. CMO Board meeting minutes will reside at the CMO Central Office and be housed on the CMO's website. Minutes of Council meetings will be on the school's website and be available in the school office.

Conflicts of Interest

The JICS Bylaws contain a Conflict of Interest provision on page 8, Section 5.4. In addition, the CMO Board has Policy 3.3 Conflict of Interest. These policies require disclosure, nonparticipation in board discussions related to the matter, recusal from a vote, and required documentation. Additionally, the board adheres to a Code of Conduct policy.

Annual Self-Evaluation

The board conducts a self-evaluation at their annual retreat. The purpose of the attached self-evaluation instrument (Attachment 17) is for the board to have a meaningful discussion about how they can continue to improve their work and therefore model holding high expectations for all.

Conflict Resolution

The process conflict resolution is differentiated by the party bringing the issue and the nature of the issue.

- a. Parents of students enrolled in the school should first address their issue with the party involved. This may be a classroom teacher or staff member. If the issue is not resolved between these parties, the matter then escalates to the principal. If the parents wish to pursue the matter further, they will bring their issues to the JICS CEO who may or may not bring the matter to the attention of the CMO Board. This process is also detailed in the Parent/Student Handbook.
- b. Staff members with employment issues or matters involving other staff members, should first bring the situation to the attention of the principal. If the staff member is not satisfied with the outcome at the level of the principal, he/she may bring the matter to the JICS CEO who may or may not bring the matter to the attention of the CMO Board. This process is also detailed in the JICS Employee Handbook.

L. Enrollment Policy

The Power Technical & Trade Academy will enroll students in compliance with all federal and state laws. The CMO board as a non-discrimination policy (Board D.3.1) The PTT enrollment policy prohibits discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, or ancestry.

The PTT enrollment policy is consistent with the requirements of section 22-30.5-104(3) of the Charter Schools Act.

PTT shall manage the enrollment and admissions policy as follows:

1. An enrollment lottery shall be held each year. This lottery will be held the last working day before Feb. 15th of each year.
2. The close of open enrollment is February 1st of each year.
3. The following enrollment preferences, in order of priority, will be allowed:
 - a. **Returning** PTT students
 - b. Siblings of returning PTT students
 - c. Students of Staff/Faculty of PTT
 - d. District of residence students
 - e. All others
4. If at any time during the enrollment lottery process enrollment exceeds capacity, all subsequent applications for enrollment will be put on a waiting list.
5. The lottery will be governed by the following rules:
 - a. All students who are on the waiting list by February 1st of each year will be allowed to enter.
 - b. Each student's lottery draw will determine the number that student has on the waiting list for the following school year.

PTT has a marketing plan in place that includes radio and newspaper advertising as well as outreach to the military community. Our plan also includes outreach to local trade organizations and unions to let them know of the opportunities that PTT will offer in the trade sector. PTT will also schedule regular informational meeting at various locations throughout the city to inform parents and students about careers in the skilled trades.

Placement Testing

Placement testing is completed during the enrollment process in English and math. This information along with their most recent report card from their current school and any other standardized assessment data is evaluated so students may be properly placed in classes based on the their current skill level in these subjects.

Transfer Records Process

Transferring records to the charter school:

A “Request for Student Records” form is completed and faxed to the previous school. Additionally, if a “Request for Confirmation of Enrollment and Attendance” form is received from previous school, it is completed and returned requesting records from the previous school.

Transferring records from the charter school:

A “Request for Confirmation of Enrollment and Attendance” form is sent to the new school. When the new school has completed and returned this form and checked the box requesting records, a copy of the withdrawn student’s records are forwarded to the new school. Additionally, the “Withdrawn Non-Returning Student Records Form” is completed for necessary follow-up by registrars.

Requirement for Parents to Reaffirm Their Intent to Re-enroll on an annual basis:

In December, a letter is included with report cards asking parents to let us know if they do NOT intend to have their student return for the following school year. They do not need to respond to this letter if it is their intent to return. In the spring, when secondary students register for the following year’s courses, they are asked to either confirm their course registration or complete a form letting us know they will not be returning.

As long as parents are responding and following through with the enrollment process, there is not a specific deadline for this decision. If, after multiple invites to parent information meetings, placement testing and completing paperwork, parents do not respond, they are then dropped to the bottom of the wait list.

Definition of Teacher:

Children of teachers and staff at PTT will have priority in the enrollment process.

Contents of Enrollment Packet:

See Attachment 18a for Contents of Enrollment Packet.

Pg. 1 – Self-explanatory

Pg. 2 - CDE tracks students from pre-school forward on their attendance within the state and U.S. as well as their longitudinal assessment data. This form is necessary to correctly code the student for state reporting purposes. The bottom of the form asks if either parent is active-duty military for Impact Aid verification.

Pg. 3 – self-explanatory

Pg. 4 – self-explanatory

Pg. 5 – self-explanatory

Pg. 6 – This form is required by CDE to identify potential ELL students who be required to be tested.

Pg. 7 – This form is required in order to identify students/parents who may be eligible for federal programs. This may also help the district qualify for additional funding.

See Attachment 18b for Request for Confirmation of Enrollment, Attachment 18c for Records Request, and Attachment 18d for Withdrawal of Non-returning Student.

M. Transportation and Food Service

Transportation

Expecting the initial enrollment of PTT to be between 200 and 300 students, transportation services will be extremely limited. As the population of the school increases and the actual demographics becomes clear, additions to transportation will be improved.

Carpooling is encouraged to minimize transportation costs to parents and ease the flow of traffic at PTT. As the student population increases, the school may begin bussing from central pickup and drop-off points in Colorado Springs and other close towns such as Fountain or Widefield. Due to the wide geographic area that students are expected to be coming from, it is unlikely that PTT will offer a widespread transportation service in the beginning years. It is possible, however, that we could add bus service from centrally located points throughout the city for transport to the PTT campus. Bus transportation with JICS schools is in its infancy. We plan to add to these capabilities as demand and finances permit. We are interested in exploring the possibility of using D-49 bussing for D-49 resident students to the PTT campus.

Transportation for field trips or community projects will be accomplished either by purchasing additional busses to accommodate the additional needs for PTT or by chartering a bus from the District or another commercial chartering service such as Ramblin Express or Gray Line Tours. For small events students will need to rely on parents for transportation. Student permission slips will be required for all off campus trips and the mode of transportation will be indicated on that form. PTT through JICS carries \$1 million in liability insurance for both owned and unowned vehicles. This policy is evaluated yearly to ensure that we have sufficient coverage for our operations.

Food Service

PTT intends to discuss the contracting of District nutrition services for student food service. Initially, parents will be encouraged to provide sack lunches for their child. The school will maintain a small reserve of pre-packaged food for students who forget to bring lunches.

N. Facilities

It is fairly well known by most educational leaders how the facilities of a school should look; however due to the trade courses, the PTT facility needs are different. The school needs typical classrooms, breakout rooms, food service, and libraries, but in addition to all of these, the space and infrastructure requirements for labs will be the driving force when looking for a building. With so few options currently available for a school of this type, the difficulty has been finding a space that is both large enough and priced well for a start-up school.

PTT requests District building space in the Patriot Center if that is available. Based on our understanding of the capacities of that space we think it could be effectively used to develop the program at PTT.

O. Waivers

The charter school will request both state and district policy waivers. In addition to the waivers automatically granted by the State Board of Education, James Irwin Charter Management Organization will request the two provisions of Article 63 not automatically granted: 22-63-204 and 205 and 22-32-109 and l and f. The Rationale and Replacement Plan for state waiver requests is included in Attachment 19.

According to C.R.S. § 22-30.5-105 (3), these waivers must be submitted to the Colorado Department of Education within ten days of executing the charter contract. At that time, PTT will complete the waiver request form with appropriate signature, for submission to the state.

P. Student Discipline, Expulsion, or Suspension

Student behavior, conduct, dress code, and discipline are outlined in this section. The purpose of the code of conduct, dress code, and discipline procedures are to ensure an environment that is safe from threats, internal and external, create an environment where every student has an equal opportunity to learn, and finally to uphold the mission and vision of the school. Due to the dangerous nature of many courses offered at PTT and the need for additional safety procedures beyond a traditional school, the code of conduct is much stricter than other schools and the consequences for infractions may be more severe, but always appropriate.

The Dress Code Policy is contained in Attachment 20.

The Code of Conduct Policy (including grounds for suspension and expulsion) is contained in Attachment 21.

Q. Serving Students with Special Needs

PTT will operate its Special Education (SPED) program under the guidance of Falcon School District 49. PTT will be responsible for ensuring the provision of necessary special education programs and services, including the development of Individualized Education Programs (IEPs), handling administrative proceedings, and providing necessary transportation and specialized services. PTT staff will assist in the development of IEPs, identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate. Students that are identified as at-risk, but not categorized in the tertiary level for intensive needs will be handled using Response to Intervention (RtI) and other interventions as necessary. More information regarding at-risk students is located in section E: *Educational Program* under *Professional Learning Communities* and *Response to Intervention*.

Identifying Students of Need

Through the RtI process and PLCs, PTT will identify students in need of interventions and more intensive services. The process for identifying these students is frequent screening of all students. Screening will be accomplished through a series of placement testing at the beginning of the school year, weekly formative assessments, summative data, and NWEA testing. The data will be used to drive classroom instruction, determine if all students are learning, and identify those that need additional interventions. The purpose of the screening process is to determine if the curriculum is working, is the instruction effective, and which students need additional assessment and instruction. All students are involved in the screening process, not just the students that appear to be struggling. The main goal of screening is to identify problems and implement solutions before students are behind, however the same process will serve to identify students that might be advanced.

Identification of students needing special education services is outlined in Section F: *Plan for Evaluating Pupil Performance* under the subheading *Response to Intervention*. Students that are identified as advanced may be permitted to move ahead faster and be enrolled in more advanced courses. Additional electives will be made available as the school continues to expand for students that do not need remediation or interventions.

English Language Learners

In the hierarchy of communication skills (listening comprehension, spoken language, reading, and writing), writing will definitely be the most complex and challenging, particularly for English Language Learners (ELL). Direct Instruction programs have shown success for both English proficient children and English language learners. Research from the Baltimore Curriculum Project showed remarkable success in 17 public schools using Direct Instruction for ELL students (Direct Instruction & ESL Fact Sheet, 2013). Students will be identified for ELL services by home language surveys and teacher referrals. Additional services will be provided after school as appropriate and necessary.

504s

Students with established 504s will receive the accommodations specified in their plan, but do not qualify for SPED services based solely on a 504. A 504 is a legally binding document and requires specific accommodation and support, but these accommodations are based on medical condition that has been deemed “educationally impacting” such as the need for specialized hearing equipment, preferential seating, or possibly permission to type assignments. The 504 plan should make it possible for the student to participate fully in school. In most cases, 504s will be managed by the school’s health aide, nurse, or EMT with supervision from administrative staff.

R. Dispute Resolution Process

PTT will always attempt to resolve any disagreement with D49 amicably. In the event of a contract dispute between the School and the Falcon District 49, the School will make a good faith effort to resolve the conflict through informal means. A designated representative of the School will meet with representatives from Falcon District 49 to discuss possible resolutions to the dispute and to attempt to reach an agreement. If such an attempt at informal resolution fails, the School will comply with a mutually agreed upon dispute resolution plan, which may include some or all of the following steps:

1. Written notification of the dispute, identifying the specific topic of disagreement and the facts that support the complaint, submitted by either party in a timely manner.
2. Outside mediation conducted by a skilled, independent mediator to occur within 30 days of receipt of notice.
3. Non-binding arbitration that includes a hearing and recommendation within 120 after receipt of written notice. The costs of such arbitration shall be shared equally between the two parties.

PTT recognizes that negotiations will be made on an on-going basis. Detailed stipulations regarding governance, waivers, facilitates, insurance and other factors will be considered before Contract approval is completed.

S. School Management Contracts

School management contracts are not necessary since Power Technical & Trade Academy will be under the James Irwin Charter Management Organization.

Power Technical & Trade Academy (PTT) will be organized as a school governed by the James Irwin Charter School Charter Management Organization (JICS CMO), located at 5525 Astrozon Blvd., Colorado Springs, CO 80916. The JICS CMO will provide all accounting, human resources and upper level management services of PTT, while daily operations such as instructional programs, student issues, maintenance, and site-based technology will be handled directly by PTT. See Attachment 11: Organization Flow Chart for details on current and future leadership positions.

Non-Religious, Non-Sectarian Status

Power Technical & Trade Academy shall operate as a non-sectarian, non-religious public school.

Commitment to Non-Discrimination

The Academy shall comply with all applicable federal, state and local laws, rules and regulations including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, or ancestry.

Accountability

Power Technical & Trade Academy shall operate under the auspices of and be accountable to the District and subject to all District policies and regulations unless waived.

See Attachments 9, 10 and 22 to see that the service provider is authorized to do business in Colorado.

See Attachment 23 to see that the service provider has successfully managed other schools.

All staff will be hired and will be the employees of James Irwin Charter Schools the collaborative. JICS is an at-will employer and will be responsible for the termination of their employees. JICS will listen carefully to school and parent concerns about an administrator's or a teacher's performance and may terminate or move the employee at their discretion. See Attachment 10 Articles of Incorporation to see that the ESP is authorized to do business in Colorado,

When a building is purchased, the building will be owned by a tax exempt building corporation that is a supporting entity of the Collaborative. The building will be leased back to the school at a rate that covers the monthly payment and associated fees of that school. Maintenance issues will be covered through an allocation to the proper line item in the school's yearly budget.

T. Existing School Operators or Replicators

Power Technical and Trade Academy, is an effort of the James Irwin Charter School Collaborative. PTT is not a replication of the schools in the James Irwin portfolio, but rather it is an attempt to meet the needs of those students, who at this point in their life, are not interested in going to college. They are students who want to work with their hands, and they want to enter into a career-oriented trade immediately after high school.

This is an area in recent years where, because of the push for everyone to go to college, k-12 education has not done a thorough job of meeting the needs of non-college bound students. We believe that a school whose main focus is developing future craftsman will be more effective than adding this program to an existing middle/high school.

Currently, the collaborative board will act as the governing board for PTT. The campus council outlined in the governance section of this document will have four parent representatives and will provide important input to the Board. PTT also plans to form an advisory council made up of community business leaders to advise administration and board members on technical and trade courses and sequence. This council will meet twice a year.

It is probable that either the members of the campus council will become the board of PTT with one of its members having a seat on the collaborative board or the collaborative will become a network and the campus council will continue with the responsibilities outlined in the governance section.

- Business plan. See Budget, Attachment 7
- Detailed academic results. See Attachment 23
- Most recent financial audits. See Attachment 24
- Parent satisfaction data. See Attachment 25

U. Virtual or Online Schools

Not Applicable

Power Technical and Trade Academy is neither virtual nor online.

**JAMES IRWIN CHARTER ACADEMY
MANAGEMENT AGREEMENT AND COLLABORATIVE
MEMORANDUM**

This Management Agreement and Collaborative Memorandum (the "Agreement") is made and entered into as of the date of the last signature below and an effective date of July 25, 2013, by and between James Irwin Charter Schools a Colorado nonprofit corporation and charter school collaborative ("JICS" or "Collaborative") with its primary office at 5525 Astrozon Boulevard, Colorado Springs, CO 80916, and James Irwin Charter Academy, a Colorado nonprofit corporation and charter school, with its primary office also at 5525 Astrozon Boulevard, Colorado Springs, CO 80916, (the "School" or "JICA").

RECITALS

WHEREAS, JICS is a charter school collaborative formed pursuant to the Charter School Collaborative Act, C.R.S. § 22-30.5-601 *et seq.* ("Collaborative Act"); and

WHEREAS, JICS become a charter school collaborative on May 21, 2013, through a contract entered into by JICS, James Irwin Charter Elementary School, a Colorado nonprofit corporation and Colorado charter school, James Irwin Charter Middle School, a Colorado nonprofit corporation and Colorado charter school, and James Irwin Charter High School, a Colorado nonprofit corporation and Colorado charter school, ("Collaborative Contract"); and

WHEREAS, the Collaborative Act permits creation of public charter school collaboratives to "exercise administrative control or direction in providing or operating specified functions, services or facilities for participating charter schools," C.R.S. § 22-30.5-603(4)(a); and

WHEREAS, under the Collaborative Act, the debts, liabilities, and obligations of the Collaborative "shall not be the responsibility of the participating charter schools or their authorizers," C.R.S. § 22-30.5-603(2); and

WHEREAS, the School is organized, as permitted by law, as a Colorado nonprofit corporations, which organization "shall not affect its status as a public school," C.R.S. § 22-30.5-104(4); and

WHEREAS, JICS is the sole member of the School and the School's Articles of Incorporation state in part in Article V, "The relationship between JICA and JICS, their directors, officers, employees, and agents does not create and shall not be deemed to create a conflict of interest for any reason or purpose;" and

WHEREAS, the School is a charter school, organized as a public school pursuant to C.R.S. §§ 22-30.5-101 *et seq.*, which authorizes the formation of charter schools (the "Charter Schools Act"). Except to the extent expressly waived in accordance with the terms of the

Charter Schools Act, the School is subject to the Colorado laws applicable to Colorado public schools (the "Colorado School Laws"), including without limitation Article 22 of the Colorado Revised Statutes; and

WHEREAS, the application for the School was submitted by JICS (the "Application"), and a charter contract was issued to JICS on February 19, 2013 ("Charter Contract"), by the Charter School Institute (the "Authorizer") to organize and operate a public charter school, with the Authorizer as the authorizing body; and

WHEREAS, JICS requested the Authorizer transfer the Charter Contract to JICA, which was accomplished through a resolution of the Authorizer's board on June 18, 2013, and *Charter School Contract Amendment No. 1* signed by the Authorizer on June 18, 2013, and JICA on July 25, 2013, ("Amendment 1"); and

WHEREAS, JICS is currently the holder of the Charter Contract; and

WHEREAS, the School and JICS desire to create an enduring educational alliance, whereby the School and JICS will work together to promote educational excellence and innovation, based on JICS's school design, comprehensive educational program and management principles; and

WHEREAS, in order to implement an innovative educational program at the School, the parties desire to establish this arrangement for the management and operation of the School and for JICA to join the Collaborative pursuant to the Collaborative Contract.

Therefore, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties mutually agree to this Agreement as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

A. Authority. The School represents that it is authorized by law to contract with JICS for educational, business administration and management services. The School is vested with all powers necessary to operate the School and to implement the educational program contemplated in the Charter Contract.

B. Management Agreement. The School hereby contracts with JICS, to the extent permitted by law, for the provision of all labor, materials, equipment, facilities and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the School in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and methods used to monitor compliance with performance of targeted educational outcomes, all as adopted by the School's Board of Directors (the "Board") and/or included in the School's Charter Contract.

C. Designation of Agents. The Board designates the employees of JICS as agents of the School having a legitimate educational interest such that they are entitled access to educational records under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act ("FERPA").

D. Status of the Parties. JICS is a Colorado nonprofit corporation, body corporate, and governmental entity authorized by the Collaborative Act, and is not a division or a part of the School. The School is a Colorado nonprofit corporation, body corporate, and governmental entity authorized by the Charter Schools Act, and is not a division or part of JICS. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not employer - employee. Except as expressly provided in this Agreement, no agent or employee of JICS shall be deemed to be the agent or employee of the School. JICS shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between JICS and the School is based solely on the terms of this Agreement, and the terms of any other written agreements between JICS and the School. Nothing herein will be construed to create a partnership or joint venture by or between the School and JICS.

C. COLLABORATIVE MEMORANDUM. Pursuant to section 9 of the Collaborative Contract, through this Agreement, JICA joins the Collaborative and agrees to all the terms of the Collaborative Contract, which are incorporated herein and included as Exhibit A. If JICA leaves the Collaborative pursuant to the terms of the Collaborative Contract, such act shall not modify the contractual relationship specified in this Agreement.

ARTICLE II

TERM

- A. Term.** This Agreement shall be effective retroactively back to July 25, 2013, shall replace all previous agreements between the parties, and shall continue until termination or expiration of the Charter Contract. The first academic year of this agreement shall be from July 1, 2013 to June 30, 2014 and each academic year thereafter shall commence on July 1 and end on June 30 of the following year.
- B. Taxpayer's Bill Of Rights.** Notwithstanding any other provisions in this Agreement, the parties recognize that the School is a Colorado public school and is subject to Article X, § 20, of the Colorado Constitution, commonly known as the Taxpayer's Bill of Rights ("TABOR"). Therefore, fiscal obligations of the School are subject to annual appropriation by the Colorado Legislature and the School's Board. Thus, this Agreement does not create a finical obligation that extends beyond the School's current fiscal year.

ARTICLE III

FUNCTIONS OF JICS

A. Responsibility. JICS shall be responsible and accountable to the Board for the administration, operation and performance of the School in accordance with the Charter Contract. JICS's responsibility is expressly limited by: (i) the School's budget as approved and amended from time to time by the Board (the "**Budget**"), and (ii) the availability of state funding to pay for said services. Neither JICS nor the School shall be required to expend School funds on services in excess of the amount set forth in the Budget.

B. Educational Program. JICS agrees to implement the educational goals and programs as set forth in the Charter Contract (the "**Educational Program**"). In the event JICS determines that it is necessary to materially modify the Educational Program, JICS shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Authorizer. The parties hereto acknowledge that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency. The Board and JICS each agree that they are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, JICS will provide the Board with updated reports on progress towards implementing each of the educational goals set forth in the Educational Program.

JICS shall provide an Educational Program that is consistent with Exhibit B, which is incorporated into this Agreement by reference.

C. Specific Functions. Subject to the oversight and authority of the Board as provided herein, JICS shall be responsible for the Educational Program and the management, operation, accounting and business administration of the School. Such functions include, but are not limited to:

1. Implementation and administration of the Educational Program, inclusive of the acquisition of instructional materials, equipment and supplies.
2. Employment of all personnel working at the School and management of all personnel functions as set forth in Article VII of this Agreement.
3. All aspects of the business administration.
4. All aspects of the accounting operation, including general ledger management and financial reporting.
5. Marketing and development costs.

6. Any other function necessary or expedient for the administration of the School.

Additionally, such functions may include the following:

1. Securing a facility to be leased or otherwise provided to the Board, operation of the facility, and the installation in the facility of technology integral to the operation of the School. The facility shall comply with, or otherwise be approved with regard to, all state regulations governing the use of the facility as a school, as applicable.

2. Food service.

D. Purchases. Purchases made by JICS for the School with the School's funds, such as non-proprietary instructional and/or curriculum materials, books, supplies and equipment will be the property of the School. JICS agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by JICS at the request of the Board.

E. Subcontracts. JICS reserves the right to subcontract any and all aspects of all services it agrees to provide to the School, including, but not limited to transportation and/or food service. However, JICS shall not subcontract the management or oversight of the teaching and instructional program, except as specifically permitted in this Agreement or with prior approval of the Board.

F. Place of Performance. To the extent not prohibited by the Charter Contract or applicable law, and except for educational instruction services, JICS reserves the right to perform the services it is providing pursuant to this Agreement off-site, such as purchasing, professional development and administrative functions.

G. Student Recruitment. JICS and the Board shall be jointly responsible for the recruitment of students. Students shall be selected in accordance with the procedures set forth in the Charter Contract and in compliance with the Charter School Law and other applicable law.

H. Due Process Hearings. JICS shall provide student due process hearings in conformity with the requirements of the Charter Contract and state and federal law regarding discipline, special education, confidentiality and access to records. The Board shall retain the right to provide due process as required by law.

I. Legal Requirements. JICS shall provide educational programs that meet federal, state, and local requirements, and the requirements imposed by the Charter Contract, unless such requirements are waived. The Board shall interpret federal, state and local requirements liberally to give JICS flexibility and freedom to implement its educational and management programs, but in case of a dispute, the Board's interpretation shall control. The Board shall have final approval of the Educational Program and may revoke such approval at anytime, effective the proceeding school year.

J. Rules and Procedures. JICS shall recommend to the Board reasonable rules, regulations and procedures applicable to the Schools, and JICS is authorized and directed by the Board to enforce the rules, regulations and procedures adopted by the Board.

K. School Year and School Day. The school year and the school day schedule shall be approved by the Board as required under the Charter Contract.

L. Pupil Performance Standards and Evaluation. JICS shall implement pupil performance evaluations that permit evaluation of the academic progress of each School student. JICS shall be responsible and accountable to the Board for the academic performance of students enrolled at the School. JICS will utilize assessment strategies required by the terms of the Charter Contract. The Board and JICS will cooperate in good faith to identify academic goals and methods to assess the students' academic performance.

M. Services to Disabled Students and Special Education. As may be required by Charter Contract, JICS shall provide special education services to students who attend the School in conformity with the requirements of state and federal law. JICS may subcontract as necessary and appropriate for the provision of services to students with special needs. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies.

N. Charter Contract between the School and Authorizer. JICS will not act in a manner that would cause the School to be in breach of its Charter Contract.

O. Unusual Events. JICS agrees to timely notify the Board of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the School in complying with its responsibilities under the Charter Contract or applicable law.

P. Student and Financial Records. All student and financial information related to the School shall be available for inspection at the School upon reasonable request consistent with applicable federal and state laws. During the term of this Agreement, such records, in the aggregate, may be utilized by JICS for any and all purposes, including marketing, fundraising and private research.

Q. School Records/Proprietary. The financial, educational and student records pertaining to the School are School property, and such records are subject to the provisions of all applicable federal and state laws concerning the maintenance and disclosure of student records, including, without limitation, the Colorado Open Records Law, C.R.S. §§ 24-72-204 *et seq.*, and the Family Education Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, to the extent required by applicable law. During the term of this Agreement, all School records shall be physically or electronically available to JICS upon request at the School.

R. Intellectual Property Rights. JICS will own all proprietary rights to curriculum or educational materials that is both directly developed and paid for by the School (the "School Materials"). JICS shall own all proprietary rights to, and the School's proprietary interest shall not include, curriculum or educational materials that were developed by JICS with or without

School funds dedicated for the specific purpose of developing such curriculum or materials that were previously developed or copyrighted or similarly protected by JICS. JICS shall also own all intellectual property rights, including, without limitation, any copyright rights in and to the Educational Program and all Educational Materials (as that term is defined at the end of this Section R) relating thereto, as well as any non-curriculum materials created or provided by JICS in connection with, or related to, the implementation of the Educational Program, including all corrections, modifications and derivatives thereof (collectively all of the foregoing shall be referred to as the “JICS Materials”).

Relevant Educational Materials and teaching techniques used by or at the School shall be subject to disclosure to the extent required under the Charter School Law and Colorado Open Records Act.

JICS hereby grants to the School the non-exclusive, non-transferable license to use the JICS Materials in furtherance of the Educational Program during the term of this Agreement or any renewal thereof, including without limitation, the right to reproduce, publicly display, distribute, and create derivatives of same, in hard copy format, or electronically via the School’s intranet, (whether or not the latter is hosted by JICS or a third party). To the extent any part of the School Materials may be derivative of JICS Materials, the School shall have no rights to use such JICS Materials, as same may have been previously embodied or incorporated in the School Materials, beyond the termination or expiration of this Agreement. The School represents and warrants that during the term of this Agreement, or following the expiration or termination of this Agreement, the School will not exploit, or assist any third party in exploiting, the School Materials or any JICS Materials for commercial purposes. The School hereby grants JICS the non-exclusive, irrevocable, worldwide, assignable right to use, distribute, modify and display the School Materials solely for education purposes in any and all media now known or hereafter developed.

For the duration of this agreement, JICS hereby grants the School the non-exclusive, non-transferable license to use JICS’s trade name and the trademark(s) to promote and advertise the School. No other use of the JICS trademarks is permitted without JICS’s prior written permission. The School shall acquire no rights in the JICS trademarks, and all goodwill of the JICS trademarks shall inure to the benefit of and remain with JICS. JICS shall have pre-approval rights for each form and manner of public display of the JICS Trademarks. The School may forever freely use, without any required approval of JICS, any mark or logos used by the School prior to this Agreement and the name “James Irwin Charter Academy.”

For the duration of this Agreement and thereafter into perpetuity, the School hereby grants JICS the non-exclusive, non-transferable license to use the School’s trade name and the trademark(s) to promote and advertise JICS.

“Educational Materials” shall include (without limitation) print and electronic textbooks, instructional materials, lesson plans, teacher guides, exercise, workbooks, tests and other curriculum-related materials.

ARTICLE IV

OBLIGATIONS OF THE BOARD

A. **Good Faith Obligation.** The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of JICS, including but not limited to, JICS's recommendations concerning policies, rules, regulations and budgets.

B. **Assistance to JICS.** The Board shall cooperate with JICS and shall furnish JICS with all documents, records and information necessary for JICS to properly perform its responsibilities under this Agreement, including but not limited to, timely notice of all Board meetings. The Board shall, with JICS's assistance, apply for and support the waiver of state laws, regulations and rules that JICS reasonably determines to interfere with the effective and efficient operation of the School to the extent consistent with the Charter Contract.

C. **Unusual Events.** The Board agrees to timely notify JICS of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect JICS in complying with its responsibilities hereunder.

D. **JICS Office Space.** The Board upon request shall provide JICS with suitable space at the School for JICS personnel and subcontractors. The space shall be provided without cost to JICS and may be used by JICS for any JICS activities suitable for a school environment.

E. **Retained Authority.** The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and operation of the School including, without limitation, regulations relative to the conduct of pupils while in attendance at the School or en route to and from the School. The Board shall further retain the responsibility, as provided in C.R.S. 22-32-109(1)(b) of the Colorado School Laws, to adopt written policies governing the procurement of supplies, materials and equipment.

ARTICLE V

FINANCIAL ARRANGEMENTS

A. **Revenues.** Except as hereinafter provided, all monies received by the Board shall be deposited in the School's depository account within ten (10) business days with a financial institution acceptable to the Board. Interest income earned on School depository accounts shall accrue to the School. Except as specifically excluded by the terms of this Agreement, the term "**Revenues**" shall include all funds received by or on behalf of the School, including but not limited to:

1. Funding for public school students enrolled at the School.
2. Any Special education funding provided by federal and state governments, that is directly allocable to special education students enrolled at the School.
3. Any Gifted and talented funding provided by federal and state governments that is directly allocable to gifted and talented students enrolled at the School.
4. Any At-Risk funding provided by federal and state governments that is directly allocable to at-risk students enrolled at the School.
5. Funding provided by federal and state governments that is directly allocable to students enrolled at the School with limited English proficiency.
6. All other federal and state funding sources, including but not limited to Title I and any start-up funding, allocable to the School.
7. All other funding, contributions and donations, public and private, received by the School (except to the extent JICS is not required or involved in soliciting, administering, or managing the contribution and/or donation).
8. Fees charged to students for extra services and to the extent permitted by law.

(All of the above are hereinafter collectively referred to as the “**Revenues**”).

The Revenues shall be expended by JICS in accordance with the Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable.

B. Budget

1. Projected Budget. JICS shall provide the Board with an annual projected Budget that is in compliance with the School District Budget Law of 1964, C.R.S. § 22-44-101 *et seq.* After the first academic year, the Budget shall be submitted to the Board prior to April 1st for the next academic year.

2. Budget Detail. The Budget shall contain reasonable detail as requested by the Board. The Budget shall include all projected expenses and costs associated with operating the School including, but not limited to, the projected cost of all services provided by JICS pursuant to the terms of this Agreement, the Educational Program, leasehold and other lease or purchase costs incurred for the facility, maintenance, reasonable building and landscape renovations and upgrades as requested by the Board, and repairs to School facilities, capital improvements except as otherwise agreed upon, supplies and furnishings necessary to operate the School, all taxes of any kind that are assessed or imposed, insurance premiums, utilities, professional fees (which

shall include, but not be limited to the Board's accountant and attorney), Board training and all other projected costs and expenses reasonably necessary to operate the School in accordance with the terms of this Agreement.

3. Approval. The Budget shall be prepared by JICS and submitted to the Board for approval, which approval shall not be unreasonably withheld. The Budget shall be amended from time to time as deemed necessary by JICS and the Board to comply with the Colorado School Laws and the Charter Contract. Additionally, the Board shall be entitled to request that the Budget include facility and landscape renovations and interior upgrades as necessary. Such requests shall not be unreasonably denied.

4. Expenditures. JICS shall not expend the Revenues in such a way as to deviate materially from the provisions of the Budget without Board approval.

5. Board Reserve. Notwithstanding any other provision of this Agreement, during the term of this Agreement there shall be reserved in the School's account an amount not less than 3% of fiscal year spending in compliance with Article X, Section 20 of the Colorado constitution (the Taxpayers Bill of Rights or TABOR). These funds may not be expended except under special circumstances allowed by law. Under any circumstance, the 3% reserve must be restored by June 30th of the applicable fiscal year.

6. Adjustments.

- i. Audits. In the event that the School's Authorizer or the State of Colorado make adjustments to the amounts paid to the School as the result of a state or district audit that are due to an error committed by JICS, JICS will be required to either remit such funds to the School or reduce future receipts.
- ii. Variances from Budget. In the event that during the course of the fiscal year, receipts are determined to be less than those in the budget or the total of all expenditures are expected to exceed total expenditures in the budget, such that a deficit will be incurred (or if a deficit is already included in the Budget, the actual deficit exceeds the budget), JICS or the School shall promptly notify the other in writing. Within thirty (30) days of delivery of the notice, JICS will provide the School's Board with a plan to reduce costs as shall be necessary to offset the amount of the deficit (or the increase in the budget deficit if applicable), except that JICS shall use commercially reasonable efforts to ensure that no material reductions will be made in the level of services to be provided, as provided for in the Charter Application, Charter Contract, law, or regulation.
- iii. Good Faith Cooperation. The parties agree to cooperate in good faith to conform to any changes in state law relating to the student funding or otherwise that affects funding of charter schools.

C. Fee.

1. Compensation for Services.

- i. Management Fee. For the term of this Agreement, including each and every Renewal Term, the School will pay JICS an annual fee of eight percent (8%) of all Revenues, subject to state and federal law and regulations. (the "Management Fee"). Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or other agreements between the parties. The parties agree that the Management Fee earned and owned during the 2013-2014 school year may be paid in subsequent years ("First Year Fee"). The School shall pay The First Year Fee as soon as the School's budget permits such payment, but no later than June 30, 2018. The First Year Fee will bear no interest.
 - ii. Rebursment for Start Up Costs. JICS, without the help of the Board, was responsible for obtaining the School's charter contract, purchasing and remodeling the facility used by the School, hiring and traing all employees working at the school, and for every other aspect of starting JICA. The amount of both finaincal and human capital JICS has invested into starting JICA is difficult to measue, so JICA agrees to pay JICS \$25,000.00 to help cover these costs ("Startup Costs"). The Starup Costs will be paid from JICA to JICS over the initial term of this Agreeemtn as the School's budget permits.
 - iii. Reasonable Compensation. The Management Fee and Startup Costs under this Agreement are reasonable compensation for services rendered. JICS's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operation of the School.
2. Program Fee. In addition to the Management Fee described above, the School will reimburse JICS for all costs incurred and paid by the JICS in providing the services described in Article III of this Agreement to the School. Such costs include, but are not limited to, mortgage payments, rents, and/or lease payments, salaries of JICS employees working at the School or doing work for the direct benefit of the School (which does not include work done to start a new school, run or manage another school, or the general operations of JICS), costs related to curriculum, instructional materials, textbooks, library books, computers, software, supplies, food service, transportation, special education, psychological services, legal fees, and medical services "Program Fee." Such costs shall include costs incurred by JICS on behalf of the School prior to execution of this Agreement. In general, charges for instructional materials, textbooks, etc. shall not include, any separate license fee to JICS with respect to its proprietary materials, and such costs shall be budgeted annually and the budget shall be subject to review, comment and approval by the School's Board. All costs shall be commercially reasonable and competitive in the industry, and JICS shall not charge added fees unless such fee is approved by the Board, provided,

however, that nothing herein shall prohibit JICS from charging interest on advances made by JICS to the School or on unpaid balances as set forth below or a fee for guaranteeing, cosigning or collateralizing any obligations of the School.

3. Time and Priority of Payments.

- i. JICS will receive its Management Fee and the Program Fee in the same number of installments and in the same proportion that the School receives its revenues. Each installment of the Management Fee and Program Fee will be due and payable within ten (10) business days of receipt by the School of the revenues related thereto.
- ii. JICS will notify the School of payments due and owing to JICS as soon as possible or in a billing after the end of each month and the School will make such payments to JICS within ten (10) business days thereafter; provided, however, that any delay in so notifying the School shall relieve the School of its obligations to make such payments until ten (10) days after notification is made.
- iii. The School will satisfy its payment obligations to JICS in the following order of priority: (i) Program Fee (ii) Management Fee with the oldest amounts due first.
- iv. Any payment due JICS, other than the First Year Fee, not paid when due will be subject to a late fee calculated as interest on the amount in arrears calculated at the prime rate of interest as published in the *Wall Street Journal* plus 1% per annum (the "Late Interest Rate"), for the time overdue; provided that any such amounts due and outstanding for a period exceeding ninety (90) days shall be subject to a late fee calculated as interest on the amount in arrears calculated at 6%, for the entire time overdue (unless such rate is less than Late Interest Rate, in which case, such interest shall be calculated at the Late Interest Rate).

4. Other Revenue Sources.

- i. The School and JICS may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and Charter of the School, in the name of either JICS or the School; provided, however, that any solicitation of such grants or donations by the School in the name of JICS shall be subject to the prior approval of JICS. The School may also receive funds from other sources and programs, including without limitation any before and after school programs and food sales.
- ii. All funds received by JICS or the School for the benefit of the School shall be considered Revenue and subject to the terms herein.

D. Availability of Funds. JICS shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

E. Other Schools. The School acknowledges that JICS will enter into similar management agreements with other public schools. JICS shall maintain separate accounts for expenses incurred by and on behalf of the School and other schools, and shall reflect in the School's financial records only expenses incurred by or on behalf of the School. If JICS incurs authorized expenses on behalf of the School and other schools which are incapable of precise allocation, then to the extent permitted by law, JICS shall allocate such expenses among all applicable schools, including the School, on a prorated basis based upon the number of students enrolled at the applicable schools, or upon such other equitable basis as is acceptable to the parties.

F. Financial Reporting. JICS shall provide the Board with:

1. The projected annual Budget as required by the terms of this Agreement.
2. Statements of Revenues, Expenditures and Changes in Fund Balance detailing all revenues received, and all direct expenditures for services rendered or expenses incurred on behalf of the School, whether incurred on-site or off-site, on a frequency determined by the Board, but not less frequently than four times per year.
3. Reports on School operations, finances and student performance, shall be provided upon request, but not less frequently than four times per year.
4. Such other information as the Board may reasonably request to enable the Board to: (i) evaluate the quality of the services provided by JICS to the School, and (ii) timely provide all reports and information that the Board is required to provide pursuant to its Charter Contract and/or the Charter School Law.

G. Access to Records. JICS shall keep accurate financial records pertaining to its operation of the School, together with all School financial records prepared by or in possession of JICS, and shall retain all of the afore-referenced records according to applicable state and federal requirements to which such books, accounts, and records relate. JICS and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Board shall be responsible for reviewing, revising and approving the annual Budget in accordance with the Charter Contract and applicable law.

I. Annual Audit. The Board shall select and retain an independent auditor to conduct an annual audit of the School in accordance with the School's Charter Contract and Colorado School Laws. Subject to applicable law, all records in the possession or control of

JICS that relate to the School, including but not limited to financial records, shall be made available to the School's independent auditor.

J. Start-up Financing. Where required, JICS will provide pre-operational funds for: (i) the development of curriculum, a technology system and a school operations plan, (ii) recruiting, selecting and training of staff members; and (iii) cleaning, renovating (to the extent necessary) and equipping of the School facility. In addition, JICS may, but need not, make contributions to the School in the event School expenses exceed revenues. JICS contributions, if any, shall be in amounts acceptable to JICS and the Board, shall be included in the Budget, and shall be repaid from Revenues as and when funds are available; however, the School shall not be legally obligated to repay JICS contributions made to or on behalf of the School. Any loan from JICS to the School shall be described in a separate instrument.

K. Grants. The Board will review any recommendations from JICS regarding the solicitation for grants and donations from public funds through competitive grant processes or from private sources and will approve or disapprove of such solicitation. To the extent required by applicable law, the Board will supervise the administration of grant funds from third parties and ensure that such grant funds are used in accordance with applicable statutory and regulatory requirements and the terms of the pertinent grant agreements.

L. Other Financing. The Board may apply to JICS for financing from time to time. Financing extended by JICS to the School shall be separately documented. The School shall repay financing extended by JICS from its Revenues.

ARTICLE VI

PERSONNEL & TRAINING

A. Personnel Responsibility. JICS shall select and hire qualified personnel to perform services at the School. JICS shall have the responsibility and authority to select, hire, evaluate, assign, discipline, transfer and terminate personnel consistent with the Budget and state and federal law. Personnel shall be employees of JICS, unless otherwise agreed by JICS and the Board. Each party shall be responsible for compensating their respective employees. However, the compensation of all employees shall be included in the Budget. Upon Board request, JICS shall disclose to the Board detailed information concerning compensation and benefits provided to JICS employees assigned to the School. To the extent required by applicable law, all personnel hired by JICS to work in the School shall undergo a background check, including criminal history and unprofessional conduct disclosures, as required by law.

B. School Principal. The accountability of JICS to the School is an essential foundation of this Agreement. Since the School Principal (the "**Principal**") is critical to the School's success, JICS shall have the authority, consistent with subparagraph A above, to select and supervise the Principal and to hold the Principal accountable for the performance of the School. In the event of a vacancy in the position of Principal, JICS will advertise the position, identify and interview candidates, and submit the final candidate to the Board to interview and approve. The Board agrees not to unreasonably withhold its approval of JICS's recommended

Principal candidate. In the event that the Board does not approve of JICS's recommended Principal candidate, the Board will provide JICS with written notification of the reasons for its disapproval. JICS will present another candidate to the Board for interview and approval, which will not be unreasonably withheld. The Board will have to make a selection between the two candidates presented by JICS. In the event the Board is not satisfied with the Principal's job performance, the Board will follow the process outlined in VI.H. The duties of the Principal, and the terms of the Principal's employment shall be determined by JICS subject to Board approval.

C. Teachers. JICS shall, consistent with subparagraph A above, provide the School with teachers qualified to teach their assigned subjects and grade level. The curriculum taught by the teachers shall be consistent with the Educational Program. The teachers may, at the discretion of JICS, work at the School on a full or part time basis. Teacher(s) may also work at other schools managed or operated by JICS. Each teacher assigned to the School shall hold a valid teaching certificate issued by the Colorado Department of Education to the extent required by Colorado School Laws (taking into consideration any applicable waivers).

D. Support Staff. JICS shall, consistent with subparagraph A above, provide the School with qualified support staff as needed to operate the School in an efficient manner. The support staff may, at the discretion of JICS, work at the School on a full or part time basis. The support staff may also work at other schools managed or operated by JICS.

E. Training. JICS shall provide training in its methods, curriculum, program and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development as required by the Charter Schools Act and other applicable laws and regulations. Non-instructional personnel shall receive training as JICS determines reasonable and necessary under the circumstances.

F. Terms of Employment. All staff at the School may be subject to a covenant not to compete or other employment restriction as part of the terms of his or her employment with JICS for services at the School.

G. Limitations on Discretion. All decisions made by JICS, and any discretion exercised by JICS, in its selection, evaluation, assignment, discipline, and transfer of personnel shall be consistent with the Budget, the parameters adopted and included within the Educational Program, and state and federal law.

H. Complaints about JICS Employees. If the Board is dissatisfied or concerned about the job performance of a JICS employee assigned to the School, the Board shall discuss the matter first with the School Principal. In the event the Board has a concern or is not satisfied with the Principal's job performance, the Board will provide JICS official notice pursuant to this Agreement and set forth the specific issues and requested action with supporting documentation. If after providing JICS with official notice, the Board is not satisfied with resolution to the matter within ninety (90) days of giving notice, the Board, at its sole discretion and with a two-thirds vote of all Board members, may remove a School Principal for cause from his or her position with the School, but the School Board shall have no responsibility or authority to fire said

Principal. If the School Board removes a Principal, a new Principal will be hired using the process outlined in VI. B.

I. **Teacher and Support Staff Discipline.** The Board and JICS agree that since teachers and support staff are employees of JICS, JICS is empowered to formulate and implement binding decisions on such disciplinary matters pertaining to said teachers and support staff. In the event the Board has a concern or is not satisfied with the any employee assigned to the School other than the Principal, after having brought the matter to the Principal, the Board will provide JICS official notice pursuant to this Agreement and set forth the specific issues and requested action with supporting documentation. If after providing JICS with official notice, the Board is not satisfied with resolution to the matter within ninety (90) days of giving notice, the Board, at its sole discretion and with a two-thirds vote of all Board members, may remove any employee for cause from his or her position with the School, but the School Board shall have no responsibility or authority to fire said employee. If the School Board removes a teacher or support staff employee from his or her position with the School, JICS shall have the authority and responsibility to replace said employee in a timely manner.

J. **Performance Evaluation.** JICS will conduct annual performance evaluations on all its staff, including the School's Principal. The School Board may also conduct an annual performance evaluation of the School's Principal and make recommendations to JICS regarding such. Educator evaluations shall comply with any/all State requirements, including those set forth in SB 191 if applicable.

ARTICLE VII

DISPUTE RESOLUTION AND TERMINATION OF AGREEMENT

A. Termination.

1. **By JICS.** JICS may, at its option, terminate this Agreement prior to the end of the terms specified in Article II in the event the Board fails to remedy a material breach within ninety (90) days after notice from JICS. A material breach includes, but is not limited to, JICS's failure to receive for any reason compensation or reimbursement as required by the terms of this Agreement, the School's loss or suspension of its Charter Contract, or the Board's vote to modify the Educational Program.

2. **By School.** The School may terminate this Agreement prior to the end of the terms specified in Article II in the event that JICS shall fail to remedy a material breach within ninety (90) days after notice from the Board. A material breach includes, but is not limited to: (i) failure to account for its expenditures or to pay School operating costs in accordance with the terms of the Budget (provided funds are available to do so) or (ii) failure to follow policies, procedures, rules, regulations or curriculum duly adopted by the Board that are not in violation of the Charter Contract, this Agreement or law.

3. **Upon Loss of Charter.** This Agreement will terminate immediately upon the termination of the Charter, provided termination shall not become final and effective in

relation to Charter termination unless and until the Board has exhausted appeals, if any, to the State Board of Education.

4. **For Failure to Approve Budget.** JICS may terminate this Agreement effective immediately upon written notice to the Board in the event that the Board does not approve a budget or modifications to a budget within sixty (60) days following the submission of a proposal therefore by JICS.

B. Termination/Expiration.

1. **Effective Date of Termination.** In the event this Agreement is terminated by either party prior to the end of the term specified in Article II, absent a material breach or unusual and compelling circumstances, the termination will not become effective until the end of the then current academic year in which the notice of termination is issued.

2. **Removal of personal property.** Equipment and other assets owned by JICS or leased by JICS from third parties shall remain the property of JICS. Upon termination or expiration of this Agreement, JICS shall have the right to remove equipment and other assets owned or leased by JICS and located on School property. Equipment and other assets owned by the School or leased by the School from third parties shall remain the property of the School. Upon termination or expiration of this Agreement, the School shall have the right to remove equipment and other assets owned or leased by the School and located on JICS property.

3. **Advances/Out-of-Pocket Expenses.** Except as otherwise provided in this Agreement, upon termination or expiration of this Agreement for any reason, all advances or out-of-pocket expenses paid by JICS in accordance with the Budget shall be immediately repaid by the School unless otherwise agreed in writing by JICS.

C. Transition. In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, JICS may, for a fee reasonably acceptable to JICS, provide the School reasonable assistance for up to ninety (90) days to assist in the transition to another administrative or structural arrangement (although JICS need not provide any assistance to another management company or service provider).

D. Dispute Resolution: JICS-School Dispute Resolution Procedures. All disputes arising out of the implementation of this Agreement, and not subject to immediate appeal to the Courts, shall be subject to the dispute resolution process set forth in this Section; unless specifically otherwise provided all timelines in this Section may be extended by mutual agreement:

1. The School and JICS agree that the existence and details of a dispute notwithstanding, both parties shall continue without delay their performance hereunder, except for any performance which may be directly affected by such dispute.

2. Either party shall notify the other party that a dispute exists between them within thirty (30) days from the date the dispute arises. Such notification shall be in writing and shall identify the article and section of the Agreement that is in dispute and the grounds for the position that such article and section is in dispute. The matter shall be immediately submitted to the President of the Board of the School and the President of the Board of JICS, or their respective designees, for further consideration and discussions to attempt to resolve the dispute.
3. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure within thirty (30) days after the date of notification by one to the other of the existence of such dispute, then either party may elect to submit the matter to the Boards of the School and JICS for their consideration. The submission to the Boards shall be made in writing to the other party and to the Board Presidents for delivery to the Boards, no later than forty (40) days after the initial date of notification by one party to the other of the existence of the dispute. The Presidents of both Boards are required to place the item on the agenda at the earliest meetings for discussion by the respective Boards. The Board Presidents are required to inform each other in writing of any resolution proposed by their respective Boards within ten (10) days after the Board meeting at which the item is discussed. The Board Presidents may elect to meet to identify possible solutions.
4. In the event that the matter is not resolved by the Boards, then the matter shall be submitted to non binding mediation by notice in writing to the other party within thirty (30) days following the Board meetings. The thirty (30) days shall be determined by the date of the last Board meeting at which the matter is discussed.
5. Any and all disputes which cannot be resolved informally shall be settled by mediation to the extent not inconsistent with the requirements of state law. The Parties expressly agree that the mediator shall be required to render a written opinion concerning the matter(s) in controversy.
6. Each party shall pay one-half of the reasonable fees and expenses of the neutral mediator. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, mediators not jointly appointed, shall be paid by the party incurring such costs.
7. The mediator shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or to issue a finding having such effect.

8. Either party may appeal to the appropriate Court within thirty (30) days of the written release of the mediation opinion.

ARTICLE VIII

INDEMNIFICATION AND LIMITATION OF LIABILITIES

A. Indemnification. To the extent permitted by applicable law, each party to this Agreement (the "Indemnifying Party") does hereby agree to indemnify and hold the other party and the Authorizer (collectively the "Indemnified Party"), harmless from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence of the Indemnifying Party, (ii) any action taken or not taken by the Indemnifying Party, or (iii) any noncompliance or breach by the Indemnifying Party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "Indemnified Party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

B. Limitation of Liabilities. In no event will the School or its directors, officers, employees, agents or members of its governing board be responsible or liable for the debts, acts or omissions of JICS, its directors, officers, employees or agents. In no event will JICS and its respective employees or agents be responsible or liable for the debts, acts or omissions of the School, its directors, officers, employees, agents or governing board members.

ARTICLE IX

INSURANCE

A. Insurance Coverage. Each party shall maintain general liability insurance in the amount of One Million Dollars (\$1,000,000.00) per occurrence (or such greater amount if required by the terms of the Charter Contract or applicable law), with the other party listed as an additional insured. In addition, the School shall maintain an umbrella liability policy of one million dollars (\$1,000,000.00) (or such greater amount if required by the terms of the Charter Contract or applicable law), with JICS listed as an additional insured. The School shall maintain insurance on the facility and related capital items as required by the terms of its Real Estate Lease. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by law, covering their respective employees.

ARTICLE X

WARRANTIES AND REPRESENTATIONS

A. **School Warranties and Representations.** The Board represents that, on behalf of and in the name of the School, it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. **JICS Warranties and Representations.** JICS warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of Colorado. JICS will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Board agrees to assist JICS in applying for such licenses and permits and in obtaining such approvals and consents.

C. **Mutual Warranties.** The School and JICS mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI

MISCELLANEOUS

A. **Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understandings between the School and JICS.

B. **Approval or Consent Rights.** In performing services and its other obligations under this Agreement, or in exercising its rights under this Agreement, including granting or withholding any consents or approvals or making any requests of the other party, each party must act reasonably (including as to the timing of its actions) except to the extent that this Agreement provides that it may act as it determines "in its sole judgment" or "its sole discretion," or words to that effect, in the applicable provision. Whenever it is provided in this Agreement that the parties will or may agree as to a certain matter, each party will have the right to agree or disagree in its sole discretion following good faith discussions.

C. **Force Majeure.** Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article governing termination.

D. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Colorado. JICS and the School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either JICS or the School against the other.

E. Agreement in Entirety. This Agreement (including attachments) constitutes the entire agreement of the parties.

F. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by facsimile, date of delivery if given by personal delivery, or three (3) days after the date of postmark if sent by certified or registered mail. Notices to the School shall be sent to the current address of the then current Board President. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President and Board, are as follows:

The School: James Irwin Charter Academy
Attn: Board of Directors
5525 Astrozon Blvd.
Colorado Springs, CO 80916
Telephone: (719) 302-9000
Facsimile: (719) 574-2098

JICS: James Irwin Charter Schools
Attn: Jonathan Berg
5525 Astrozon Blvd.
Colorado Springs, CO 80916
Telephone: (719) 302-9000
Facsimile: (719) 574-2098

F. Assignment. JICS may assign this Agreement with the prior consent of the Board.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by an authorized officer of JICS and the Board.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party reasonable attorneys' fees and costs of suit.

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to JICS powers or authority of the Board which are not subject to delegation by the Board under Colorado law.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter Contract. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Date: Nov 13, 2013

JAMES IRWIN CHARTER SCHOOLS,
a Colorado charter school collaborative

By: 

Its: CEO

Date: Nov 12, 2013

James Irwin Charter Academy
a Colorado charter school

By: 

Its: Secretary

EXHIBIT A

CHARTER COLLABORATIVE CONTRACT
BETWEEN JAMES IRWIN CHARTER ELEMENTARY SCHOOL, JAMES IRWIN
CHARTER MIDDLE SCHOOL AND JAMES IRWIN CHARTER HIGH SCHOOL, signed and
dated May 21, 2013.

EXHIBIT B

EDUCATIONAL PROGRAM

Outlined below are the key principles of our educational philosophy, which, together with our mission, will guide our opening objectives and overall program.

1. **All children can learn in a supportive environment.** We believe all students are capable of high levels of learning when they are provided with appropriate motivation, frequent positive feedback specifically given to them, focused instruction, and academic support. We have specified the knowledge and skills that we want all of our students to know and master: high-quality curriculum, highly interactive teaching methods, and specific academic expectations are essential components for students to achieve at appropriate performance levels and to close the academic gaps.
2. **All teachers can be effective, given intensive and practical training combined with on-going coaching.** When teachers receive extensive training and regular feedback from experienced trainers and coaches, their skills and success increase rapidly. As teachers become adept at classroom management, high-structure delivery of teaching, and advanced skills in differentiating instruction, their students can surge ahead, experiencing the dignity and satisfaction of mastering challenging curriculum. Teachers who have a vast array of “tools in their teaching toolbox” are equipped to help students extend their knowledge and skills to high levels and be well prepared for the next grade level’s requirements. This coaching accountability enables teachers to learn to instruct with a sense of urgency—maximizing instructional time, teaching “more in less time.”
3. **A combination of Direct Instruction (DI), the Effective Teaching Cycle, and Core Knowledge are the pillars of our educational philosophy.** Direct Instruction (DI) curricula and methods will be used throughout the school day in all classes. The strong effect of the materials and methods have been proven through rigorous research and continued application at other high-performing schools in the nation. The James Irwin Charter Academy will implement the *Core Knowledge Scope and Sequence* to provide students with a content-rich curriculum that leads to “cultural literacy.” The combination of Direct Instruction with the *Core Knowledge* curriculum will provide the best educational opportunities for *all* JICA students, and will prepare them for the expectations of the next grade level.
4. **A “Deep Implementation” of research-validated curricula and “90/90/90” methods will support learning for students from all backgrounds.** John Hattie, in *Visible Learning*, and Douglas Reeves (Leadership and Learning Center) present compelling results of the practices that overcome the detrimental effects of poverty on student achievement¹: while socio-economic status accounts for an effect of 0.5 of a standard

1. ¹ <http://www.leadandlearn.com/sites/default/files/presentations/101214-las-vegas-nv-909090-schools.pdf>

deviation in impacting student achievement, other teaching factors have even more effect to *help* students make academic gains: 1) feedback on student performance, .73 of a standard deviation; 2) formative assessment, .9 of a standard deviation; 3) teacher clarity, .72 of a standard deviation; 4) teacher-student relationships, .72 of a standards deviation; 5) microteaching, .88 of a standard deviation. The curricula and methods that James Irwin Charter Schools uses strongly matches these “90/90/90” components: the positive impact on student achievement has already been demonstrated.

5. **JICA will set high academic expectations and promote high academic achievement.** The principal and teachers will use measurable goals to establish a culture of achievement. Required homework and clear indicators of mastery including a grading scale will reinforce academic achievement goals and will encourage students to practice and master the curriculum. Quarterly benchmark assessments in the three main subjects (reading/writing/ math), combined with progress monitoring measurements, will indicate to instructors if the student is advancing sufficiently toward grade-level performance levels.
6. **Differentiated instruction enables all students to be appropriately challenged and better meets students’ needs when class size is limited.** Reading and math will be taught in smaller performance groups (several per grade level) so that accelerated students will be able to move ahead and receive added curricular enrichment, and challenged students will receive the support they need to meet state standards. Smaller instructional groups in reading and math allow students to learn at their “zone of proximal development” (ZPD) in the foundational skills. In essence, all students have an “individualized educational plan” (IEP), allowing them to receive instruction at their level of success in math and reading. Teachers will also be expected to differentiate when possible in other subjects by using content enhancements and appropriate curricular supports and interventions that help make knowledge and skills accessible. Hence, smaller class size allows for more individualized attention and instruction. Instructional assistants will help students on an academic basis as well.
7. **Literacy is essential and a gateway to success in all other disciplines or subjects.** An intense focus will be placed on developing literacy in our students at a very early age. We will provide explicit phonics and reading strategies through Direct Instruction curricula. Systematic phonics will be the tool used to teach students to read and spell. Students must first learn to decode and then to read for comprehension in order to grasp the content-rich curriculum. Rich vocabulary and background knowledge are essential to reading comprehension. Reading instruction is scheduled twice daily in performance groups; if appropriate, students with reading deficits may even have a “triple dose” in reading in order to bring this essential skill to necessary levels. Throughout the day, other components of reading are included to give a dense, language-rich experience: the language arts program in writing has a strong emphasis in reading skills; *Core Knowledge* poetry, stories, history, and science build broader background knowledge

and vocabulary; art and music provide other concepts and vocabulary specific to those domains.

8. **Allocated instructional time is directly related to performance** (Carter, p. 11). The African American Leadership Forum has identified the “Time Gap” as a crucial component to helping students fill academic deficits in their publication, “A Crisis in Our Community: Closing the Five Education Gaps.”² Time in school and time on task directly affects student achievement. The James Irwin Charter Academy will have a longer school day and a slightly longer school year, while still adhering to the traditional calendar. Full-day kindergarten, a tuition-based option for parents, will be offered in addition to the tuition-free half-day kindergarten.
9. **Positive learning behaviors and attitudes need to be taught and reinforced.** JICS believes that time management, organization of materials and information, working independently, meeting deadlines, working collaboratively, active listening, etc., are vital, and all students should demonstrate proficiency in these skills across the curriculum. All instructional staff will receive extensive training in explicit positive behavior management techniques to reinforce strong student effort and excellent work habits. Additionally, teachers are trained to incentivize students with a wide-variety of self-determination procedures. All this serves to maximize instructional time.
10. **JICS will address character, respect, citizenship and responsibility as part of its curriculum.** Character education will be woven into the existing curriculum so that students recognize modeling of good character within the context of what they are already studying. Teachers will intentionally cull out examples (and non-examples) from literature and history of exemplary choices that reflect the “JICS Five Character Pillars” (honesty, integrity, respect, responsibility, and excellence). In addition, teachers will also integrate the *Character First* program into school curriculum (via monthly targeted Character Traits) and student life to guide students toward being productive and responsible citizens both at school and in their communities.
11. **Discipline will be appropriately enforced by the administration and teachers.** A school wide discipline plan will be implemented consistently by all staff members of the Academy to reduce distractions and promote focused learning. The philosophy of addressing “small matters” with serious responses ensures that big disciplinary offenses occur only on rare occasions! This restorative approach immediately requires the offender to build frameworks for better choices for the future. Consequences carefully match violations and are often inclusive of a 4-step apology. School uniforms are part of this plan to encourage an orderly, structured learning environment.
12. **Instruction is effective when it respects and reflects the history, culture, and diversity of the students it is intended to reach.** The *Core Knowledge Sequence* is a curriculum that supports and promotes diversity and commonality in the teaching of

² http://www.headwatersfoundation.org/sites/default/files/publications/5_gaps_low_res_single.pdf

various cultures around the world. Students learn the differences among cultures as well as the universal aspects of all cultures.

13. **Self-esteem should be derived from true academic achievement.** The James Irwin Charter Academy recognizes that self-esteem comes with accomplishment and achievement; therefore, we will provide opportunities for personal growth through academic achievement. Students can easily chart their progress and mastery of a skill through regular and frequent monitoring and assessments that are embedded in the curriculum. They internalize their success and begin to own their progress: rewards for achievement are both extrinsic and intrinsic, and provide appropriate motivation for on-going success.
14. **There are different ways of measuring student success and academic achievement.** Assessment will measure the mastery of specific skills (e.g., oral reading fluency, math facts, etc.) and content or district standards. JICS and JICA believe that on-going progress monitoring and multiple assessments – both formative and summative - are necessary to measure academic achievement. Assessments will be frequently administered to ensure mastery and will be used to drive decision-making, teaching practice, and remediation/ RtI. Assessments will include nationally normed measures (e.g., DIBELS, AIMswb, NWEA-MAPS, etc.), curriculum-based assessments, state tests, and teacher-designed materials.
15. **Student success is more likely when parents participate in the life of the school and when the school actively elicits parent support and involvement.** Parents must support the overall philosophy of the school, and work to support their children in their academic endeavors. Weekly school-wide Friday morning assemblies attract the school community to observe featured grade level presentations and for recognition of award winners in various curricula. The administrators and teachers will help parents create a center and habit of learning at their own homes, so that learning continues beyond the school's walls. The administrators will work hard to build a parent-teacher organization (PTO) from the outset of the school year.

Capacity Interview Questions for Power Tech and Trade Academy

B. Vision and Mission Statements

1. How are you going to measure the demonstrated character skills? How will work ethic be measured?

We will measure demonstrated character skills by teacher's evaluation in the classroom and discipline reports in Infinite Campus. We track work ethic using on time homework, punctuality, by what they accomplish in the skills certification process, by teacher input from the lab classes, projects accomplished, by a demonstrated willingness to learn, and through evaluations from internships or volunteer activities. School discipline is tied to the character traits and is seen a failure to demonstrate a certain character trait and then finding solutions to improve achievement in a given charter area.

2. Will a student pass if he/she does not demonstrate good character traits or a solid work ethic?

Yes. Students will be graded on the class work that they have done. If they fail to demonstrate good character and solid work ethic, there could potentially be some disciplinary action on the school level, but employers will give them the ultimate review.

3. How will you know long-term if the graduates have become the most valuable members of their selected trade?

We will know that our former students are viewed as most valuable members of their trade by employer feedback. We will have strong indications of this through employers having a strong desire to hire our graduates, and by local businesses stepping to help PTT meet equipment and instructional needs as the school moves forward.

Does the school expect the course offering to appeal to mostly males? If so, will females be recruited?

Courses we will initially offer are traditionally male dominated careers fields. However, there is some emerging data showing that more women are entering these career paths. We plan to recruit broadly and our advertising includes images of women filling these career roles. While we agree that the program will be heavily male in the beginning we expect over time as the opportunity is more widely understood that we will increase our

female enrollment. Women who have a desire to enter these skilled career paths will not be turned away.

4. Which types of certifications could students graduating from PTT expect to hold at the time of graduation? **The National Association of Manufactures has an institute to grant certification in a variety of manufacturing skills and in the skilled building trades. These certification programs were developed and are maintained by industry, and they are nationally recognized. Each skill certification program has an academic portion that is followed by a practicum or hands on portion. In this the student gets a blueprint and they will build the item on the blueprint according to spec. Both parts must be satisfactorily completed to receive the certification.**

C. Goals, Objectives, and Pupil Performance Standards

1. Why does the dashboard not already exist?

Dashboard questions: (1,2,3,6) As we move forward Board members, teachers, and advisory council members will be presented with a variety of dashboards. We will have a discussion what elements of the dashboard for academics, trade related ,and character related items are most important to be reported back. Our goal is to have more stakeholder involvement and that is why we are holding back on the dashboard.

2. Given that goals and stated outcomes exist, why is there a delay in implementing the dashboard from the first day of operations? (Plans are to use an academic process, but more time is needed to allow further input on the trade portion. For this, they will recruit from industry, and course work will be in line with today's technology. It was recommended that this is included in the written response to inform the board. Accountability will hold, but more information is needed academically from the trade to implement the dashboard.)
3. With the usage of curriculum and resources available from the John Irwin Schools, how could you apply some of the same dashboard expectations and/or concepts for this proposed school?
4. How are the soft skills tied to graduation requirements?

We will have classes that will emphasis the soft skills throughout their sojourn at PTT. Each of these classes will be graded based on the various class matrix as

you would have with any academic class. Four semester classes are part of the graduation requirement.

5. How will PTT reach its math goal of being in the 59th percentile in growth when no special math program is presented?

We believe that because math will have daily relevance to the work done in the trade labs that students will be more highly motivated and learn more profoundly the math concepts they will need to succeed at their career. A goal is a desired end, not a current reality. PTT expects to have to have remediation needs in math and we will develop remedial opportunities for students as needed.

6. How will they measure school culture on their dashboard?

See above

7. How is the school planning to implement the Colorado Academic Standards and assess the academic achievement and growth of students regularly? Are the current district achievement, growth, growth gaps and PSWR results rigorous enough goals for the population of students that PTTA will serve?

As in any other school, we teach the expected subject matter, offer the state assessment and NWEA and perhaps other nationally normed tests to assess the achievement and growth of students. We believe the large majority of our students will come from D-49. Therefore, the current achievement, growth gaps and PSWR are a good starting point. As we continue, we will want to raise the bar for student achievement as we gain experience and build capacity in our faculty.

8. NWEA Maps and Direct Instructions strategies have produced high academic results on state tests of the past (TCAP and CSAP). PTT is a performance based and application of learning school. How will the use of these formative assessments and instructional strategies clearly define student progress towards described learning goals?

PTT has evaluations going in two related but different objectives. The academic measured by MAPS will be the same as any other public school. The goal for the trade portion is for students to achieve nationally recognized certifications through the National Association of Manufacturers. Each certification has an academic portion with assessment and a hands on project requirement which has its own assessment before certification is achieved. Therefore, students must complete the work of both parts in order to receive the certification.

D. Evidence of Support

1. How will the student numbers be sustained at the upper grades as attrition takes place?
Through marketing and student recruitment. We have no data at this point to indicate what attrition will look like.
2. Will the school take new sophomores, juniors and seniors to keep the numbers at the stated levels? **(Yes, each student will be evaluated individually.)**
We recognize that we will have more freshmen than we will have seniors graduating. We will accept new students and each student will need to be evaluated individually to enter into the trade lab classes. Depending on that evaluation, students may need to take lower level classes to get pre-requisite skills before moving on. With the passing of the new law this last legislative session that provides ongoing PPR and concurrent enrollment options for students following this educational path for an additional two years, enrolling students at the upper levels of high school will give us more time for developing the important soft skills necessary for success.
3. Will those students be successful given the lack of foundational skills? **Remedial classes in math and English will be offered and the time used for this course work may limit other classes available to the student.**
In the trade's classes, we are still formulating the skills incoming students will need. Based on the skills that they have, it may necessitate they start in lower lab classes rather than the more focused skill tracks.
4. How will the attrition factor be considered? (Regarding questions 1/2/4) ***Our goal in projecting enrollment is to give what we see as an ideal scenario for class planning purposes and budgeting. We recognize there will be fluxuations and we have experience in dealing with those issues.***
5. Has there been any attempts to gauge student and/or family interest?
(See section D pg. 11) We conducted a survey through Summit Economics to assess the market interest in a 6-12 technical and trade school in the greater El Paso county area. We asked for a conservative estimate of the potential students in grade 6-10, and we did not include the opportunity of transportation, which eliminated a significate number of potential students. Even so, they reported back that they estimated a pool of over 400 students in the greater El Paso county area. We are currently considering adding transportation from surrounding districts to

D-49. That change, along with transportation within the District, should raise the pool of potential students by an addition 200 hundred students according to survey estimates.

6. Will any marketing be done in Spanish? **Marketing will be done on Spanish speaking radio and in Spanish language print media. The largest ethnic group in our current schools is Hispanic. We will also work with our current Spanish speaking parent group to get a word of mouth campaign launched.** Will any drop out or at-risk students from other schools be targeted since this is an alternative to traditional school? **PTT will be an integrated academic institution where the academic and hands on educational components are closely aligned. PTT's educational perspective targets those students who are interested in concrete, hands on work, want to investigate career opportunities in this genre, and most of whom want to go to work directly after high school. While many students in the risk/dropout/credit recovery group will fit the above description, we are more focused on meeting student interest/ability needs than the current status of their educational condition.**

7. Having an equal opportunity to enroll statement would be useful to have on Enrollment Packets, etc. Would that be possible, or did I miss it? **Yes, that is possible.**

8. How willing is the applicant team to work with the district to amend the school concept, and take advantage of district partnerships and opportunities?

Very willing, we believe in effective partnerships. With new legislation recently passed there present new, expanded opportunities that PTT will want to embrace. We are very interested in partnering with the district in making the school a win-win for the students.

Would there be an office in the school for students to connect with a job counselor?

Is there a system to help find and connect them to job opportunities? **There will be a yearly open house where we invite area businesses to view student projects, talk with them about career opportunities, and to give students the opportunity to present themselves to potential employers. Additionally, we anticipate an internship program for upper division students. Every student will also take the ASVAB test to determine their strengths and inherent interests as a way for them to narrow down potential trade choice. We will have a counselor at the**

appropriate time to walk them through the results and give guidance for career paths.

9. In the executive summary, the applicant indicates a high enrollment goal number of 775. In the body of the application (section D), the enrollment projection graphic shows a high enrollment of 525. What is the enrollment goal when completely filled?

The goal of PTT is to meet the needs of students interested in this career path.

The table in section D does show a maximum enrollment of 775 at year ten, and an enrollment of 450 at year five. These projections are dependent on a variety of economic and student interest factors.

The applicant suggests the majority of students who are expected to enroll will come from D49 and D2. The D49 projection needs no explanation, but why would this school be attracting a large number of students from D2? **PTT plans to offer career formation in high skill, high paying blue collar career opportunities. No one else is offering these opportunities in a comprehensive way in our area secondary schools. The results of our survey show this training opportunity is an unmet need and that it will attract students from surrounding districts.**

E. Educational Program

1. Is there any research that supports the use of the instructional model with the targeted population within the last nine years? **There are some schools similar to our proposal in the east. We want to make PTT an academic/trade school that is an extension of both not a separate entities.**
2. Since each student must take one elective course each day and they are not listed, what electives will be offered?
We expect there will be significant numbers of students needing remediation. The elective course slot is to reserve a time for remediation in math and language arts. Electives will be provided if remediation is not needed and the electives have not been determined.
3. Is the founding team willing to adapt existing district curricula or blended options to provide a full curriculum?

Yes.

4. Colorado Academic Standards are not referred to for Social Studies and Science Curriculum. How are these content areas aligned to standards? How does the school plan to implement the new Colorado Graduation Requirements? The number of credits or other requirements for graduation are unclear. **See #10**
5. Concerning DI, will the teacher be able to do all that is required for individual students effectively?

The DI model is most widely known for choral response, but it moves from choral response to individual responses quite rapidly. We 've experienced that when properly implemented at the different grade levels (it's different at different grade levels) it will effectively meet the needs of the student. DI model allows for passing a lot of information quickly in the trade areas e.g. safety tool names and uses. DI is very effective in learning those job uses quickly. The actual doing of the trade tasks are more closely monitored by the instructor in a one on one situation.

6. Will they give students prospective career tests upon entering the 6th grade and/or 9th grade to help determine the best track early?

6-8th grades is a time where students are given a broad use of tools uses, materials difference rudiment ideas of the different trades. As referred to earlier, we will use the ASVAB in the 9th grade to determine the best track for students to entered. We will evaluate other potential career tests as we move along. In 10th grade it will be narrowed down.

7. Can they change tracks if they find out lack of interest?

Yes. However, they may need to take earlier perquisites classes in order to do so.

8. Will there be a dedicated counselor for direction to tracks, and opportunities for working with employers for internships and job opportunities? **Not at first. This can be added as necessary.** How will a student coming in identify the track machinist, contractor, etc.?
(6/7/8) **We start early in 6th grade to allow students to have the maximum exposure to different trade possibilities. This will give students a greater opportunity to find the trade they are interested in. We expect that most students will self-select a trade option for themselves. Their instructors will also be**

invaluable in helping them find a career option. Can they change interests? Yes they can. The later this happens the more difficult it will be. It would be like changing your major as a senior in college – it can be done, but it is painful.

9. What are High Trust techniques? Mentioned but not explained on page 61.

High Trust is a positive classroom management program.

10. What will the graduation credit requirements be?

Graduation Requirements for Power Technical and Trade Academy

Based on semester credit calculation

Content Area	Credits
English	8
Mathematics	8
History	8
Science	6
Foreign Language	2
Fine Arts	2
Character/Life Skills	4
Trade Skills	8
Electives	6
Total	52

How will contact time be calculated, and what is the projection of seat time at each grade level? **School Day is projected to run from 7:30 – 3:45.**

F. Plan for Evaluating Pupil Performance

1. Is there any research that supports the use of the instructional model with the targeted population within the last nine years? **In grades 6-8 PTT will use Core Knowledge**

scope and sequence, and Direct Instruction teaching methodology. Both of these have been the subject of extensive research, and both have produced excellent results in the classroom. High school will use a traditional high school subject model along with DI. Our goal is to use explicit, teacher-directed instruction that unites academic growth and real-world applications of science and math in skills that lead to high level trade opportunities. While there are some schools in the Northeast and Midwest that are doing this, I am not aware of substantive specific research that has been done on this combination.

2. Clearly describe the summative assessment processes. What are the tier 1 and 2 interventions that are part of the PTT RtI process? (Remedial classes should be stressed.) **PTT plans to implement a Professional Learning Community model throughout the school. In this model, teachers are formed into teams based on grade level and/or academic discipline. They will meet on a regular schedule to identify and discuss students of concern. These meetings begin the tier I RtI process. The team will determine and track student interventions and schedule dates to reassemble to determine if the interventions are achieving acceptable results. If good results are not achieved the team will move into tier II process. This will involve more extensive data gathering and analysis. Interventions will focus on specific skill need development and tutoring. This period also includes closer monitoring of student progress. When the team determines that these interventions are not getting the desired results, then they will work in collaboration with the SPED team to determine next steps and the appropriate summative assessments needed to move into an IEP or 504 determination.**
3. Is ACT prep an appropriate choice if students will primarily be working towards certification? **ACT is still a requirement in Colorado for students. ACT tests for more than college readiness. There is a workforce readiness option from ACT. There is no reason to assume that some of these students won't go on to be engineers, based on their hands on experiences. PTT would lay the foundation for better engineers. We don't want to exclude the option of college readiness. We want to stress the importance to both.**
4. Section F sites Aspire, Section E sites Plan. Is the school giving both? **No, we will choose one.**

5. What grades is the school servicing? Other sections state 612. Section F states 312. **PTT will service grades 6-12. I believe the 3-12 came from a misreading in the remedial section that refers to the Reading Plus program that was developed for grades 3-12. Why will grade 6 not participate in NEWA tests? They will. It was a scribal error ☺ Will a Data Specialist work at PTT? Yes in time.**

G. Budget and Finance

1. Can the school produce a lease or bond agreement to justify the low 10% facility costs?
Best practices for charter schools would give us a range of building range of 10-17% this is a sliding scale based on the cost of the building and the students we have. Our new elementary school (2013) began at 8% debt service to PPR, so it is possible. We are currently in negotiation to refinance our current properties and to purchase additional space for PTT. The 10% facility cost was based on a previous building deal we had been working on and is linked in our budget to a projected \$840 per student cost for debt service.
2. Why the omission of management discussion and analysis of accounting principles, as stated in the audit? 2nd page of att. 24 in Independent Auditor's report.

A Management Discussion and Analysis was not done for the June 30, 2013 James Irwin Charter Schools Audit because it was generally not thought that the audit report would be viewed by anyone other than the Board of Directors.

James Irwin Charter School (JICS) was originally set up as a 501 C 3 to be a Charter Management Company for the James Irwin Charter Schools. As such, it was not subject to CDE, or governmental accounting standards. While we did have an annual financial audit, the audit's for the four James Irwin Schools were thought to be the primary documents of interest and after writing those four Management Discussion and Analysis Reports, it seemed like a 5th one for the CMO would be redundant.

During its' second year JICS formed a Charter School Collaborative along with the four James Irwin Schools. The schools are compliant with CDE requirements of public schools, and Management Discussion and Analysis reports have always been included in each of their audited reports, however, JICS was not aware that, as part of a Collaborative, it would be treated as a district (and therefore subject to CDE reporting requirements).

James Irwin has discussed the omission of the Management Discussion and Analysis with CDE and both parties agree that, moving forward, audits of the James Irwin Charter Schools will include a Management Discussion and Analysis.

H. Governance

1. In the bylaws it says the board can dismiss the principal but cannot fire him?

The JICS collaborative is an at-will employer. All employees are employees of the collaborative, so the Board of the Collaborative can fire or reassign an employee based on the circumstances. This statement contemplates the possibility that the collaborative will develop a board for PTT at some future date.

2. How does the board communicate with parents and stakeholders?

The Board has regular open meetings which are posted as prescribed by statute. Currently, Board members are recognized and present at the back to school night at each school. And some are often at assemblies. Their names and school contact information is available on our website. Surveys are done with parent stakeholders and this information is reviewed by Board members or designated committee.

3. In the survey it showed not all parents were informed about the board, although this is a common issue with a lot of charters. **As a school grows in size this becomes more common. See above for information on the board's attempts to be more visible.**

I. Employees

1. Who is supervising the students on Monday mornings when teachers are in PD, but the students are onsite as well? **Not all teachers will be in PD at the same time. This will allow focus on Professional Learning Community time as teachers will be present with students on Monday mornings on a rotating basis. The intent of this time is to bring speakers from the business community to speak to students as a form of student professional development.**

2. How will highly qualified teachers be tracked?

PTT intends to take advantage of the district offer to screen teachers for being highly qualified as being done with all schools in the district.

J. Insurance Coverage

K. Parent and Community Involvement

1. Has any local research been done that correlates the national need with the local needs beyond the antidotal evidence? ***The need for more highly qualified employees in the trades and manufacturing is an ongoing discussion with the business alliance, community colleges and local industry.***
2. Has any research been done to show what families will send students to this type of school, including the dress and behavior codes? (in survey) ***The dress and behavioral codes are part of the package of creating responsible skilled and work ready trade people. All students will be required to adhere to those standards both as professional formation and as safety measures.***
3. Has there been any research to show if the F&R population will attend without services at the projected levels? (free & reduced lunch should be addressed)
PTT intends to use the district food service to provide lunches to all students including the free and reduced population.
4. How will PTT engage parents and families that are diverse and may come from at-risk situations?
We will engage of parents at risk youth as any other parent. Currently, our 4 schools average 46% free and reduced students and 60% minority students.

What happens if a parent does not volunteer 2 hours every month?

How will hours be tracked? ***What happens if a parent does not volunteer? Nothing. It is a suggestion or a desire, but we know not all parents cannot do this. Hours will be tracked through a book maintained in the front office.***

6. How does the board communicate with parents and stakeholders?
In the survey it showed not all parents were informed about the board. ***This is true of all schools. Some parents take the time to inform themselves about the school their children attend and some don't.***
7. How will at-risk families be directly engaged about the opportunities for enrollment?
Through advertising, marketing and word of mouth.

L. Enrollment Policy

1. Will there be any founding family policies for guaranteed enrollment? ***Yes we can add that.***
2. Do forms come in Spanish? ***Not currently. We will strive to hire people who can interpret.***

3. According to the Placement Testing policy, will students who do not meet the school's expectations in English and Math not be accepted to the school?

At PTT, we see that ELA and math skills comprise the critical path to strong student achievement. We have remedial options built into the schedule for students who are behind in these critical areas. These extra classes will be the greater focus for the student until we can get them into an acceptable range.

M. Transportation and Food Services

1. What are the food service plans if there is no agreement worked out with the district?

We plan to work out an agreement with the district food service. We will work collaboratively with the district for food service

2. How much will the experience of JICS help with developing and implementing plans if needed? **We have been in charter schools for 15 years, and we will make available everything we have learned during that time to help PTT flourish. That said, every new relationship requires a new learning curve.**

3. How does the school expect to keep and retain the F&R student when there is no sign of support for basic needs? **See #1**

4. What is this student to do about food? (mentioned encouraged cold lunch...will contract with district will clarify. Food service coordinator falcon food services national school lunch program, catering doesn't usually work as well sending Monica's name to them.) **See #1**

5. What impact does the school's transportation and food service plan have on enrollment?

6. Will the families look at this school as an option if basic needs are not being met? ***Our experience is ..yes. Many families will if that is the type of education they feel is beneficial to their children***

7. What is PTT transportation plan for low and at-risk families? (d49 offers reduced busing/food, identifies these families. Hard to get these numbers, working on.) ***D49 offers bussing for all students within the district. We are currently working on developing a transportation system for non-district students into the district***

8. How does the applicant plan to meet the needs of students on free/reduced lunch? **See #1**

N. Facilities

1. Has the applicant had conversations with the district about sharing space in the Patriot Center? **Yes, we have had preliminary discussions regarding sharing space at the Patriot Learning Center with D49 administration.**
2. If the Patriot Center is not available, what other options has the applicant explored?
 - a. If none, what steps will the applicant take to secure an appropriate facility? **We are currently under discussion to get additional space to house school functions.**
3. With 75 students in a class, how many labs will be required, or what type of space will each grade level need to accomplish the trade goals? **We project 90 minute lab periods and the ability to have 5 classes per lab during the course of a day. Some labs will serve a multifunction purpose. Currently we are projecting 5 lab for the first year..**
4. How will staffing work in the labs? **At present we are projecting 20 per lab with one instructor. We will however monitor this closely to find the best level to meet instructional, space usage and budgetary considerations.**
5. Please explain the rationale behind only 10% of PPR budgeted for facility costs? **This is based on an \$840 per student debt service calculation of a deal that went south.**
6. What is the target area for the school within the district? **PLC in the east and we are looking at an additional facility located in the western area of the district.**
7. Has PTT contracted with any brokers for their search for a facility? **Yes. Our broker is currently working on a proposal for a facility.**
8. Can PTT provide an estimate of need for square footage and other facility requirements it is looking for? **PTT needs 35,000-40,000 square feet for the first 2 years with space to expand. Ultimately we will need 140,000-160,000 square feet.**
9. If PLC site is not an option, then what? **We will have to find another site and we may have to cut back our projected enrollment plans as we expand another site.**

O. Waivers

P. Student Discipline, Expulsion, or Suspension

According to D-49 administration, we can utilize the expertise of the District's expulsion team. That is an appropriate avenue if we have students who come from a district school to participate in a trades class we offer. We are prepared to deal with expulsion issues ourselves for students who are enrolled full time at PTT, but we are also willing to use the district resources.

Q. Serving Students with Special Needs

1. How will students with special needs be serviced beyond the one budgeted general special education teacher? (all charters using insured thru district. Services from model can be chosen, includes esl oversight but not service gt oversight but not services and special education. Interventions done on their own. d49 needs to provide purchase services agreement and costs.) ***It is the understanding of PTT that all charters in D-49 buyback special education services from D-49. That would be our first choice. We have started to develop experience in special education with our CSI school. We can leverage that experience at PTT if purchasing special education services from the district is not an option. In this scenario, we can go through PP BOCES or we can out source with private firms that provide the additional resources we would need on an as needed basis.***
2. How will gifted and talented students be identified and serviced? ***PTT understands that D-49 does follow-up Cogat testing in 6th grade to identify gifted and talented students. We will use the district standard and use Cogat testing to help identify GT students. As in our other schools, we will create opportunities for extended learning of gifted and talented students.***
3. Direct instruction can be a good method for teaching students with special needs however, what is the school's plan if students need inventions and curriculum in addition to DI? ***See #1 above***
4. How will gifted students be identified and who will develop/monitor the ALP? Who will ensure compliance with IEPs, 504's...? What research can be provided to indicate the basic plan for serving student with special needs will be sufficient? ***Supervision of ALP's and 504's is currently the responsibility of the AP. We should remember, however, that safety is the number one job within our trade labs and a student must have the ability to meet the safety standards in order to operate the equipment whether they be a regular student or special needs student.***

R. Dispute Resolution Process

S. School Management Contracts

1. How is conflict of interest avoided when the governing board is the ESP? ***The simple answer here is you do what is right. The JICS collaborative is a nonprofit***

organization. Our goal for PTT is to provide high value options for students who want to work with their hands and may not be interested in college immediately after high school. The collaborative board wants to ensure that the school gets off to a good start and they have therefore chosen to be the governing board at the beginning. The JICS board is not opposed to establishing a school based board in the (near) future, however, we want to retain the option of recruiting and training potential board members who share our vision for PTT. This will ensure as much as possible continuing effective governance of PTT.

The collaborative board along with the boards of our other schools are entering into a discussion about the most effective governance model for JICS. This may result in JICS changing to a network with a single board, continuing on as a collaborative, or finding a different structure. Our goal is to have the most effective governance model that will enable JICS to fulfill its mission for all its students.

T. Existing School Operators or Replicators

U. Virtual or Online Schools

V. Overall Assessment

1. Why are some key components missing from the application?
2. How do the budget assumptions about upper level class sizes align with the inability to take new students at those levels based on the stated skill requirements? (Be prepared to answer)
3. How do the FTE assumptions align with the retention policy?
4. What is the plan if enrollment is not met?
5. How will you find Trade and Technical teachers?
6. Should boards and council meet more often?
7. Will you have a newsletter?
8. How can you involve parents more throughout the year?
9. If successful, will you replicate PTT in another area?
10. How will the applicant attract or target female applicants? How will the school address students with special needs; both special education and students on ALP's?

11. How is the school planning to implement the Colorado Academic Standards and assess the academic achievement and growth of students regularly?
12. Are the current district achievement, growth, growth gaps and PSWR results rigorous enough goals for the population of students that PTTA will serve?
13. Colorado Academic Standards are not referred to for Social Studies and Science Curriculum. How are these content areas aligned to standards?
14. How does the school plan to implement the new Colorado Graduation Requirements?
The number of credits, or other requirements for graduation are unclear.
15. Is ACT prep an appropriate choice if students will primarily be working towards certification? Section F sites Aspire, Section E sites Plan. Is the school giving both?
16. What grades is the school servicing? Other sections state 6-12. Section F states 3-12?
Why will grade 6 not participate in NWEA tests?
17. Are culturally relevant teaching practices part of the professional development plan?

D49 CHARTER SCHOOL
6 YEAR BUDGET-Detail

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Physical Pupil Count		250	325	375	425	450
Funded Pupil Count	N/A	250	325	375	425	450
REVENUE						
1000 · Foundation revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1300A · ECE revenue	-	-	-	-	-	-
1300B · Kindergarten revenue	-	-	-	-	-	-
1510 · Interest on investments	-	-	-	-	-	-
1600 · Food service revenue	-	-	-	-	-	-
1700 · Pupil activities	-	-	-	-	-	-
1740 · Fees	-	12,500	16,250	18,750	21,250	22,500
1920 · Contributions and donations	-	-	-	-	-	-
3113 · Capital construction	-	50,000	61,750	67,500	72,250	72,000
3130 · Exceptional Children's Ed Act (ECEA)	-	-	-	-	-	-
3140 · English language proficiency act (ELPA)	-	-	-	-	-	-
3150 · Gifted & Talented	-	-	-	-	-	-
3161 · State child nutrition reimb	-	-	-	-	-	-
4010 · Title I	-	-	-	-	-	-
4027 · Special Ed (IDEA)	-	-	-	-	-	-
4365 · Title III	-	-	-	-	-	-
4555 · Fed lunch reimb	-	-	-	-	-	-
5282 · Charter school grant	215,000	215,000	215,000	-	-	-
5710 · Per pupil funding (100%)	-	1,745,750	2,314,865	2,724,417	3,149,427	3,401,381
5810 · ECE funding	-	-	-	-	-	-
TOTAL REVENUE	\$ 215,000	\$ 2,023,250	\$ 2,607,865	\$ 2,810,667	\$ 3,242,927	\$ 3,495,881
EXPENSE						
0100 · Salaries of Regular Employees	\$ -	\$ 778,260	\$ 973,440	\$ 1,248,680	\$ 1,442,880	\$ 1,557,600
0120 · Salaries of temporary employees-subs	-	14,400	17,600	22,400	25,600	28,000
0221 · Medicare	-	11,494	14,370	18,431	21,293	22,991
0222 · Social security	-	-	-	-	-	-
0230 · PERA expense	-	141,886	185,820	246,590	292,228	319,498
0250 · Health insurance	-	161,753	205,671	268,627	325,513	366,676
0251 · Dental insurance	-	-	-	-	-	-
0290 · Other Employee Benefits	-	-	-	-	-	-
0300 · Prof services-food svcs	-	-	-	-	-	-
0310 · JICS Mgmt Fee	-	17,458	115,743	136,221	125,977	170,069
0313 · Banking & Payroll Service Fees	-	474	574	714	824	884
0320 · Professional-education services	-	10,000	-	-	-	-
0300A · Other Services - Assessments	-	17,500	16,250	18,750	21,250	22,500
0331 · Legal services	5,000	5,000	5,000	5,000	5,000	5,000
0332 · Audit & accounting services	5,000	5,000	5,000	5,000	5,000	5,000
0334 · Consultant services	-	10,000	-	-	-	-
0340 · Technical services	-	-	-	-	-	-
0410 · Utility services	-	40,000	40,000	40,000	40,000	40,000
0423 · Custodial services	-	-	-	-	-	-
0430 · Repairs and maintenance service	-	-	10,000	10,200	10,404	10,612
0441 · Rental of land and buildings	-	191,250	233,750	255,000	276,250	297,500
0442 · Rental of Equipment	-	5,250	6,825	7,875	8,925	9,450
0520 · Insurance	-	10,500	10,710	10,924	11,143	11,366
0525 · Unemployment insurance	-	2,378	2,973	3,813	4,405	4,757
0526 · Workers' Comp insurance	-	5,945	7,433	9,533	11,014	11,892
0531 · Telephone/fax	-	8,000	8,160	8,323	8,490	8,659
0533 · Postage	-	750	975	1,125	1,275	1,350
0540 · Advertising, Marketing & Recruiting	15,000	20,000	28,000	15,000	17,000	18,000
0580 · Travel, registration, entrance	-	14,480	31,480	14,280	16,480	17,680
0594A District Purchased Services -Special Ed	-	157,118	208,338	245,198	283,448	306,124
0595A District Admin expense	-	34,915	46,297	54,488	62,989	68,028
0610 · General supplies	-	20,000	26,000	30,000	34,000	36,000
0611 · Office supplies	-	5,000	6,500	7,500	8,500	9,000
0630 · Food & meeting expenses	2,000	500	650	750	850	900
0640 · Books and periodicals	65,000	42,000	45,000	30,000	30,000	30,000
0650 · Electronic media materials	-	17,000	10,000	15,000	15,000	15,000
0721 · Leasehold improvements	-	-	-	-	-	-
0733 · Furniture and fixtures	50,000	76,000	40,000	3,000	3,000	3,000
0735 · Non-capital equipment	73,000	45,000	85,000	-	-	15,000
0810 · Dues and fees	-	1,250	1,625	1,875	2,125	2,250
0840 · Contingency	-	20,000	20,000	20,000	20,000	20,000
0851 · Transportation/field trips	-	12,500	16,250	18,750	21,250	22,500
0890 · Miscellaneous expenditures	-	10,000	10,000	10,000	15,000	10,000
TOTAL EXPENSE	\$ 215,000	\$ 1,913,059	\$ 2,435,435	\$ 2,783,046	\$ 3,167,112	\$ 3,467,286
NET OPERATING INCOME	\$ -	\$ 110,191	\$ 172,430	\$ 27,621	\$ 75,815	\$ 28,595
OTHER SOURCES/(USES) OF FUNDS						
Board-Designated Fund Balance	-	-	-	-	-	-
Tabor Reserve (cumulative over years)	-	(52,748)	(17,186)	(12,362)	(12,825)	(7,596)
SURPLUS/(SHORTFALL)	\$ -	\$ 57,443	\$ 155,244	\$ 15,259	\$ 62,990	\$ 20,999
Beginning Fund Balance	\$ -	\$ -	\$ 110,191	\$ 282,621	\$ 310,242	\$ 386,057
Ending Fund Balance	\$ -	\$ 110,191	\$ 282,621	\$ 310,242	\$ 386,057	\$ 414,652
Restricted	-	52,748	69,933	82,295	95,120	102,716
Unrestricted	-	57,443	212,687	227,947	290,936	311,935
Unrestricted Fund Bal as % of Total Expenses	0%	3%	9%	8%	9%	9%

Total Instructional Expenses	#DIV/0!	\$ 1,097,402	\$ 1,327,761	\$ 1,562,118	\$ 1,817,423	\$ 2,009,689
% of Total Expenses	#DIV/0!	57%	55%	56%	57%	58%
Total Non-Instructional Expenses	#DIV/0!	\$ 798,200	\$ 991,931	\$ 1,084,707	\$ 1,223,712	\$ 1,287,528
% of Total Expenses	#DIV/0!	42%	41%	39%	39%	37%

Facility Costs	\$ -	\$ 231,250	\$ 283,750	\$ 305,200	\$ 326,654	\$ 348,112
% of Total Expenses	0%	12%	12%	11%	10%	10%

SUMMARY OF THE DAAC REVIEW OF THE APPLICATION FROM JAMES IRWIN CHARTER SCHOOLS
TO OPERATE
POWER TECHNICAL AND TRADE ACADEMY

The rubric for DAAC members begins with the following introduction:

This rubric is designed to be used by members of the charter school subcommittee of the District Accountability Committee. Its emphasis is more on the high-level evidence for considering a charter school application rather than the technical or specific [sections]. Evaluators should fill in the level of the rubric that matches the application and then provide comments in the Strengths/Weaknesses column to clarify why the score was assigned. Note every component of the application is included. This was done intentionally, to allow the DAAC committee members to focus on the major components of the application.

The scores below are formatted to be consistent with the administrative and Charter Schools Solutions summary reports.

Review Section	Coxe	Fogler	Gery	West	
B. Vision and Mission	4	4	4	4	
C. Goals, Objectives, and Pupil Performance Standards	4	4	4	4	
D. Evidence of Support	4	3	4	4	
E. Educational Program	3.33	3.66	3.33	4	
F. Plan for Evaluating Pupil Performance	4	4	4	4	
G. Budget and Finance	-	3.5	-	3	
H. Governance	2	4	2	3	
K. Parent and Community Involvement	2	4	3	2	
Q. Serving Students with Special Needs	3	3	3	3	
Average of Section Scores	3.29	3.68	3.42	3.44	3.46
Reviewer's Total Score for Overall Application	1	4	4	4	3.25



Evaluation Summary Report for

Power Tech & Trade Academy #1

School Application #: 2015-9229-Power Tech

Report Date: June 12, 2015

School Name: Power Tech & Trade Academy #1 Lead Evaluator: Denise Mund								
Category	Brett Ridgway	Peter Hilts	Brad Miller	Amber Whetstine	Paul Andersen	Jim Bonavita	Andy Franko	Average
B. Vision and Mission Statements		4.00			4.00	4.00	4.00	4.00
C. Goals, Objectives, and Pupil Performance Standards		3.00		2.33		3.00	3.80	3.03
D. Evidence of Support		2.50				4.00	3.50	3.33
E. Educational Program		2.58		2.31		3.67	3.31	2.97
F. Plan for Evaluating Pupil Performance		2.67		2.67		4.00	4.00	3.34
G. Budget and Finance						3.50	0.00	3.50
H. Governance			3.50			3.88	3.67	3.68
I. Employees					3.00	4.00	3.80	3.60
J. Insurance Coverage					0.00	4.00	4.00	4.00
k. Parent and Community Involvement		2.40			0.00	4.00	3.20	3.20
L. Enrollment Policy		2.50				4.00	4.00	3.50
M. Transportation and Food Service						4.00	2.67	3.34
N. Facilities						3.20	2.20	2.70
O. Waivers			4.00			4.00	4.00	4.00
P. Student Discipline, Expulsion, or Suspension					0.00	3.50	3.50	3.50
Q. Serving Students with Special Needs					0.00	4.00	2.50	3.25
R. Dispute Resolution Process			3.50		0.00	3.50	3.50	3.50

S. School Management Contracts		3.75		0.00	3.75	3.25	3.58
T. Existing School Operators or Replicators				0.00	4.00		4.00
U. Virtual or Online Schools				0.00	3.00	0.00	3.00
Calculated Average Score:	2.81	3.69	2.44	3.5	3.75	3.46	3.45
Ranking:	3	0	3	3	4	3	3

School Name: Power Tech & Trade Academy #1 Lead Evaluator: Denise Mund

Strengths:

NA

Concerns & Questions:

NA



BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Mike Pickering, POWER Zone Leader
TITLE OF AGENDA ITEM:	PD Date Change 15-16 PZ Calendar
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: POWER Zone set a PreK-12 professional development date of May 6, 2015 in large part due to the multiple state assessment windows. Due to the SBOE's decision to eliminate the 1st testing window for the state ELA and Math assessment the zone no longer feels there is enough benefit in holding a non student contact day on the 6th of May. We would like to exchange our May 6th PreK-12 professional development day with August 28th. This will then allow all three coordinated zones to align professional development days on the 28th of August and student contact days on the 6th of May.

RATIONALE: See Background Information

RELEVANT DATA AND EXPECTED OUTCOMES: Allow educators to receive more timely professional development. Professional learning that can be used throughout the year will lead to more timely increases in student achievement. This will also align POWER Zone with the rest of the coordinated zones on both August 28th and May 6th.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Aligning two more dates across the coordinated zones increases community support.
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	Training teachers in a more timely fashion will lead to timelier student achievement results.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Timelier PD allows us to create more exceptional schools.
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: None

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the professional development date change for the 2015-16 POWER Zone calendar.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 30, 2015



BOARD OF EDUCATION AGENDA ITEM 7.05a

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Brad Miller
TITLE OF AGENDA ITEM:	FCBC Board Appointment
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: District 49 works in association with the Falcon Community Builders for Classrooms (FCBC), a nonprofit organization funded by local home builders and developers. Since 2005 a member of District 49's Board of Education has served as a director of this entity.

RATIONALE: FCBC conducts activities and performs services that benefit District 49. Engaged leadership by District 49's delegate to FCBC ensures that such activities and services continue to benefit the students and community of District 49.

RELEVANT DATA AND EXPECTED OUTCOMES: District 49's delegate to the FCBC board will contribute leadership, vision and energy to FCBC, which in return will benefit our students and community.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	FCBC has contributed millions of dollars to District 49 capital projects in the past 10 years, saving taxpayers in return.
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	FCBC helps ensure that District 49 students have excellent facilities available 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: \$0

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to appoint Kevin Butcher to serve as the District 49 delegate to the FCBC Board.

APPROVED BY: Tammy Harold, Board President

DATE: June 30, 2015



BOARD OF EDUCATION AGENDA ITEM 7.05b

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Brad Miller
TITLE OF AGENDA ITEM:	CDBOCES Board Appointment
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: District 49 is a partner of the Colorado Digital Board of Cooperative Educational Services (“CDBOCES”). Current board terms on the CDBOCES end effective the end of July, 2015. CDBOCES requests that the Board of Education confirm its delegation of a director to serve on the board of CDBOCES.

RATIONALE: CDBOCES conducts activities and performs services that benefit District 49. Engaged leadership by District 49’s delegate to CDBOCES ensures that such activities and services continue to benefit the students and community of District 49.

RELEVANT DATA AND EXPECTED OUTCOMES: District 49’s delegate to the CDBOCES’ board will contribute leadership, vision and energy to CDBOCES, which in return will benefit our students and community.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	CDBOCES conducts activities in a cost-efficient manner that are not similarly provided within the District.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	CDBOCES is a thought-leader in online and hybrid education.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Partnership with CDBOCES enhances District 49’s portfolio of excellent educational choices.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	CDBOCES serves students in ways not already provided by District 49

FUNDING REQUIRED: NO **AMOUNT BUDGETED:** \$0

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to appoint Marie LaVere-Wright to serve as the District 49 delegate to the CDBOCES Board.

APPROVED BY: Tammy Harold, Board President

DATE: June 30, 2015

BOARD OF EDUCATION AGENDA ITEM 7.06

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Chief Education Officer Performance Review – Proposed set of performance domains, targets, standards and evidence
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board of Education and the Chief Officers have developed a process to efficiently evaluate their performance on an annual basis. Each set of metrics for the chief officers' performance reviews have been updated for the next review cycle.

RATIONALE: In order to maintain an annual performance review process the Chief Officers have updated their metrics to evaluate their performance with their Board Liaison. The revisions will be submitted for review at the work session.

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	The Chief Officers can make a significant impact on the community through their involvement and interaction with community stakeholders and professional groups that can leave a positive and lasting impact.
Rock #3 — Establish District 49 as the <u>best</u> <u>district</u> in Colorado to learn, work and lead	By providing key performance metrics, benchmarking performance and continually reviewing performance of its personnel including executive leadership on an annual basis, the district will accomplish this Big Rock.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the Chief Education Officer's Annual Evaluation Metrics.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 30, 2015

PERFORMANCE REVIEW METRICS FOR THE CHIEF EDUCATION OFFICER PROPOSED BY PETER HILTS TO THE SCHOOL DISTRICT 49 BOARD OF EDUCATION

Some of the purposes of evaluation are to affirm excellent performance, correct unacceptable performance, and set priorities for future work. When evaluating a senior executive, it is important to align leadership activity with the district's strategic plan. Since the strategic plan is operational, it is helpful to use a portfolio evaluation model where the evaluators may examine leadership behavior in the context of daily and long-term activity and accomplishments. The following six sections organize leadership performance into manageable, observable patterns. For each section, additional insights might be gleaned from existing surveys and feedback systems or the Board may direct new collections related to a particular performance measure.

EDUCATIONAL LEADERSHIP

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

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

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

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

STRATEGIC LEADERSHIP

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

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

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

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

LEADERSHIP DEVELOPMENT

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

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

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

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

CULTURAL LEADERSHIP

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

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

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

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

LEADERSHIP THROUGH COMMUNICATION:

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

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

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

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

LEADERSHIP THROUGH PERSONNEL MANAGEMENT:

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

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

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

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



BOARD OF EDUCATION AGENDA ITEM 7.07

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Peter Hiltz, Chief Education Officer
TITLE OF AGENDA ITEM:	Proposed Administrative Reorganization
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Multiple external observers and generally recognized best practices identify an optimal number of direct reports to a senior executive as between 6 and 12. In the current configuration, the Chief Education Officer supervises 15 individuals.

RATIONALE: The supervision workload is not optimal; nor is it necessary. The Chief Officers have identified four position reassignments that will balance the supervision load while still maintaining autonomy and focus for all programs. Those positions all currently report to the Chief Education Officer and are indicated with a red box on the attached organization chart. One position is also proposed for a new title and enhanced responsibilities. That position is indicated with red text.

RELEVANT DATA AND EXPECTED OUTCOMES: We expect the realignment to be seamless, as the individuals and departments in question already collaborate closely with all three offices due to the distributed nature of our executive leadership model.

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	Optimizing our organizational structure gives us more opportunities to support and supervise key leaders.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

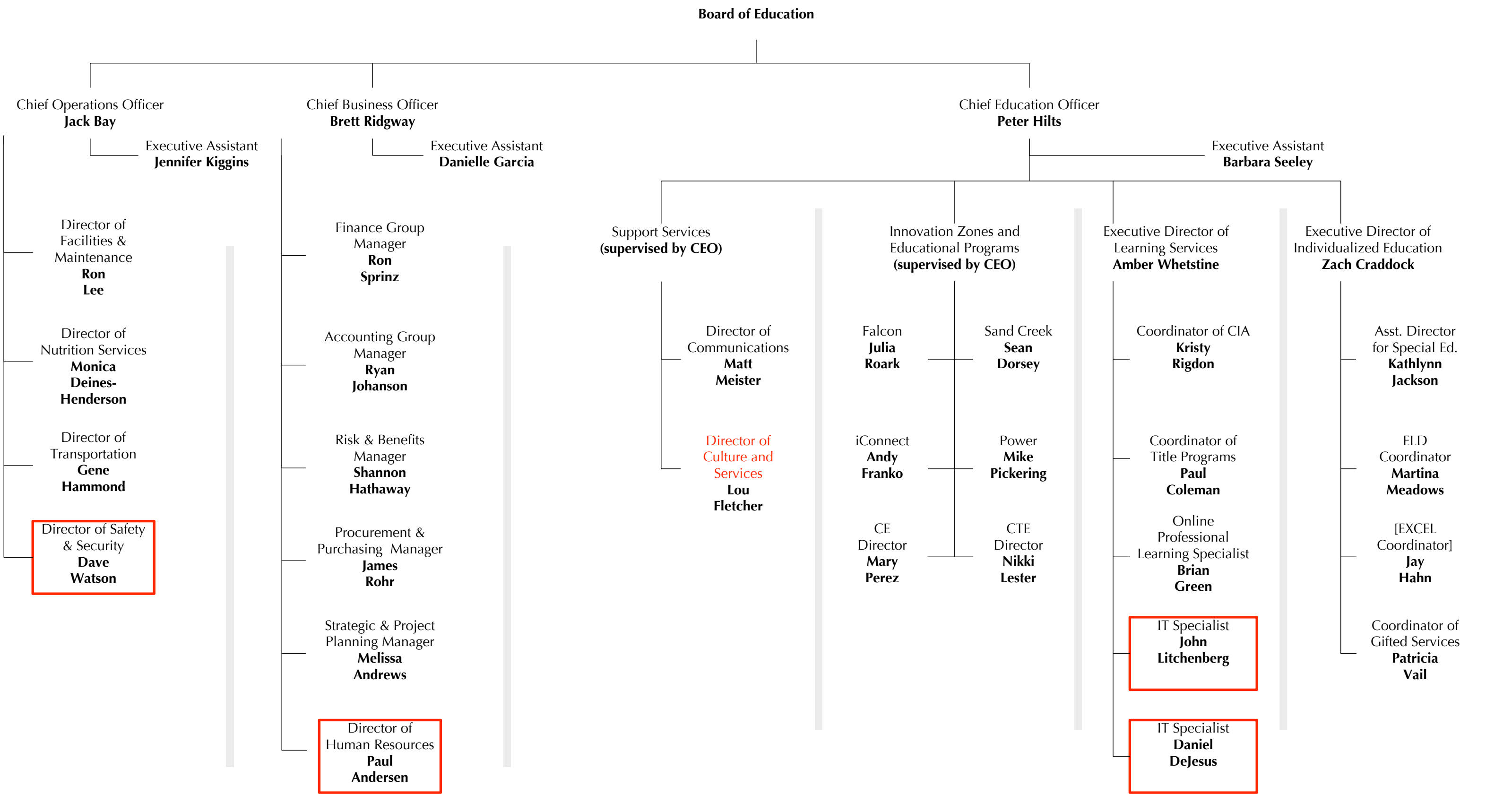
FUNDING REQUIRED: The designation of a coordinator as a director will incur a moderate cost.

AMOUNT BUDGETED: The specific budget amount is determined by the individual salary schedule.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion and review at the previous work session, I move to approve the proposed Administrative reorganization.

APPROVED BY: Jack Bay, Chief Operations Officer, Brett Ridgway, Chief Business Officer, and Peter Hiltz, Chief Education Officer

DATE: June 18, 2015



BOARD OF EDUCATION AGENDA ITEM 7.08a

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	P. Andersen, Director of Human Resources L. Fletcher, Coordinator of Cultural Capacity Z. Craddock, Executive Director of Individualized Education A. Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	CASB Recommended Policy Revisions
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We seek to continuously improve our processes in the district. The Colorado Association of School Boards (CASB) periodically publishes Policy Parameters and Special Policy Updates to inform boards and staff about changes to federal and state law and to provide pertinent policy updates to CASB's sample policies.

RATIONALE: Administrative regulation development and revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
4.a.1	ACAA/GBAA/JBB	Sexual Harassment	P. Andersen/ L. Fletcher	Remove ACAA designation Adopt GBAA focus on workplace harassment Adopt JBB focus on student related behavior
4.a.2	BDFC	Preschool Council	Z. Craddock	CASB recommended revisions
4.a.3	GBGAB	First Aid Training	Z. Craddock	Recommend adoption Reflects current practice in district
4.a.4	JFABD, JFABD-R	Homeless Students	A. Whetstine	Terminology revisions and adopt regulation

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

BOE Regular Meeting July 9, 2015
Item 7.08a continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, move to approve the five policies in item 7.08a.

REVIEWED BY: Brett Ridgway, Chief Business Officer,
Peter Hilts, Chief Education Officer, Jack Bay, Chief Operations Officer

DATE: June 30, 2015



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Sexual Harassment
Designation	ACAA/GBAA/JBB
Office/Custodian	Education/Director of Human Resources and Coordinator of Cultural Capacity

The District is dedicated to the principles of equal employment opportunity and strives to maintain a work environment free of unlawful discrimination and harassment. The District prohibits unlawful discrimination and harassment against employees on the basis of age 40 and over, race, sex, sexual orientation, color, religion, national origin, disability, military status, genetic information, or any other status protected by applicable state or local law.

Unlawful harassment includes verbal or physical conduct that has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

This District's commitment to a discrimination-free and harassment-free organization is described more fully in Board policy AC and its associated regulation AC-R. Because sexual harassment raises issues that are to some extent unique in comparison to other types of harassment, the District believes it warrants separate emphasis as provided in this policy.

~~The District is committed to a learning and working environment that is free from sexual discrimination and harassment. It shall be a violation of policy for any member of the District staff to discriminate against another on the basis of sex or harass another staff member or student through conduct or communications of a sexual nature.~~

~~Sexual harassment is recognized as a form of sex discrimination, and this is a violation of the laws which prohibit sex discrimination.~~

~~Sexual harassment committed by an employee of the District in the course of employment shall be deemed a breach of duty, and as such, shall subject the offending employee to disciplinary action up to and including termination of employment. This policy similarly applies to non-employee volunteers or any other persons who work under the direction of District authorities.~~

Sexual harassment prohibited

The District strongly opposes sexual harassment and inappropriate sexual conduct. Sexual harassment committed by an employee of the District in the course of employment shall be deemed a breach of duty, and as such, shall subject the offending employee to disciplinary action up to and including termination of employment.

This policy applies to all employees of the district and similarly applies to non-employees, such as volunteers, vendors, consultants or any others, who work under the direction of District authorities.

Any conduct of a sexual nature directed toward students by teachers or others, to whom this policy applies, shall be presumed to be unwelcome.

Sexual harassment defined

Sexual harassment is defined as ~~unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature may constitute sexual harassment when:~~

- 1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.**
- 2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting the individual.**
- 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.**

The prohibition against sexual harassment applies whether the harassment is between people of the same or different gender.

Conduct which may violate this policy includes, but is not limited to, sexually implicit or explicit communications whether in:

- Written form, such as cartoons, posters, calendars, notes, letters, e-mails.**
- Verbal form, such as comments, jokes, foul or obscene language of a sexual nature, gossiping or questions about another's sex life, or repeated unwanted requests for dates.**
- Physical gestures and other nonverbal behavior, such as unwelcome touching, grabbing, fondling, kissing, massaging, and brushing up against another's body.**

Sexual harassment as defined above may include, but is not limited to:

- 1. Sex-oriented verbal "kidding," abuse, or harassment**
- 2. Pressure for sexual activity**
- 3. Repeated remarks to a person with sexual implications**
- 4. Unwelcome touching, such as patting, pinching, or brushing against another's body**
- 5. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns**
- 6. Hostile environment harassment as occurring where sexual conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.**

Reporting, investigation, and sanctions

Sexual harassment cannot be investigated or corrected by the District until the District is made aware of such harassment. Therefore, it is the express desire of the Board to encourage victims of sexual harassment to report such claims. This may be done through the complaint process **and form provided in Board policy (AC, AC-R and AC-E).**

Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator or to the District's compliance officer. If the employee's direct administrator or supervisor is the offending person, the report shall be made **in writing** to the next higher level of authority.

No reprisals or retaliation shall be allowed to occur as a result of the good faith reporting of charges of sexual harassment. Requests for confidentiality shall be honored so long as doing so does not preclude the District from responding effectively to the harassment and preventing future harassment.

In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred shall be investigated.

Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students shall, in appropriate circumstances, be reported as child abuse for investigation by appropriate authorities in conformity with policy JLF.

Filing of a grievance or otherwise reporting sexual discrimination or harassment shall not reflect upon the individual's status or affect future employment or work assignments. All matters involving sexual discrimination or harassment complaints shall remain confidential to the extent possible.

Notice of this policy shall be circulated to all District ~~employees schools and departments~~ and incorporated in employee ~~and student~~ handbooks.

- Adopted: May 16, 1996
- Revised: August 13, 1998
- Reviewed: August 10, 2000
- Revised: July 8, 2010
- **Revised: July 9, 2015**

LEGAL REFS:

- 20 U.S.C. §1681 et seq. (*Title IX of the Education Amendments of 1972*)
- 42 U.S.C. §2000e et seq. (*Title VII of the Civil Rights Act of 1964*)
- C.R.S. [24-34-401](#) et seq. (*discrimination or unfair employment practices*)
- C.R.S. [24-34-301](#) et seq. (*Colorado Civil Rights Division procedures*)

CROSS REFS:

- [AC](#), Nondiscrimination/Equal Opportunity
- [JLF](#), Reporting Child Abuse/Child Protection



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Sexual Harassment
Designation	JBB
Office/Custodian	Education/Director of Human Resources and Coordinator of Cultural Capacity

District 49's commitment

The District is committed to a learning environment that is free from sexual harassment. It shall be a violation of policy for any member of the District staff to harass students or for students to harass other students through conduct or communications (verbal, written, social media, or other electronic means) of a sexual nature or to retaliate against anyone that reports sexual harassment or participates in a harassment investigation.

The District shall investigate all indications, informal reports and formal grievances of sexual harassment by students, staff or third parties and appropriate corrective action shall be taken. Corrective action includes taking all reasonable steps to end harassment, to make the harassed student whole by restoring lost educational opportunities, to prevent harassment from recurring and to prevent retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

Sexual harassment prohibited

Unwelcome sexual advances, requests for sexual favors, or other verbal, non-verbal, physical conduct, or social media use of a sexual nature may constitute sexual harassment, even if the harasser and the student being harassed are the same gender identity and whether or not the student resists or submits to the harasser, when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's participation in an education program or activity.
2. Submission to or rejection of such conduct by a student is used as the basis for education decisions affecting the student.
3. Such conduct is sufficiently severe, persistent or pervasive such that it limits a student's ability to participate in or benefit from an education program or activity or it creates a hostile or abusive educational environment. For a one-time incident to rise to the level of harassment, it must be severe.

Any conduct of a sexual nature directed by a student toward a staff member or by a staff member to a student is presumed to be unwelcome and shall constitute sexual harassment.

Acts of verbal or physical aggression, intimidation or hostility based on sex, but not involving conduct of a sexual nature may also constitute sexual harassment and/or sexual discrimination.

Utilization of social media to post, transmit, or otherwise electronically distribute images, descriptions, or allegations of a sexual nature, whether the subject and sender consent, may constitute sexual harassment. Possession of portable devices (smartphones, tablet computers, laptop computers, etc.) that contain downloaded, texted, emailed, messaged or chatted versions of the aforementioned images, descriptions, or allegations of a sexual nature, may constitute sexual harassment.

Sexual harassment as defined above may include but is not limited to:

1. Sex-oriented verbal "kidding," abuse, or harassment,
2. Pressure for sexual activity,
3. Repeated remarks to a person with sexual implications

4. Unwelcome touching, such as patting, pinching, or brushing against the body of another,
5. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades or similar personal concerns,
6. Using social media or other electronic means to distribute images or stories of a sexual nature,
7. Sexual violence.

Reporting, investigation, and sanctions

Students are encouraged to report all incidences of sexual harassment to a teacher, counselor or administrator in their school building and file a complaint, through the District's compliance process, referencing policy AC and regulation AC-R for substantive support. All reports and indications from students, District employees and third parties shall be forwarded to the compliance officer.

All matters involving sexual harassment reports shall remain confidential to the extent possible as long as doing so does not preclude the district from responding effectively to the harassment or preventing future harassment. Filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect grades.

In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred shall be investigated.

Any student found to have engaged in sexual harassment shall be subject to a range of accountability process outcomes, including, but not limited to, being placed on a disruptive behavior plan, suspension, expulsion, and/or participation in a restorative activity, subject to applicable procedural requirements in accordance with applicable law. Conduct of a sexual nature directed toward students shall, in appropriate circumstances, be reported as child abuse; reference policy JLF, for investigation by appropriate authorities in conformity with applicable law and Board policy.

Notice and training

Notice of this policy shall be circulated to all District schools and departments and incorporated in all building student handbooks.

All students and District employees shall receive periodic training related to recognizing and preventing sexual harassment. District employees shall receive additional periodic training related to handling reports of sexual harassment.

- Adopted: May 16, 1996
- Revised: August 13, 1998
- Reviewed: August 10, 2000
- Revised: July 8, 2010
- Revised: July 9, 2015

LEGAL REFS:

- 20 U.S.C. §1681 et seq. (*Title IX of the Education Amendments of 1972*)
- 42 U.S.C. §2000e et seq. (*Title VII of the Civil Rights Act of 1964*)
- C.R.S. [24-34-301](#) et seq. (*Colorado Civil Rights Division procedures*)

CROSS REFS:

- [AC](#), Nondiscrimination/Equal Opportunity
- AC-R, Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)

- AC-E-1, Nondiscrimination/Equal Opportunity (Sample Notice)
- [JLF](#), Reporting Child Abuse/Child Protection
- JLF-R, Reporting Child Abuse/Child Protection

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Preschool Council
Designation	BDFC
Office/Custodian	Education/Executive Director of Individualized Education

The Board of Education shall appoint a preschool program council which shall provide assistance and make recommendations in implementing and coordinating a preschool program **funded through the Colorado Preschool Program Act.**

Membership

At a minimum, membership on the preschool program council will include ~~but not be limited to~~ the following:

1. The Chief Education Officer or designee.
2. Two parents of children in the preschool program appointed by the Chief Education Officer.
3. Two members of the business community appointed by the Chief Education Officer.
4. Representatives from the following agencies:
 - a. El Paso County Department of Health
 - b. El Paso County Department of Human Services
 - c. The county agency involved in job services and training
 - d. Publicly funded early childhood education agencies located in the District
 - e. Privately funded child care centers located in the school district.
 - e.f. A charter school located in the school district that has a preschool program.**

Appointed members will serve for two-year terms. Any vacancy among the appointed members will be filled by appointment by the Chief Education Officer for the unexpired term.

Officers

Members of the council will elect a chairman for a one-year term, who may be elected to a second term.

The council shall have those duties prescribed by state law.

Duties

~~In accordance with law, the council will:~~

- ~~1. Assist the District in the implementation of the preschool program.~~
- ~~2. Develop and recommend to the Board of Education plans for coordinating the preschool program with:~~
 - ~~a. Extended day services for children participating in the program and their families in order to achieve an increased efficiency in the services provided.~~
 - ~~b. Family support services for children participating in the program and their families.~~
 - ~~c. A program to train parents to provide teaching activities in the home prior to the entrance of their children in the preschool program.~~
- ~~3. Define any additional student eligibility criteria.~~

- ~~4. Develop a preschool program evaluation.~~
- ~~5. Develop a training program for preschool program staff using all available community resources.~~
- ~~6. Recommend to the Board a plan for the annual evaluation of the preschool program.~~
- ~~7. Provide any other appropriate assistance to the District in the implementation of the preschool program.~~

No action taken by the council will be final ~~unless~~ approved by the Board of Education.

Meetings

The council will meet a minimum of six times per year.

In addition, members of the council will make at least two on-site visits per year to all Head Start agencies and public and private child care facilities with which the District has contracted to monitor overall program compliance and make recommendations for **any** needed improvements.

- Adopted: September 3, 1998
- Reviewed: February 11, 2010
- Revised: May 12, 2011
- **Revised: July 9, 2015**

LEGAL REF:

- C.R.S. 22-28-105 (~~district preschool program advisory council- duties~~)
- **C.R.S. 22-28-108 (ongoing training available from CDE)**

CROSS REF:

- IHBIB, Primary/Pre-primary Education

BOARD-APPROVED POLICY OF DISTRICT 49

Title	First Aid Training
Designation	GBGAB
Office/Custodian	Education/Executive Director of Individualized Education

At least one person in each building, and every staff member who teaches or supervises students in classes or activities where, as determined by the district, students are exposed to dangerous equipment or chemicals or other increased risks of injury, shall hold a current standard first aid card, including CPR training. A list of such staff members shall be maintained in each school office.

Athletic coaches, as that term is defined by applicable rules of the Colorado State Board of Education, shall be certified in CPR and the use of automated external defibrillators (AEDs).

Adopted: July 9, 2015

LEGAL REFS:

- C.R.S. 22-1-125.5 (*athletic coaches must be certified in CPR and the use of automated external defibrillators*)
- 1 CCR 301-96 (*State Board of Education rules for the Administration of the Instruction of Cardiopulmonary Resuscitation in Public Schools Grant Program*)
- 6 CCR 1010-6, chapter 9-102 (*first aid certification requirement*)

CROSS REF:

- JLCE, First Aid and Emergency Medical Care

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Homeless Students
Designation	JFABD
Office/Custodian	Education/Executive Director of Learning Services

It is the Board's intent to remove barriers to the enrollment and retention of homeless students in school in accordance with state and federal law. The District shall take reasonable steps to ensure that homeless students are not segregated or stigmatized and that decisions are made in the best interest of the student.

Each homeless student shall be provided services for which the student is eligible, comparable to services provided to other students in the school, regardless of residency, including transportation service, education services, career and technical education programs, gifted ~~education and talented~~ programs, and school nutrition programs.

Homeless students shall be provided access to education and other services that they need to ensure that they have an opportunity to meet the same student performance standards to which all students are held. All educational decisions shall be made in the best interest of the student.

The District shall coordinate with other district and with local social services agencies and other agencies or programs providing services to homeless students as needed.

The **Chief Education Officer**~~Superintendent~~ shall designate at least one staff member in the District to serve as the homeless student liaison and fulfill the duties set forth in state and federal law.

Decisions on enrollment and transportation for homeless students shall be made in accordance with regulation JFABD-R.

~~NOTE 1: The term "homeless children" is defined in federal law to include the following:~~

~~Individuals who lack a fixed, regular and adequate nighttime residence, including:~~

- ~~• Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternate adequate accommodation; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.~~
- ~~• Children and youths who have a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;~~
- ~~• Children and youths who are living in cars, parks, public spaces, abandoned building, substandard housing, bus or train station, or similar settings; and~~
- ~~• Migratory children who are living in circumstances described above.~~

~~NOTE 2: While the definition of homeless children in Colorado law closely tracks the definition in federal law, the federal law contains the following language which is NOT found in the Colorado law:~~

- ~~• "sharing the housing of other persons due to lack of housing, economic hardship or a similar reason";~~
- ~~• "trailer park"~~
- ~~• "substandard housing"~~

~~Colorado school districts that receive federal funds are required to follow the more inclusive federal definition.~~

- Adopted: April 28, 2010
- **Revised: July 9, 2015**

LEGAL REF:

- 42 U.S.C. 11431 et seq. (*McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth*, ~~as amended by No Child Left Behind Act of 2001~~)
- C.R.S. 21-1-102.5 (*definition of homeless child*)
- C.R.S. 22-32-109(1)(dd) (*duty to adopt/revise policies to remove barriers to access and success in schools for homeless children*)
- C.R.S. 22-33-103.5 (*attendance of homeless children*)
- C.R.S. 26-5.7-101 et seq. (*Homeless Youth Act*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Homeless Students
Designation	JFABD-R
Office/Custodian	Education/Executive Director of Learning Services

Homeless Student Liaison

The liaison appointed by the CEO shall work to identify homeless children and facilitate each homeless child's access to and success in school. On or before the pupil enrollment count day, the liaison shall report the number of homeless students enrolled in the school district to the Colorado Department of Education.

The primary functions of the liaison shall be to mediate disputes concerning school enrollment, assist in making transportation arrangements, assist in requesting the student's records, provide information and give referrals on services and opportunities, and assist any homeless child who is not in the custody of a parent or guardian with enrollment decisions.

Enrollment

A homeless student is deemed to reside, and may enroll and attend school in:

- the district where the child is presently located, or
- the district in which the student attended school previous to becoming homeless.

Enrollment shall be immediate even if the student lacks records routinely required prior to enrollment. The school shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible District 49 shall seek immunization through no- or low-cost health care providers.

If a homeless student becomes permanently housed outside District 49 during the school year, the student shall no longer be considered homeless and may only continue enrollment in District 49 for the remainder of the school year

Tuition

Students defined in state and federal law as homeless children shall be admitted without payment of tuition.

Enrollment Determination

Scenario One:

If a District 49 student becomes homeless, but remains located in this school district, the student shall continue to attend school in his or her school.

If the student is no longer located in the attendance area of the school he or she previously attended, the liaison shall contact the student and the student's parent/guardian, if the student is in the custody of the parent/guardian, to determine which district school would best meet the student's educational and other services needs, taking into account the wishes of the student and the parent/guardian, the feasibility of keeping the student in his or her previous school, and the student's transportation needs related to various enrollment options.

Scenario Two:

If a student becomes homeless and is presently located in District 49, but seeks to enroll in district he or she previously attended, the previous school district shall determine enrollment.

If District 49 has knowledge that a homeless student is presently located in District 49 but seeks to enroll in the school district he or she previously attended, District 49's homeless student liaison shall assist the student in accessing enrollment in the previous school district, work with the homeless student liaison in the previous school district to mediate disputes concerning enrollment, assist in making transportation arrangements, assist in requesting/sending the student's records, provide information and give referrals on services and opportunities, and assist any homeless student who is not in the custody of a parent or guardian with enrollment decisions.

Scenario Three:

If a student who previously attended school in District 49 becomes homeless and is presently located outside of this school district, but seeks to enroll in District 49, the CEO or designee shall make a reasonable determination as to whether the student should be enrolled in District 49 or the district where the student is presently located.

In making the reasonable determination, the CEO or designee shall consult with:

- the homeless student, or the homeless student's parent/guardian if the student is in the custody of a parent/guardian, and
- the homeless student liaison for District 49 and the liaison for the district where the student is presently located

The CEO or designee shall consider all relevant factors in making the reasonable determination including but not limited to:

- the best interests of the homeless student
- to the extent feasible, keeping the homeless student in District 49
- the wishes of the student and the student's parent/guardian if the student is in the custody of a parent/guardian
- the student's transportation needs related to various enrollment options (the district where the student is located and the district where the student will attend school must either agree on a method to apportion cost and responsibility for the student's transportation or share the cost and responsibility equally)
- which school district can best meet the student's educational and other services needs

Notice of Determination and Appeal

The CEO or designee shall hand deliver to the student a written notice of District 49's determination and of the right to appeal, and provide a copy to the liaison. If the CEO or designee determines that the homeless student shall attend a school other than the student's previous school or a school other than the one requested by the student's parent or guardian, the CEO or designee should also provide written explanation regarding that decision to the parent/guardian and provide a copy to the liaison.

Enrollment Disputes

If an enrollment dispute arises between the student's custodial parent/guardian (or the student not in custody of a parent/guardian) and District 49, the student shall be immediately enrolled in the school selected by the parent/guardian or student until the dispute is resolved.

The parent/guardian (or student, if applicable) may appeal an enrollment determination made by District 49 to the district's homeless student liaison within 10 business days after receiving the written determination and notice of right-to-appeal.

The liaison shall issue a written decision on the dispute within 5 business days of the receipt of the appeal and hand deliver a written decision and notice of right-to-appeal to the Board of Education to the parent/guardian (or student, if applicable).

Within 5 business days of delivery of the liaison's decision and right-to-appeal notice, the parent/guardian (or student, if applicable) may appeal the decision to the Board of Education.

The Board shall issue a written decision on the dispute within 10 business days of the receipt of the appeal and hand deliver the written decision and notice of right-to-appeal to the State Coordinator for the Education of Homeless Children and Youths to the parents/guardian (or student, if applicable). The decision of the State Coordinator shall be final.

Transportation

Subsequent to a determination that the student shall attend a school in District 49, a request for transportation may be made by the student or by the student's custodial parent/guardian by contacting the Transportation Department.

If the student is located in District 49, the district shall provide or arrange for the student's transportation to and from school in accordance with district transportation policies. All transportation services shall be comparable to those provided for other students in District 49.

If the student is located outside of District 49 but a determination has been made that the student shall attend school in the district, both this district and the district where the student is located must either agree on a method to apportion cost and responsibility for the student's transportation or share the cost and responsibility equally.

Adopted: July 9, 2015

BOARD OF EDUCATION AGENDA ITEM 7.08b

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Amber Whetstine, Executive Director of Learning Services Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	District Recommended Policy Revisions
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We seek to continuously improve our processes in the district.

RATIONALE: Administrative regulation development and revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewer	Recommendation	Notes
4.b.1	AA	School District Legal Status	D. Richer	REPEAL	No CASB policy Covered by C.R.S 22-32-101
4.b.2	AEC	Annual Report	A. Whetstine	REPEAL	Covered in policy AE Accountability
4.b.3	BEDA	Notification of Board Meetings	D. Richer	REVISIONS	Updated to reflect current practice
4.b.4	BEDC	Quorum	D. Richer	REPEAL	No CASB policy Included in policy BE School Board Meetings
4.b.5	BF	School Board Work Sessions and Retreats	D. Richer	REPEAL	No CASB policy Included in policy BE School Board Meetings
4.b.6	BGB/BGF	Policy Adoption/Suspension/Repeal	D. Richer	REPEAL	No CASB policy Included in BG School Board Policy Process
4.b.7	KLB	Relations with Election Authorities	D. Richer	REPEAL	No CASB policy Covered by C.R.S. 1-2-401
4.b.8	LB	Relations with Other Schools and School Systems	D. Richer	REPEAL	No CASB policy Covered by C.R.S. 22-32-122

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

BOE Regular Meeting July 9, 2015
Item 7.08b continued

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, move to approve the eight policies in item 7.08b.

REVIEWED BY: Brett Ridgway, Chief Business Officer,
Peter Hiltz, Chief Education Officer, Jack Bay, Chief Operations Officer

DATE: June 30, 2015

COLORADO REVISED STATUTES

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TITLE 1. ELECTIONS
GENERAL, PRIMARY, RECALL, AND CONGRESSIONAL VACANCY ELECTIONS
ARTICLE 2. QUALIFICATIONS AND REGISTRATION OF ELECTORS
PART 4. HIGH SCHOOL REGISTRATION

C.R.S. **1-2-401** (2014)

1-2-401. Legislative declaration

It is the intent of the general assembly that, in order to promote and encourage voter registration of all eligible electors in the state, registration should be made as convenient as possible. It is determined by the general assembly that if voter registration is convenient, the number of registered voters will increase. It is further determined by the general assembly that support and cooperation of school officials and interested citizens will make high school registration successful. It is therefore the purpose of this part 4 to encourage voter registration by providing convenient registration procedures for qualified high school students, employees, and other persons by using high school deputy registrars.

HISTORY: Source: L. 92: Entire part added, p. 621, § 1, effective July 1. L. 93: Entire section amended, p. 1403, § 25, effective July 1.

Editor's note: Articles 1 to 13 were numbered as articles 1, 3, 4, 9 to 19, and 21 of chapter 49, C.R.S. 1963. The substantive provisions of these articles were repealed and reenacted in 1980, resulting in the addition, relocation, and elimination of sections as well as subject matter. For amendments to these articles prior to 1980, consult the Colorado statutory research explanatory note and the table itemizing the replacement volumes and supplements to the original volume of C.R.S. 1973 beginning on page vii in the front of this volume. Former C.R.S. numbers prior to 1980 are shown in editor's notes following those sections that were relocated. For a detailed comparison of these articles for 1980, see the comparative tables located in the back of the index.

Cross references: For school elections, see articles 30, 31, and 42 of title 22; for elections for removal of county seats, see article 8 of title 30; for municipal elections, see article 10 of title 31; for special district elections, see part 8 of article 1 of title 32; for exemption of

certain statutory proceedings from the rules of civil procedure, see C.R.C.P. 81; for recall from office, see article XXI of the state constitution; for recall of state and county officers, see part 1 of article 12 of this title; for recall of municipal officers, see part 5 of article 4 of title 31; for recall of directors of special districts, see § § 32-1-906, 32-1-907.

Editor's note: Articles 1 to 13 were repealed and reenacted in 1980, and this article was subsequently repealed and reenacted in 1992, resulting in the addition, relocation, and elimination of sections as well as subject matter. For amendments to this article prior to 1992, consult the Colorado statutory research explanatory note and the table itemizing the replacement volumes and supplements to the original volume of C.R.S. 1973 beginning on page vii in the front of this volume and the editor's note following the title heading. Former C.R.S. section numbers are shown in editor's notes following those sections that were relocated in 1992. For a detailed comparison of this article for 1980 and 1992, see the comparative tables located in the back of the index.

Cross references: For election offenses relating to qualifications and registration of electors, see part 2 of article 13 of this title.

Editor's note: The addition of this part 4 by House Bill 92-1317 and the repeal and reenactment of this article in House Bill 92-1333 were harmonized.

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TITLE 22. EDUCATION
SCHOOL DISTRICTS
ARTICLE 32. SCHOOL DISTRICT BOARDS - POWERS AND DUTIES

C.R.S. **22-32-101** (2014)

22-32-101. Corporate status of school districts

Each regularly organized school district heretofore or hereafter formed is declared to be a body corporate with perpetual existence, and in its name it may hold property for any purpose authorized by law, sue and be sued, and be a party to contracts for any purpose authorized by law.

HISTORY: Source: L. 64: p. 573, § 1. C.R.S. 1963: § 123-30-1.

Cross references: For provisions on junior colleges, contained in this title prior to 1975, see articles 71 and 72 of title 23.

Law reviews: For article, "Fundamentalist Christians, the Public Schools and the Religion Clauses", see 66 Den. U.L. Rev. 289 (1989).

Cross references: For standards of conduct for directors, see article 18 of title 24; for authority for a school district to operate a system of public recreation and playgrounds and television relay translator facilities, see § 29-7-102.

Law reviews: For article, "Drug Testing of Student Athletes: Some Contract and Tort Implications", see 67 Den. U. L. Rev. 279 (1990).

ANNOTATION

Annotator's note. Since § **22-32-101** is similar to § 123-10-1, CRS 53, CSA, C. 146, § 73, and laws antecedent thereto, relevant cases construing those provisions have been included in the annotations to this section.

A school district is a body corporate with power to sue and be sued and has the power to compromise actions and claims. Sch. Dist. No. 1 v. Faker, 106 Colo. 356, 105 P.2d 406 (1940).

Individual taxpayers do not own the school house or other property nor have they any legal or equitable interest in it. *Gorrell v. Bevans*, 66 Colo. 67, 179 P. 337 (1919).

The status of taxpayers is analogous to that of stockholders, which neither equity nor law will protect, except through the corporation, till that body is shown to be hostile or at least negligent of their rights after request. *Gorrell v. Bevans*, 66 Colo. 67, 179 P. 337 (1919).

A school district is immune from negligence liability. A school district as a subdivision of the state of Colorado is immune from liability for negligence under the settled pronouncements of the supreme court. *Tesone v. Sch. Dist. No. RE-2*, 152 Colo. 596, 384 P.2d 82 (1963) (decided prior to enactment of the "Colorado Governmental Immunity Act", article 10 of title 24).

There is no question that school districts are political subdivisions of the state, created by law and supported in their activities with public funds. *Bagby v. Sch. Dist. No. 1*, 186 Colo. 428, 528 P.2d 1299 (1974).

School districts' status as political subdivisions does not disentitle them from bringing an action under the supremacy clause to enforce the terms of the Colorado Enabling Act merely because the defendant state officials are sued in their official capacities representing the state that created those subdivisions. *Branson Sch. Dist. RE-82 v. Romer*, 161 F.3d 619 (10th Cir. 1998).

Financial maintenance of public schools held not to be local or municipal matter. *Wilmore v. Annear*, 100 Colo. 106, 65 P.2d 1433 (1937).

A school board's participation in collective bargaining is not per se an unlawful delegation of its authority. *Littleton Educ. Ass'n v. Arapahoe County Sch. Dist.*, 191 Colo. 411, 553 P.2d 793 (1976).

Collective bargaining agreements between a county school board and a local education association which did not provide for binding arbitration of unresolved disputes and which gave board power to make final decision on all unresolved issues, without further negotiation, was not invalid as an unlawful delegation of authority. *Littleton Educ. Ass'n v. Arapahoe County Sch. Dist.*, 191 Colo. 411, 553 P.2d 793 (1976).

The doctrine of exhaustion of administrative remedies applies to disputes between a public employee and a school district. *Brown v. Jefferson County Sch.*, 2012 COA 98, 297 P.3d 976.

Applied in *Lujan v. Colo. State Bd. of Educ.*, 649 P.2d 1005 (Colo. 1982).

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TITLE 22. EDUCATION
SCHOOL DISTRICTS
ARTICLE 32. SCHOOL DISTRICT BOARDS - POWERS AND DUTIES

C.R.S. **22-32-122** (2014)

22-32-122. Contract services, equipment, and supplies

(1) A school district may contract with another district, with the governing body of a state college or university, with the tribal corporation of an Indian tribe or nation, with a federal agency or officer, with a county, city, or city and county, or with a natural person, body corporate, or association for the performance of a service, including an educational service, an activity, or an undertaking that a school may be authorized by law to perform or undertake.

(2) Each school district board of education may review and revise the policies and procedures adopted by the board pursuant to section 22-32-109 (1) (b) and may choose to require competitive bidding on contracts for professional services, other than contracts for instructional services. A policy adopted pursuant to this subsection (2) may:

(a) Require that the school district personnel, prior to recommending that the board of education enter into a contract pursuant to this section, examine the costs and benefits of contracting for the service, activity, or undertaking rather than performing the service, activity, or undertaking using school district personnel and that the recommendation specify the conclusions of the cost-benefit analysis and their rationale;

(b) Require the school district personnel to implement a bidding process for contracts entered into pursuant to this section; and

(c) Establish criteria for recommending a contractor to the board of education.

(3) (a) A contract entered into pursuant to this section shall set forth fully the purposes, powers, rights, obligations, and responsibilities, financial or otherwise, of the parties so contracting and shall require the service, including educational service, activity, or undertaking to be of comparable quality and meet the same requirements and standards that would apply if performed by the school district.

(b) A contract executed pursuant to this section may include, among other things, the purchase, outright or by installment sale, or rental or lease, with or without an option to purchase, of necessary building facilities, equipment, supplies, and employee services.

(c) Any state or federal financial assistance that would accrue to a contracting school district, if the district were to perform the contracted service, including educational service, activity, or undertaking individually, shall, if the state board of education finds the contracted service, including educational service, activity, or undertaking is of comparable quality and meets the same requirements and standards that would apply if performed by a school district, be apportioned by the state board of education on the basis of the contractual obligations and paid separately to each contracting school district in the manner prescribed by law.

(4) (a) A contract executed pursuant to this section that includes services performed for a public school shall include a provision requiring a criminal background check for any person providing services under the contract, including any subcontractor or other agent of the contracting entity, if the person provides direct services to students, including but not limited to transportation, instruction, or food services. The criminal background check shall, at a minimum, meet the requirements of section 22-32-109.7 and any other requirements of the school district that executes the contract. The contracting entity is responsible for any costs associated with the background check. A contractor need not provide the results of the background check with the submission of the bid but shall make the background check results available upon request of the school board in compliance with the provisions of section 24-72-305.3, C.R.S.

(b) The background check described in paragraph (a) of this subsection (4) is required only for those persons who have regular, but not incidental, contact with students at least once a month.

(c) The provisions of paragraph (a) of this subsection (4) do not apply to a faculty member from an institution of higher education who contracts to teach for a school district and who has undergone a background check that meets the requirements of section 22-32-109.7 and any other requirements of the school district with which the faculty member contracts.

(5) Nothing in this section authorizes a school district to expend proceeds from the sale of general obligation or revenue bonds issued by the school district to procure or erect a school or other building beyond the territorial limits of the district except in accordance with the provisions of section 22-32-109 (1) (v).

HISTORY: Source: L. 64: p. 589, § 23. C.R.S. 1963: § 123-30-23. L. 67: p. 1078, § 1. L. 75: (2) amended, p. 786, § 5, effective July 1. L. 77: (1) amended, p. 1050, § 2, effective June 10. L. 79: (2) amended, p. 783, § 3, effective June 7. L. 93: Entire section amended, p. 669, § 1, effective April 30; (1) amended, p. 1648, § 42, effective July 1. L. 2011: (1.5) added, (SB 11-266), ch. 241, p. 1052, § 1, effective May 27. L. 2012: Entire section amended, (SB 12-051), ch. 200, p. 800, § 1, effective August 8.

Editor's note: Subsection (1) was amended in Senate Bill 93-242. Those amendments were superseded by the amendment of the entire section in House Bill 93-1118.



BOARD-APPROVED POLICY OF DISTRICT 49

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

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

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

The Board shall appoint a District Advisory Accountability Committee. The District Accountability Committee and School Accountability Committees shall have those powers and duties prescribed by state law. The Board and the District Accountability Committee shall, at least annually, cooperatively determine the areas and issues, in addition to budget issues, that the District Accountability Committee shall study and the issues on which it may make recommendations to the board.

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

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

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

LEGAL REFS:

- C.R.S. 22-2-117 (*waivers from State Board of Education*)
- C.R.S. 22-11-101 et seq. (*education Accountability Act of 2009*)
- C.R.S. 22-11-301 and 302 (*district accountability committee*)
- C.R.S. 22-11-401 and 402 (*school accountability committees*)
- C.R.S. 24-6-402 (*open meetings law*)
- 1 CCR 301-1, Rules 2202-R-1.00 et seq. (*accreditation rules*)

CROSS REFS:

- AEA, Standards Based Education
- AED, Accreditation
- AEE, Waiver of State Law and Regulation
- DBD, Determination of Budget Priorities



BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Board Meetings
Designation	BE
Office/Custodian	Board of Education/Executive Assistant to the Board of Education

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

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

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

Regular meetings

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

Special meetings

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

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

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

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

Work sessions and retreats

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

- Adopted: April 21, 1977
- Revised: September 1, 1977
- Revised: November 1, 1979

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

LEGAL REFS:

- C.R.S. 22-32-108 (*board meetings*)
- C.R.S. 24-06-401 et seq. (*open meetings law*)

CROSS REFS:

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

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Policy Adoption (Waiver Requests)
Designation	BG-R
Office/Custodian	Board of Education/Executive Assistant to the BOE

School-level accountability committees may request a waiver of Board policy to facilitate attainment of a school-level goal by submitting a written application to the Board of Education. The request for waiver or renewal of an existing waiver must be supported by a majority of committee members and the building principal.

Waivers will be good for two years and may be renewed without limit for additional two-year periods after review by the Board.

The waiver or waiver renewal request must include:

1. Coding and title of the policy to be waived.
2. Specific documentation demonstrating how the policy prohibits the school from achieving a school goal.
3. Expected outcome of the waiver or waiver renewal.
4. Duration requested for the waiver or waiver renewal.
5. Explanation of how the waiver or waiver renewal would assist the school in reaching its goal.
6. Financial impact of the waiver.

The written request for a waiver or waiver renewal must be received by the Board at least 30 days prior to proposed implementation.

The waiver or waiver renewal will be granted if the Board determines that the school has clearly demonstrated that the waiver or waiver renewal will result in the school's accomplishing its goal.

The Board will provide a written response to the waiver or waiver renewal request within 5 days of receipt of the request.

- Adopted: September 3, 1998
- Reviewed: September 10, 2009
- Reviewed: December 11, 2014

Title	School Board Policy Process
Designation	BG
Office/Custodian	Board of Education/Executive Assistant to Board

It is the intent of the Board of Education to develop policies and put them in writing so that they may serve as guidelines for its own operations and for the successful and efficient functioning of the public schools.

The Board endorses for use in this district the policy development and codification system of the National Education Policy Network/National School Boards Association (NEPN/NSBA), as recommended by the Colorado Association of School Boards.

This system, while it may be modified to meet needs, is to serve as a general guideline for such tasks as policy research, drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation and the continuous maintenance of the Board policy manual.

The Board considers policy development one of its chief responsibilities. Proposals regarding policies may originate with a member of the Board, any Chief Officer, staff members, parents, students, consultants, civic groups or other resident of the district. A careful and orderly process shall be used in examining such proposals prior to action upon them by the Board. The Board shall take action after hearing the recommendations of the Chief Officers and the viewpoints of persons and groups affected by the policy.

The policies of the Board are framed and meant to be interpreted in terms of state laws and regulations and other regulatory agencies within state and federal levels of government.

Policy adoption

Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board of Education.

The Board shall adhere to the following procedure in considering and adopting policy proposals to ensure that they are well examined before final adoption.

1. The proposal shall be presented for the first reading as a discussion item.
2. The proposal shall be presented for a second reading, discussion and vote.

During discussion of a policy proposal, the views of the public and staff shall be considered. Amendments may be proposed by Board members. An amendment shall not require that the policy go through an additional reading except as the Board determines that the amendment needs further study and that an additional reading would be desirable.

Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions. However, the above procedure is required before the policy shall be considered permanent. In addition, the Board shall establish procedures to waive policies to facilitate attainment of school-level goals.

Policy revision and review

In an effort to keep its written policies up-to-date, the Board shall review its policies on a continuing basis.

The Chief Officers are given the continuing commission of calling to the Board's attention all policies that are out of date or for other reasons appear to need revision. Policy revision shall be accomplished in the same manner as policy adoption.

Board review of regulations

The Board reserves the right to review regulations issued by the administration at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies and regulations adopted by the Board. The Board shall be provided with copies of all district wide regulations issued by the administration.

Regulations shall be officially approved by the Board when this is required by state or federal law or when strong community, staff or student attitudes make it advisable for the regulations to have Board approval.

Before issuance, regulations shall be properly titled and coded as appropriate to the policy codification system selected by the Board.

Policy communication/feedback

The Chief Officers are directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the regulations needed to put them into effect.

Accessibility is to extend to at least all employees of the school system, to members of the Board and, insofar as conveniently possible, to all persons in the District.

The Board shall evaluate how the policies have been executed by staff and shall weigh the results. It shall rely on the staff, students, and community for providing evidence of the effect of the policies which it has adopted.

The Board's policy manual is a public record and shall be open for inspection on line at www.d49.org under Board or Education Board Policies.

Suspension/repeal of policy

In the event of special circumstances, the operation of any section or sections of Board policies, including those governing its own operating procedures, may be temporarily suspended by a majority vote of Board members present at any regular or special meeting. This, however, does not apply to any section of Board policies that may be established by law or by contract.

Policy repeal shall be accomplished in the same manner as policy adoption.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: September 3, 1998
- Revised: August 10, 2000
- Revised: September 10, 2009
- Revised: May 12, 2011
- Revised: April 10, 2014

LEGAL REFS:

- C.R.S. 22-32-109 (1)(a-c),(w),(y)(I) (specific duties of board)

- C.R.S. 22-32-109.1 (specific duties of boards in relation to safe schools plan)
- C.R.S. 22-33-104 (4) (compulsory school attendance)

These sections of the law require the adoption of written by-laws; of policies and regulations for the administration of the district, and for the study, discipline, conduct, attendance, safety, and welfare of students.



BOARD-APPROVED POLICY OF DISTRICT 49

Title	School District Legal Status
Designation	AA
Office/Custodian	BOE/Executive Assistant to the Board of Education

~~The Constitution of Colorado requires the General Assembly to provide for the establishment and maintenance of a thorough and uniform system of free public schools throughout the state and vests in a state board of education responsibility for general supervision.~~

~~The constitution also requires that the General Assembly shall, by law, provide for the organization of school districts of convenient size, in each of which shall be established a board of education to have control of instruction in the public schools of the District.~~

~~As are all school districts in the state, Falcon School District #49 of El Paso County is a body corporate with perpetual existence, and in its name may hold property for any purpose authorized by law, sue and be sued, and be a party to contracts for any purpose authorized by law.~~

- ~~• Statutory~~
- ~~• Revised: August 13, 1998~~
- ~~• Reviewed: November 11, 2010~~

~~LEGAL REFS: _____~~

- ~~• Constitution of Colorado, Article IX, Sections 1,2,15~~
- ~~• C.R.S. 22-32-101 (corporate status of school districts)~~
- ~~• C.R.S. 22-32-102 (corporate status when questioned)~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Annual Report
Designation	AEC
Office/Custodian	Education/Executive Director of Learning Services

The Board of Education directs the Chief Education Officer or designee, with the assistance of the District Advisory Accountability Committee, to annually prepare a progress report, which discloses student performance and the results of the school improvement process.

The District will report the following information to the public each year:

1. Student achievement based on the attainment of District standards.
2. District strategies to improve student achievement in the schools.
3. Revenues, expenditures, and costs of various segments of District and school operations.
4. Information from the District Advisory Accountability Committee about its accomplishments.

The Board will also report on the extent to which the District has achieved its goals/ objectives and on achievement of the state accreditation indicators.

- Revised: August 13, 1998
- Revised: November 11, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013

LEGAL REFS: _____

- C.R.S. 22-2-117 (additional power state board waiver of requirements rules)
- C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)
- 1 CCR 301-1, Rules 2202 R 3.03 (1)(b)(vii)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- AEA, Standards Based Education
- AED, School District Accreditation
- IL, Evaluation of Instructional Programs, and subcodes
- KB, Parent Involvement in Education

Title	Notification of Board Meetings
Designation	BEDA
Office/Custodian	Board of Education/Executive Assistant to the BOE

The Board shall give full and timely notice to the public of any meeting of three or more Board members at which public business may be discussed or any formal action taken, including special, regular and work session meetings and retreats.

Dates of regular meetings of the Board shall be provided in annual announcements and made available in printed **and electronic** form to the news media and public. At its first regular meeting of the calendar year, the Board shall designate the public place or places at which notice of all Board meetings shall be posted. In the event such action is not taken annually, the designated public places used in the previous year shall continue as the official posting sites.

At a minimum, the Board shall cause notice of regular and special meetings and work sessions to be posted at the designated public place no less than 24 hours prior to the meeting. This notice shall include specific agenda information where possible.

Copies of the agenda shall be available to representatives of the community and staff and others at the District Administrative Office upon publication and dissemination to the Board.

The district shall maintain a list of persons who, within the previous two years, have requested notification of all meetings or of meetings when certain specified policies will be discussed. These individuals will be provided reasonable advance notification of Board meetings unless the meeting is a special meeting and there is insufficient time prior to the meeting to mail notice to persons on the list.

Notice to the Board

The Executive ~~Administrative~~ Assistant to the Board shall **provide** ~~see that the Board receives~~ the agenda, ~~together with~~ meeting materials and the minutes of the last regular meeting, to Board members no later than 72 hours before the next regular meeting.

- Adopted: September 3, 1998
- Revised: November 3, 2005
- Revised: February 11, 2010
- **Revised: July 9, 2015**

LEGAL REFS:

- C.R.S. 22-32-108(42)(3) (~~board meetings of the board~~)
- C.R.S. 24-6-402 (2)(c) (~~open meeting law~~) **notice of meeting “shall include specific agenda information where possible”**)

CROSS REFS:

- BE/~~BEA~~/~~BEB~~, School Board Meetings/~~Regular Meetings~~/~~Special Meetings~~
- **BEDB, Agenda**



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Quorum
Designation	BEDC
Office/Custodian	Board of Education/Executive Assistant to the BOE

No business may be conducted at a regular or special meeting unless a quorum is present. A quorum shall consist of a simple majority of those members serving on the Board.

- Current practice codified: 1980
- Adopted: Date of manual adoption
- Reviewed: September 3, 1998
- Reviewed: February 24, 2010

BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Board Work Sessions and Retreats
Designation	BF
Office/Custodian	Board of Education/Executive Assistant to the BOE

The Board, as a decision-making body, is confronted with a continuing flow of problems, issues, and needs which require action. While the Board is determined to expedite its business, it also is mindful of the importance of planning, brainstorming, and thoughtful discussion without action. Therefore, from time to time the Board may schedule work/study sessions, which shall be open to the public, in order to provide its members and the executive staff with just such opportunities. Topics for discussion and study shall be announced publicly.

- Adopted: April 21, 1977
- Revised: September 1, 1977
- Revised: November 1, 1979
- Revised: September 3, 1998
- Reviewed: February 24, 2010

LEGAL REFS:

- C.R.S. 22-32-108 (5)
- C.R.S. 24-6-401 *et seq.*

CROSS REF:

- BEDA, Notification of Board Meetings

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Policy Adoption/Suspension/Repeal
Designation	BGB/BGF
Office/Custodian	Board of Education/Executive Assistant to the BOE

Policy adoption

~~Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board of Education.~~

~~The Board shall adhere to the following procedure in considering and adopting policy proposals to insure that they are well examined before final adoption:~~

- ~~1. First meeting --- The proposal shall be presented as a discussion item and first reading.~~
- ~~2. Second meeting --- The proposal shall be presented for a second reading, discussion and vote.~~

~~During discussion of a policy proposal, the views of the public and staff shall be considered. Amendments may be proposed by Board members. An amendment shall not require that the policy go through an additional reading except as the Board determines that the amendment needs further study and that an additional reading would be desirable.~~

~~Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions. However, the above procedure is required before the policy shall be considered permanent.~~

~~In addition, the Board shall establish procedures to facilitate attainment of school-level goals.~~

Suspension/repeal of policy

~~In the event of special circumstances, the operation of any section or sections of Board policies, including its own operating procedures, may be temporarily suspended by a majority vote of Board members present at any regular or special meeting. This, however, does not apply to any section of Board policies that may be established by law or by contract.~~

~~Policy repeal shall be accomplished in the same manner as policy adoption.~~

- ~~• Current practice codified: 1980~~
- ~~• Adopted: date of manual adoption~~
- ~~• Revised: September 3, 1998~~
- ~~• Revised: September 10, 2009~~
- ~~• Reviewed: December 11, 2014~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Relations with Election Authorities (Voter Registration)
Designation	KLB
Office/Custodian	Board of Education/Executive Assistant to the BOE

~~In order to encourage voter registration, the Board authorizes all high school principals or their designees to serve as deputy registrars for voter registration purposes only.~~

~~Students, district employees, persons attending school functions, or any other person who is eligible to vote may be registered by a high school deputy registrar.~~

~~In accordance with law, voter registration may be available at school facilities at any time the school building is open for classes or any other school or community function.~~

- ~~• Adopted: August 4, 1994~~
- ~~• Revised: September 7, 2000~~
- ~~• Reviewed: January 27, 2010~~

~~LEGAL REF:-~~

- ~~• C.R.S. 1-2-401 *et seq.*~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Relations with Other Schools and School Systems
Designation	LB
Office/Custodian	Board of Education/Executive Assistant to the BOE

~~The Board shall cooperate whenever possible with other school districts, with boards of cooperative services, and with other local, state, and regional agencies and organizations in matters of common concern.~~

~~This cooperation may extend to such areas as joint educational services, research, exchange of data and information, coordination of curriculum, coordination of school activities and calendars, and cooperative use of school facilities.~~

~~Before joining any cooperative programs or participating in joint educational services with other districts, the Board and/or superintendent shall carefully weigh the desirability and feasibility of such cooperation and shall make sure that in all instances the best interests of the district's students are served.~~

- ~~• Adopted: date of manual revision~~
- ~~• Reviewed: January 27, 2010~~
- ~~• Revised: March 11, 2010~~

~~LEGAL REFS:~~

- ~~• C.R.S. 22-32-122 (*Contract services, equipment, and supplies*)~~

~~CROSS REFS:~~

- ~~• LBB, Cooperative Educational Programming~~



BOARD OF EDUCATION AGENDA ITEM 7.09

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Resolution for Official Notice of Intent to Participate in the Coordinated Election and Appointment of the Designated Election Official
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: A school district must officially notify the county clerk in writing that the school district will participate in the November election by July 24, 2015 and designate an election official. *C.R.S. § 1-1-104(8); 1-1-106(5); 1-7-116(5)*

RATIONALE: Participating in the Coordinated Election reduces the cost to the district.

RELEVANT DATA AND EXPECTED OUTCOMES: Candidates for school board directors will be placed on the ballot for the regular biennial school election to be held on Tuesday, November 3, 2015. Two directors will be elected for a term of office of four years. The Board of Education designates Donna Richer to serve as the school-designated election official for the 2015 regular biennial school election.

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

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

FUNDING REQUIRED: TBD

AMOUNT BUDGETED: \$34,726

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the attached resolution for Official notice of intent for Falcon School District 49 to participate in the Coordinated Election on November 3, 2015 and to appoint Donna Richer as the designated election official.

APPROVED BY: Tammy Harold, Board President

DATE: July 1, 2015



RESOLUTION

**Official Notice of Intent for
Falcon School District 49
to Participate in the Coordinated Election
on November 3, 2015**

The Board of Education of Falcon School District 49 in the County of El Paso, State of Colorado shall conduct its regular biennial school election on November 3, 2015, as provided by state law and participate in the election coordinated by the County Clerk and recorder of El Paso County. Falcon School District 49 shall contract with the County Clerk and Recorder of El Paso County for the administration of the regular biennial school election and enter into an intergovernmental agreement with El Paso County for this purpose. The County Clerk and Recorder shall serve as the coordinated election official for the November 3, 2015, coordinated election.

The Board of Education designates Donna Richer to serve as the school-designated election official for the 2015 regular biennial school election. The school-designated election official shall perform election duties on behalf of the Board of Education, including but not limited to accepting and verifying candidate packets as well as rendering all interpretations and making all initial decisions as to controversies or other matters arising in the conduct of the regular biennial school election to the extent that each of these responsibilities is consistent with the intergovernmental agreement.

A call for nominations for school directors to be elected at the regular biennial school election shall be published by Falcon School District 49 between August 5, 2015, and August 20, 2015.

The Board of Education directs the school designated election official to forward this notice of intent to participate in the November 3, 2015, to the coordinated election official by July 24, 2015, the deadline established in state law.

ADOPTED AND APPROVED this 9th day of July 2015.

Tammy Harold, Board President
Falcon School District 49

(SEAL)

ATTEST:

Marie LaVere-Wright, Board Secretary
Falcon School District 49



BOARD OF EDUCATION AGENDA ITEM 7.10

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Resolution for Call for Nominations for School Director Candidates
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board of Education must formally approve a Call for Nominations which enables the designated election official to provide notice by publication of a call for nominations for school director candidates.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES: On August 5, 2015, the designated election official shall publish a call for nominations for the school director election. The call shall state the school director offices to be voted upon at the election, where a nomination petition may be obtained, the number of signatures necessary for the nomination petition and the deadline for submitting the nomination petition. C.R.S. § 22-31-107(1.5)

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

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

FUNDING REQUIRED: \$200

AMOUNT BUDGETED: \$500

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the resolution for Call for Nominations for School Director Candidates.

APPROVED BY: Tammy Harold, Board President

DATE: July 1, 2015



RESOLUTION

CALL FOR NOMINATIONS FOR SCHOOL DIRECTORS FALCON SCHOOL DISTRICT 49 EL PASO COUNTY, COLORADO

The Board of Education of Falcon School District 49 in the County of El Paso, State of Colorado, calls for nomination of candidates for school board directors to be placed on the ballot for the regular biennial school election to be held on Tuesday, November 3, 2015.

At this election, two directors will be elected for a term of office of four years. To be qualified, a candidate must have been a registered elector and a resident of the school district for at least twelve consecutive months before the election. A person is ineligible to run for school director if he or she has been convicted of committing a sexual offense against a child.

A person who desires to be a candidate for school board director shall file a written notice of intention to be a candidate and a nomination petition signed by at least fifty eligible electors who are registered to vote in the regular biennial school election.

Nomination petitions may be obtained at the Education Service Center of Falcon School District 49 located at 10850 East Woodmen Road, Peyton, CO, 80831, beginning August 5, 2015. Office hours are 8:00 a.m. to 4:00 p.m.

Completed petitions must be submitted to Donna Richer, the School District's designated election official, by no later than 4:00 p.m. on August 28, 2015.

IN WITNESS WHEREOF, the Board of Education of Falcon School District 49, in the County of El Paso and State of Colorado, has caused this call for nominations to be given this 5th day of August, 2015.

ADOPTED AND APPROVED this 9th day of July, 2015.

Tammy Harold, Board President
Falcon School District 49

(SEAL)

ATTEST:

Marie LaVere-Wright, Board Secretary
Falcon School District 49



BOARD OF EDUCATION AGENDA ITEM 7.11

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Peter Hiltz, Chief Education Officer Tammy Harold, President, Board of Education
TITLE OF AGENDA ITEM:	Existing Job Description Revisions a. Director of Culture and Services b. Executive Assistant to the Board of Education
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

b. Update current job description for Executive Assistant to the Board of Education to reflect current responsibilities.

RATIONALE:

- a. This position is proposed for a new title and enhanced responsibilities.
- b. This position was modified from a shared position with the Director of Human Resources in July 2014. The current revisions reflect a higher level of responsibility and leadership which supports a higher pay range.

RELEVANT DATA AND EXPECTED OUTCOMES:

b. Other districts in El Paso County share an assistant with the Superintendent. The unique structure of three Chief Officers enables the Board to utilize a full-time person in this position. This provides the Board with a higher level of support with respect to policies, processes and procedures.

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

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

FUNDING REQUIRED:

- a. The designation of a coordinator as a director will incur a moderate cost.
- b. A range adjustment will incur a minimal cost.

AMOUNT BUDGETED:

- a. The specific budget amount is determined by the individual salary schedule.
- b. The specific amount is determined by the Educational Support Personnel salary schedule.



BOE Regular Meeting July 9, 2015
Item 7.11 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at the previous work session, I move to approve the revisions to the two job descriptions in item 7.11.

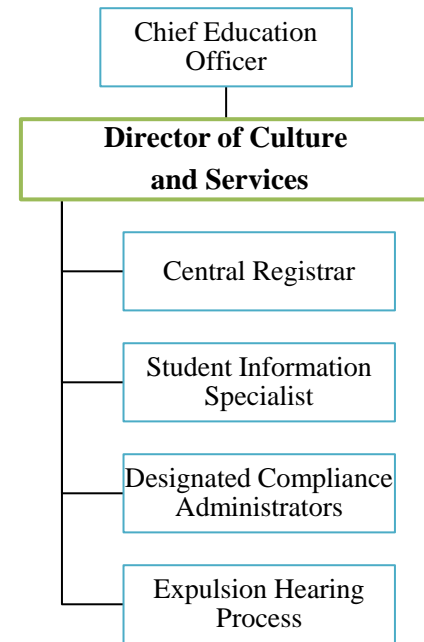
APPROVED BY: Peter Hiltz, Chief Education Officer
Tammy Harold, Board President

DATE: June 30, 2015

DIRECTOR OF CULTURE AND SERVICES

Job Title:	Director of Culture and Services
Initial:	May 9, 2014
Revised:	July 9, 2015
Work Year:	261 Days
Office:	Education
Department:	Culture and Services
Reports To:	Chief Education Officer
FLSA Status:	Exempt
Pay Range:	Administrative Salary Schedule

Related Organization Chart



SUMMARY: The Director of Culture and Services is responsible for developing and implementing District-wide education, outreach and training initiatives to promote and sustain a climate of diversity, inclusion, equity and respect. The Director is further responsible to monitor and improve direct services to students and staff, including enrollment, expulsion processes, and stakeholder grievance matters.

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 on building assignment and other factors.

- Facilitates workshops designed to address issues related to cultural competence.
- Proposes, plans, and coordinates diversity seminars for students, staff and the community.
- Provides consultation and coaching to District leaders to improve cross-cultural communication.
- Develops proposals and recommendations for District policy revisions that will facilitate the fostering of a diverse and inclusive community.
- Successfully works with a wide variety of stakeholders in the District to assess programmatic needs that support diversity issues in the District.
- Assesses current programs and populations regarding diversity issues and use those assessments to propose and develop new initiatives.
- Researches best practices in diversity initiatives and use those findings to inform decisions.
- Develops unique programs or communications strategies to promote diversity, and assess the outcomes of those initiatives with a particular focus on their impact as related to recruitment and retention.
- Plans and manages budgets related to diversity initiatives; and obtain funding for programs, activities,

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.

and initiatives.

- Works with the Communications team on coordinating effective communications regarding the District's cultural capacity goals, initiatives and achievements.
- Collaborates with Human Resources in the development and implementation of recruiting strategies to support the District's cultural capacity initiatives.
- Coordinates with Learning Services and Zone Leaders to provide staff professional development opportunities that align with the District's cultural capacity initiative.
- Seeks external funding for the unit's diversity and equity related projects through grant research and writing on diversity related topics.
- Creates reports and other communications to monitor and describe the district's cultural practices and performance.
- Serve as the District hearing officer for expulsions and denial of admission hearings.
- Collaborates with the Director of Human Resources and the Director of Communications to improve the customer service culture across the district.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:

The Director of Culture and Services advises the site-based designated compliance administrators; and, in collaboration with the supervisor of each designated administrator, provides feedback to ensure excellent performance and compliance. The Director also oversees the Central Registrar and Student Information Systems Specialist to ensure that the district develops a welcoming and non-discriminatory culture.

Budget Responsibility:

Depending on the specific assignment, this position may have sole responsibility or may assist with developing, administering, monitoring and coordinating assigned budgets and initiating requisitions.

Judgment & Decision Making:

While this position will require close collaboration with the Chief Education Officer, Director of Human Resources, and other District leaders, this position requires a high degree of independent judgment and decision making in the development and implementation of programs to support the cultural capacity initiative.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

- Educational achievement, including a Master's Degree with at least two years of experience leading diversity programs OR a Bachelor's degree with at least five years of experience leading diversity programs.

Experience:

- Two to five years of experience conducting diversity training, depending on education level achieved.

Knowledge Skills & Abilities:

- Model a proven ability to collaborate and work successfully with multiple stakeholders to deliver and improve programs and initiatives.

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.

-
- Possess superb oral and written communication skills, including the ability to differentiate messaging to reach diverse stakeholders.
 - Display the ability to develop strategies and action plans to effectively implement large scale projects.
 - Articulate an understanding of the issues and dynamics of cultural differences.
 - Foster a strong commitment to enhancing multicultural understanding.
 - Possess a demonstrated history of success working both independently and as part of a team.
 - Employ excellent communication skills, ability to think creatively, take initiative, plan and help execute complex projects.
 - Set goals and take responsibility for achieving them.
 - Demonstrate a positive, proactive, and self-directed approach
 - Be a proactive self-starter who understands the details within a much larger context
 - Demonstrate proficiency in the use of computer programs including Microsoft Office (Outlook, Word, Excel and PowerPoint).
 - Ability to work effectively with a culturally diverse workforce and provide leadership in organizational change

Certificates, Licenses, & Registrations:

- Seek and maintain active membership and participation in multiple community entities that promote cultural diversity
- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein 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 occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment

While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions:

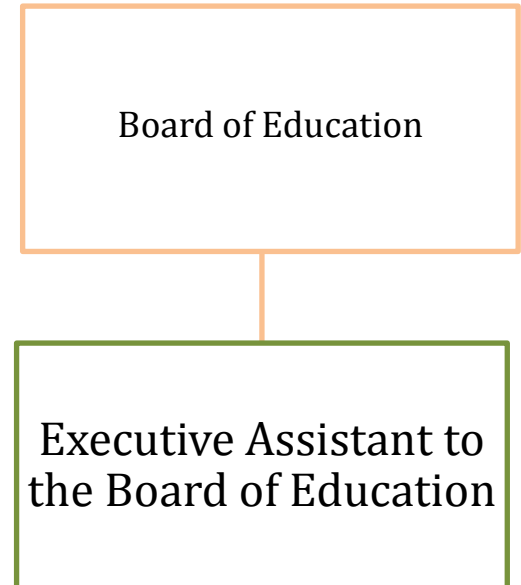
While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

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.

EXECUTIVE ASSISTANT TO THE BOARD OF EDUCATION

Job Title:	Executive Assistant to the Board of Education
Initial:	May 9, 2013
Revised:	July 10, 2014 July 9, 2015
Work Year:	261 days
Office:	Education Office
Department:	Board of Education
Reports To:	Board President*
FLSA Status:	Non-Exempt
Pay Range:	Range 19 21

Related Organization Chart



SUMMARY:

The Executive Assistant to the Board of Education provides advanced administrative direction and clerical support to the Board of 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 on building assignment and other factors.

- Collaborate with the Board of Education, pursuant to statutory requirements to include **compiling data for** agenda setting, attending Board meetings, setting up meeting sites, preparing and posting minutes, agendas and packets.
- **Research and** Advise the Board on parliamentary procedure, ~~and~~ adherence to Board policy and state statutes.
- Develop Board of Education calendar and annual action calendar. Schedule meetings, hearings and **ensure** board member's attendance at district functions.
- Respond to correspondence and communications including telephone and email inquiries, on behalf of the Board and provide information and/or direct to appropriate person, policy or procedure, **taking care to de-escalate situations when contacted by staff members and parents with complex issues.**
- **Liaise with state department as necessary.** Retain administrative records for Board according to Colorado State Archives, School District Records, Schedule 1.

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.

- Coordinate administrative meetings including preparing agendas and other meeting materials, site reservations, appropriate **legal** notification and follow-up.
- Research and prepare reports as requested by **the** Board of Education.
- Coordinate seminar/conference registrations, ~~and~~ travel arrangements **and expense reports** ~~and~~ for Board of Education **members**.
- **Research, analyze and develop board policies and regulations.** Liaise with CASB and legal counsel **and recommend for board adoption** ~~for the development of draft policies.~~
- ~~Advise the Board about current legislation and CASB policy updates by drafting revisions to policies; obtaining input from administrators; submitting recommended revisions to Board of Education for discussion and vote.~~
- **Manage policy manual for district by coordinating timely revisions per state statute and federal regulations. Research policies from other districts and CASB. Direct administrators to review and update policies and regulations under their custodianship.**
- **Maintain Board of Education section of district website including posting meeting notices and materials and updating board policies in accordance with state statutes and federal laws.**
- ~~Responsible for updating and maintaining Board policy manual and web pages.~~
- **Exercise independent judgment regarding interpretation of district policies and regulations. Advise staff members, parents and constituents on district procedures and adherence to policies.**
- As the district's designated election official, coordinate with the County Election office. **Communicate with district legal counsel, attend county election meetings,** and prepare election materials ~~for Board of Education candidates.~~
- **Develop and lead** ~~Conduct~~ **forums to provide information to** ~~for~~ **board of education candidates and new board members pursuant to Colorado election laws.**
- **Research and understand ballot issues to ensure accurate responses to questions from candidates and community members.**
- Review and **recommend budget allocations for** ~~maintain Board expense budget, process invoices and perform p-card reconciliation. Advise Board regarding inaccurate or inappropriate expenditures.~~ **Develop initiatives to improve fiscal clarity.**
- Compose, edit, proofread and distribute documents including memos, letters, reports, proclamations and resolutions for the Board of Education.
- **Plans and implements new office technology. Assess technology needs and opportunities and recommend solutions.**
- **Leads the development of processes required for board approval. Ensure processes are effective, meet statutory requirements and reflect the values and mission of the district.**
- Perform all other duties as assigned.

Supervision & Technical Responsibilities:

- This position has no supervisory responsibilities at this time.

Budget Responsibility:

- This position has no budgetary responsibilities at this time.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

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.

Education & Training:

- High school diploma or equivalent
- Associates Degree preferred

Experience:

- Minimum of five years of experience in secretarial administrative position, preferably working at the executive level.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Basic math and accounting skills
- Ability to read and understand construction drawings, and specifications
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Interpersonal relations skills
- Organizational and research skills
- Ability to maintain confidentiality in all aspects of the job
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to maintain excellent attendance
- Ability to understand and follow complex oral and written instructions
- Ability to manage multiple tasks with frequent interruptions
- Ability to diffuse and manage volatile and stressful situations
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient at advanced in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required at time of hire
- Colorado driver's license require for hire

OTHER WORK FACTORS

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

Physical Demands:

The employee is occasionally required to walk; climb or balance; stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment:

While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions:

While performing the duties of this job, the employee is regularly required to communicate, compare, analyze,

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.

coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.



BOARD OF EDUCATION AGENDA ITEM 7.12

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Kevin Butcher, Board Treasurer
TITLE OF AGENDA ITEM:	Director District Board Representation
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: While the current BOE is relatively stable, past boards have been imbalanced in the geographic representation. Unbalanced representation has historically led to agenda driven coalitions, which tended to be destructive and divisive. Falcon School District has a long history of poor governance and instability within its Board of Directors. It would be wise to establish a method of electing a board that better represents the community.

After presentation and discussion of process and options at the June 11, 2015 regular meeting of the Board of Education, presentation of a draft representation plan at the June 28, 2015 work session of the Board of Education with clarification of questions, the Board requested bringing the Plan of Representation as well as a related resolution for action.

RATIONALE: A proposal to change the school district plan of representation from at-large to a director district based on smaller geographic areas will provide leadership that appropriately represents a broader cross section of the community.

RELEVANT DATA AND EXPECTED OUTCOMES: A director district plan of representation will provide more balanced leadership thereby improving the overall quality and performance 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	<i>Board members will be more familiar to the community they serve. This will give more direct contact with the community.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<i>Familiarity with the community will lead to more input.</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	

FUNDING REQUIRED: None

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached resolution, plan of representation, and associated ballot language regarding Director District Board representation.

APPROVED BY: Tammy Harold, Board President

DATE: July 1, 2015

RESOLUTION OF THE FALCON SCHOOL DISTRICT 49 BOARD OF EDUCATION
TO SUBMIT A PROPOSAL TO CHANGE THE PLAN OF REPRESENTATION AND ELECTION
TO THE ELIGIBLE ELECTORS OF THE SCHOOL DISTRICT

WHEREAS, the Falcon School District 49 (“District”) Board of Education (“Board”) determines that having a Board composition that is more representative of the District is in the best interests of the students and community it serves;

THEREFORE, BE IT RESOLVED that pursuant to C.R.S. 22-31-105(6.5) the Board submits to the eligible electors of the District at the 2015 biennial election a change to the Plan of Representation and Election (together, “the Plan”) that is attached to this Resolution.

THEREFORE, the Board directs the Chief Education Officer to mail a copy of this Resolution to the proper election officials and coordinate the inclusion of the Plan for adoption or rejection on the ballot for the 2015 regular biennial election.

THEREFORE, pursuant to subsection 22-31-105(6.5)(f), the ballot language shall include the words “For the proposed election of directors by the electors of a director district” and “Against the proposed election of directors by the electors of a director district,” as well as additional ballot language needed to clarify the ballot question.

THEREFORE, pursuant to subsection 22-31-105(6.5)(d), the Board directs the secretary to the Board to make the Plan available for public inspection during reasonable hours at the District offices. The Board further directs the secretary to the Board to cause notice to be given in at least one newspaper of general circulation in El Paso County on the question of whether the existing plan of representation shall be replaced by the Plan. This notice shall also inform constituents of the location and times that the Plan is available for public inspection. Additionally, such notice shall include the date of the election, the addresses of and hours during which the polling locations and mail ballot drop-off locations will be open, and the complete ballot question content. The secretary to the Board shall also mail a copy of said notice to the El Paso County Clerk, who shall post the notice at the office of the Clerk no less than ten days before the election and until at least two days after the election.

ADOPTED AND APPROVED this 9th day of July 2015.

Tammy Harold
President, Board of Education

(SEAL)

ATTEST:

Marie LaVere-Wright
Secretary, Board of Education

**Ballot Language for the Adoption of a New Falcon School District 49 School
Board Director Plan of Representation**

It is proposed that a new plan of representation for the election of school board directors for Falcon School District 49 be adopted. The new plan of representation will create five director districts that are contiguous, compact, as nearly equal in population as practicable, and composed of existing voter precincts. The new plan of representation proposes that, starting with the school board director elections in the year 2017, school board director candidates will be required to reside in the director district that the candidate plans to represent. In addition, the new plan of election proposes that voters will only vote for a candidate running to represent the director district in which the voter resides.

For the proposed election of directors by the electors of a director district

Against the proposed election of directors by the electors of a director district

Proposed Plan of Representation and Election for Falcon School District 49

The following is the proposed Plan of Representation and Election (together, “the Plan”) for the Falcon School District 49 (the “District”) Board of Education (“Board”), to be adopted or rejected by the eligible electors of the District at the 2015 regular biennial election.

Proposed Director Districts

It is proposed that the Plan will consist of five director districts, and the Board will not exceed five directors. Pursuant to C.R.S. 22-31-109(2), the proposed director districts are designed to be as nearly equal in population as possible, contiguous, compact, and composed of existing voter precincts.

The following are the proposed boundaries for the director districts (a visual map of the geographic boundaries is attached as Exhibit A):

Director District 1

Voting Precincts 414, 415, 420, 453

Director District 2

Voting Precincts 410, 411, 412, 413

Director District 3

Voting Precincts 403, 404, 405, 406

Director District 4

Voting Precincts 220, 401, 402, 442, 444, 445

Director District 5

Voting Precincts 440, 441, 443, 451, 452, 523

Implementation of the Proposed Plan

Pursuant to C.R.S. 22-31-105(6.5)(f) the current term of any presently elected director (or a director elected during the 2015 regular biennial election) will not be terminated early as a result of the adoption of the Plan.

If two or more directors reside in the same director district as a result of the adoption of the Plan and, subsequently, one of those directors vacates his or her seat, then the appointment to fill the vacancy will be of an eligible individual residing in a director district that does not yet have a director on the Board.

Plan of Election

Under the Plan, only eligible electors who reside within the boundaries of a director district will be permitted to cast a vote for a candidate running in an election to represent that particular director district.

Future Elections

Under the Plan, the number of directors on the board will not exceed five. As the four year terms of directors elected during and prior to the regular biennial election of 2015 expire, the order of election for director districts at future elections will first be for director districts that do not have a director on the Board. If there are more director districts without a director on the Board than seats becoming open due to expiring terms, then the seats will be filled in the order of their numbering, starting with director district 1 and ending with director district 5.

The eligible electors of each of the five director districts will have the opportunity to elect a director to represent their director district for a four-year term at either the next regular biennial election in year 2017 or the subsequent regular biennial election in year 2019.

The Board seats in director districts that elect a director during the year 2017 election will elect or re-elect a director in year 2021, and every fourth year thereafter, during the regular biennial election.

The Board seats in director districts that elect a director during the year 2019 election will elect or re-elect a director in year 2023, and every fourth year thereafter, during the regular biennial election.

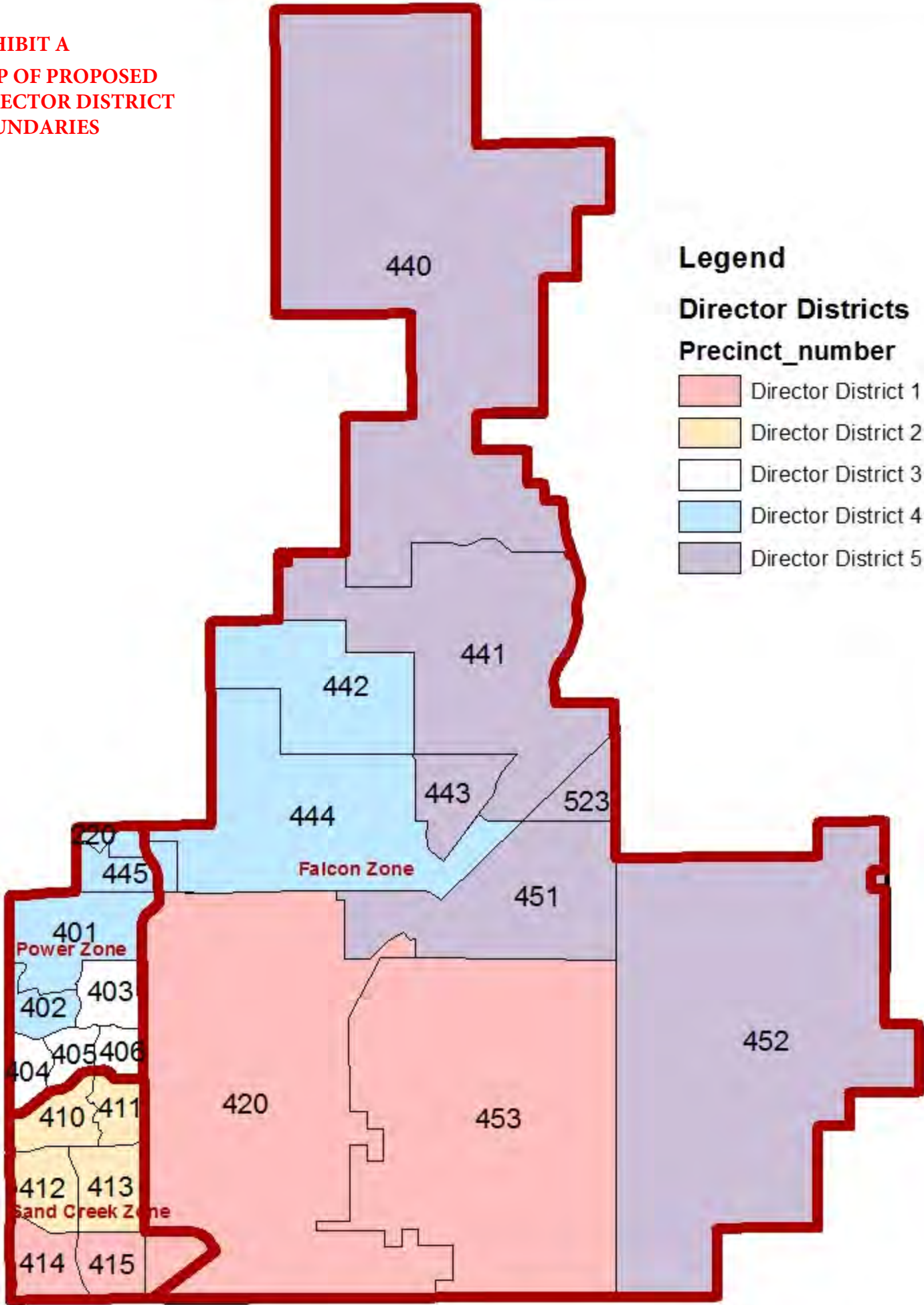
Redistricting

Pursuant to C.R.S. 22-31-110(1)(b)(II), if the Plan is adopted, then not later than March 1 of 2016, then again on March 1 2022 and the March 1 of each tenth year thereafter, the Board will use the most recent information from the federal United States census to determine the population in each director district and if each director district does not contain substantially the same number of persons as each of the other director districts, then it will be the duty of the Board adopt a resolution to redistrict the director district boundaries to conform to applicable law.

Pursuant to C.R.S. 22-31-110(2) the term of any elected director shall not terminate early as the result of redistricting. If two or more directors reside in the same director district as a result of redistricting and, subsequently, one of those directors vacates his or her seat, then the appointment to fill the vacancy will be of an eligible individual residing in a director district that does not have a director on the Board.

If, as a result of redistricting, one or more director districts do not have a director, then as the four year terms of directors elected prior to the redistricting expire, the election for directors at future elections will first be for director districts that do not have a director on the Board. If there are more director districts without a director on the Board than seats becoming open due to expiring terms, then the seats will be filled in the order of their numbering, starting with director district 1 and ending with director district 5.

EXHIBIT A
MAP OF PROPOSED
DIRECTOR DISTRICT
BOUNDARIES



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Bond Refinancing Opportunity
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: School District 49's Long Term Liabilities as of the last official audit totaled \$113,786,577. The largest portions of that total include Bond-related Issues Outstandings of \$32,208,447 and Certificates of Participation-related items totaling \$81,578,130. For clarity and simplicity, these two borrowing instruments can be considered as one and the same. It is always prudent in a school district setting to monitor the bond redemption schedule and watch for opportunities to refinance the principal at a lower rate to save the district money which also, of course, benefits the constituents by extension.

RATIONALE: Opportunities for refinance are dependent on the bond redemption schedule – i.e. when certain portions of the bond principal are to be repaid, and the rate environment in the bond market. Falcon's Finance Department, along with Bond Underwriting advisor, Stifel Nicolaus & Company, monitor these variables to watch for a potential opportunity to refinance. Both groups believe that there is an opportunity on the horizon and are recommending Falcon School District pursue that in the coming months.

RELEVANT DATA AND EXPECTED OUTCOMES: After paying off \$5,280,000 of bond outstandings in 2014/15, the remaining portion of bond outstandings will be considered in this refinance. The proposal would not extend the current repayment term, but will simply refinance for the same term and save some interest expense along the way.

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 financial management strategy and decisions, and pursuit of decisions that can benefit taxpayers.</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	.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	Click here to enter text.

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Direct staff to proceed with refinancing and bring related action items forward at the August 13, 2015 regular meeting.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: July 1, 2015



Falcon School District No. 49 (El Paso County, Colorado)

- Prospective Taxable General Obligation Refunding, Series 2015

July 9, 2015

District Outstanding GO Bonds & Prospective 2015 Refunding

Current Outstanding General Obligation Bonds

- The District currently has three outstanding issues of general obligation ("GO") bonds, as outlined in the below tables

			Outstanding	Final	Outstanding	First
Sale Date	Issuance	Initial Par	Par	Maturity	Coupon Range	Optional Call
03/10/06	GO Refunding Bonds, Series 2006	\$23,315,000	\$17,450,000	12/1/2021	4.125% - 5.00%	12/1/2016
10/20/06	GO Refunding Bonds, Series 2006B	12,675,000	6,830,000	12/1/2018	4.00% - 5.00%	12/1/2016
08/27/13	GO Refunding Bonds, Series 2013	3,470,000	1,740,000	12/1/2015	4.00%	N/A
Total		<u>\$39,460,000</u>	<u>\$26,020,000</u>			
Total in 2016						

Current Outstanding GO Bond Debt Service

GO Refunding Bonds, Series 2006				GO Refunding Bonds, Series 2006B			GO Refunding Bonds, Series 2013			AGGREGATE DEBT SERVICE		
Dec. 1	Principal	Interest	Debt Service	Principal	Interest	Debt Service	Principal	Interest	Debt Service	Principal	Interest	Debt Service
2015	2,165,000	840,531	3,005,531	1,590,000	299,950	1,889,950	1,740,000	69,600	1,809,600	5,495,000	1,210,081	6,705,081
2016	2,250,000	751,225	3,001,225	1,675,000	236,350	1,911,350				3,925,000	987,575	4,912,575
2017	2,370,000	638,725	3,008,725	1,745,000	165,163	1,910,163				4,115,000	803,888	4,918,888
2018	2,480,000	520,225	3,000,225	1,820,000	91,000	1,911,000				4,300,000	611,225	4,911,225
2019	2,605,000	396,225	3,001,225							2,605,000	396,225	3,001,225
2020	2,725,000	279,000	3,004,000							2,725,000	279,000	3,004,000
2021	2,855,000	142,750	2,997,750							2,855,000	142,750	2,997,750
	17,450,000	3,568,681	21,018,681	6,830,000	792,463	7,622,463	1,740,000	69,600	1,809,600	26,020,000	4,430,744	30,450,744

2015 Taxable Refunding Candidates

The District's General Obligation Refunding Bonds, Series 2006 and Series 2006B are eligible to be advance refunded on a taxable basis

- The 2006 and 2006B Bonds were both advance refundings
 - Per tax law, because the 2006 and 2006B Bonds were advance refundings, they must be issued on a taxable basis in order to be advance refunded a second time (under tax law, only one advanced refunding is permitted on a chain of financings that originate from the same project)
- The 2006 and 2006B Bonds are callable on December 1, 2016

The District's General Obligation Refunding Bonds, Series 2013 does not have a call option; however it can be restructured on a taxable basis with the 2006 and 2006B Bonds

- The purpose of restructuring the 2013 Bonds is to extend the District's levy capacity associated with the November 1995 election an additional year into 2016

General Obligation Bonds After 2015 Taxable Refunding ⁽¹⁾

- With a taxable refunding of the 2006, 2006B and 2013 bonds, the District can shorten the final maturity of all GO bond debt to 2016, and can utilize the entire GO bond fund balance of \$14.5 million ⁽²⁾

Sale Date	Issuance	Initial Par	Outstanding Par	Final Maturity	Outstanding Coupon Range	First Optional Call
3/10/06	GO Refunding Bonds, Series 2006	\$23,315,000	\$4,415,000	12/1/2016	4.125% - 5.00%	N/A
10/20/06	GO Refunding Bonds, Series 2006B	12,675,000	3,265,000	12/1/2016	4.00% - 4.25%	N/A
8/27/13	GO Refunding Bonds, Series 2013	3,470,000	-	N/A	-	N/A
6/10/15	Taxable GO Refunding Bonds, Series 2015	5,475,000	5,475,000	12/1/2016	1.07% - 1.52%	N/A
Total		<u>\$44,935,000</u>	<u>\$13,155,000</u>			

Total in 2016

Prospective Outstanding GO Bond Debt Service After 2015 Taxable Refunding

GO Refunding Bonds, Series 2006				GO Refunding Bonds, Series 2006B			Taxable GO Refunding Bonds, Series 2015			AGGREGATE DEBT SERVICE		
	Debt			Debt			Debt			Debt		
Dec. 1	Principal	Interest	Service	Principal	Interest	Service	Principal	Interest	Service	Principal	Interest	Service
2015	2,165,000	201,806	2,366,806	1,590,000	134,788	1,724,788	2,565,000	41,812	2,606,812	6,320,000	378,406	6,698,406
2016	2,250,000	112,500	2,362,500	1,675,000	71,188	1,746,188	2,910,000	44,232	2,954,232	6,835,000	227,920	7,062,920
	4,415,000	314,306	4,729,306	3,265,000	205,975	3,470,975	5,475,000	86,044	5,561,044	13,155,000	606,326	13,761,326

(1) The interest rate and rating assumptions assumed in this presentation are based on current market conditions and similar credits. The District's actual results may differ, and Stifel makes no commitment to underwrite at these levels.

(2) Estimated, subject to change.

Prospective 2015 Taxable General Obligation Bond Refunding

By refunding the District's outstanding Series 2006, Series 2006B and Series 2013 Bonds, the District will fully spend down the current bond fund balance, and will shorten the final maturity on all outstanding GO bond debt to 12/1/2016

- Although there are 'dissavings' in 2016, the District has sufficient tax revenues to cover the difference
- Based upon current market rates, the District can save over \$2.1 million in total dollar savings (net of the bond fund deposit) and 6.32% present value savings ⁽¹⁾

Taxable General Obligation Refunding Bonds, Series 2015 Preliminary Savings Results ⁽¹⁾

Sources & Uses		Savings Statistics		Date	Prior DS	Refunding DS	Savings
Sources		Par Amount	\$5,475,000	12/1/2015	\$2,613,488	\$2,606,812	\$6,676
Par Amount	\$5,475,000	True Interest Cost	1.87%	12/1/2016	803,888	2,954,232	(2,150,344)
Bond Fund Deposit	14,500,000	Total Debt Service	\$5,561,044	12/1/2017	4,918,888		4,918,888
	<u>\$19,995,000</u>	Avg. Annual Savings	\$2,780,457	12/1/2018	4,911,225		4,911,225
		Total Dollar Savings (\$)	\$2,189,420	12/1/2019	3,001,225		3,001,225
		Total NPV Savings (\$)	\$1,159,982	12/1/2020	3,004,000		3,004,000
Uses		Total NPV Savings (%)	6.32%	12/1/2021	2,997,750		2,997,750
Refunding Escrow	\$19,877,661			Total	\$22,250,464	\$5,561,044	\$16,689,420
Cost of Issuance	69,964						
Underwriter's Discount	<u>27,475</u>						
	<u>\$19,995,000</u>						

⁽¹⁾The interest rate and rating assumptions assumed in this presentation are based on current market conditions and similar credits. The District's actual results may differ, and Stifel makes no commitment to underwrite at these levels.

Disclosure

Disclosure

Stifel, Nicolaus & Company, Incorporated (“Stifel”) has been engaged or appointed to serve as an underwriter or placement agent with respect to a particular issuance of municipal securities to which the attached material relates and Stifel is providing all information and advice contained in the attached material in its capacity as underwriter or placement agent for that particular issuance. As outlined in the SEC’s Municipal Advisor Rule, Stifel has not acted, and will not act, as your municipal advisor with respect to the issuance of the municipal securities that is the subject to the engagement.

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BOARD OF EDUCATION AGENDA ITEM 9.02a

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Mike Pickering, POWER Zone Leader
TITLE OF AGENDA ITEM:	POWER Zone Innovation Plan Review
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: POWER Zone would like to bring our innovation plan to the BOE for its triennial review process. We are excited for our BOE to review the community created and approved initiatives in the areas of evaluation, curriculum, relational frameworks, and our proposal process. The curriculum portion is the only portion that requires local and state BOE approval at this time.

RATIONALE: POWER Zone Leader will present and provide rationale on which initiatives we seek to continue and which we seek to discontinue.

RELEVANT DATA AND EXPECTED OUTCOMES: Much hard work and dedication on the parts of all our stakeholders has already produced some initially positive qualitative and quantitative outcomes. However, some of these quantitative effects on student achievement and growth are still being analyzed and will continually be monitored in order to ensure continuous quality improvement is occurring.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Through developing close relationships between schools and families POWER Zone is able to focus on continuous improvement in the most effective manners possible.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Including our community on our performance dashboard work continues to be a prime component in the zone's overall community approved accountability vision.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	The evaluation, curriculum, and relational framework components that comprise the POWER Plan, and are supported through our innovation plans, are helping D49 become the best district in Colorado to learn, work, and lead within.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	The POWER Zone's Innovation Proposal Process has already begun creating distinct and exceptional programming within the zone.
Rock #5 — Customize our educational systems to launch each student toward success	POWER Zone believes through targeting the learning that is essential and prioritizing supports in these areas we will create more individualized educational experiences for our students.

FUNDING REQUIRED: Annual Zone Operating Funds

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to an action item at the August 13th board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

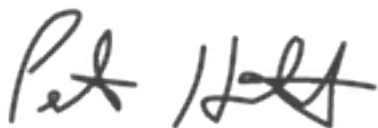
DATE: June 30, 2015

POWER ZONE AND POWER SCHOOLS INNOVATION REVIEW AND PLAN

After consultation with the other chief officers, legal counsel, and senior educational leaders in District 49, I recommend that the District 49 Board of Education accept the POWER Zone Innovation Plan and the POWER Zone School Innovation Plans as submitted. I further recommend that the Board affirm the innovation plan—fulfilling their responsibility to conduct a triennial review.

My basic rationale follows, and I welcome clarifying or additional questions about my recommendation at the board work session.


The innovation efforts across the POWER Zone fulfill the district's commitment to increase performance and do not require any additional funding, personnel, or program support.

A handwritten signature in black ink, appearing to read "Peter Hilts".

Peter Hilts, Chief Education Officer

Zone of Innovation
Self-Assessment for Three-Year Review



Zone and Zone Leader:	POWER Zone - Mike Pickering	
Approval	Original: May 15, 2012 - Revised: July 11, 2013	
Which district policies were waived as part of your schools innovation plan?	IC/ICA - Calendar Approval IC/ICA-R - Calendar Approval IGA - Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF - Curriculum Review IGD - Curriculum Adoption IHA - Basic Instructional Program IJJ - Textbook Selection and Adoption	
Which state policies were waived as part of your schools innovation plan?	C.R.S. 22-32-109(n) - Schedule and Calendar C.R.S. 22-32- 109(II)(A) - Schedule and Calendar C.R.S. 22-32- 109(II)(B) - Schedule and Calendar C.R.S. 22-32- 109(t) - Educational Program and Textbooks C.R.S. 22-32- 109(aa) - Adopt and Implement Content Standards	
What academic performance targets were identified in the original innovation plan?	Progress within Unified Improvement Plans	

Zone and
Zone Leader:

POWER Zone - Mike Pickering

- 1) All 5 schools at Performance Level on School Performance Framework
- 2) Raised SMS from Improvement to Performance in 1 year primarily due to strong curriculum work at school level
- 3) DIBELS BOY reading indicator has improved each year since 2012
- 4) Developed Curriculum Pathway Work
- 5) K-5 has completed Curriculum Pathway in English Language Arts, 6-12 has completed each content area for which there is a Colorado Academic Standard
- 6) Curriculipedia is being used as a resource across the zone to collaborate around learning scales, resources, assessment, and instruction.
- 7) POWER Plan foundation still guides practice – Growth Based Evaluation Model, Innovative Curriculum Design, Capturing Kids Hearts Culture

Elementary Schools

DIBELS: K-5th graders overall have shown improvements over time. For the past three years the percentage of At Risk students has deceased. Current 3rd and 4th graders have shown even greater improvements in At Risk and Low Risk over time.

Power Zone Elementary Schools (% At Risk)		
Year	Beginning	End
2012-2013	19% At Risk	14% At Risk
2013-2014	21% At Risk	14% At Risk
2014-2015	19% At Risk	12% At Risk

CURRENT 3 rd GRADE AT RISK (- GOOD)			
Year	Beginning	End	Change
13-14 (2 nd)	19	14	-5
14-15 (3 rd)	16	10	-6

CURRENT 3 rd GRADE LOW RISK (+ GOOD)			
Year	Beginning	End	Change
13-14 (2 nd)	72	78	+6
14-15 (3 rd)	75	83	+8

CURRENT 4 th GRADE AT RISK (- GOOD)			
Year	Beginning	End	Change
12-13 (2 nd)	14	15	+1
13-14 (3 rd)	19	15	-4
14-15 (4 th)	22	8	-14

CURRENT 4 th GRADE LOW RISK (+ GOOD)			
Year	Beginning	End	Change
12-13 (2 nd)	72	72	0
13-14 (3 rd)	70	79	+9
14-15 (4 th)	68	83	+15

To what degree is the school achieving or making adequate progress toward achieving the academic performance results identified in the school's innovation plan?



Zone and
Zone Leader:

POWER Zone - Mike Pickering

To what
degree is the
school
achieving or
making
adequate
progress
toward
achieving the
academic
performance
results
identified in
the school's
innovation
plan?

Skyview Middle School

Transitional Colorado Assessment Program: After a drop in 2013 Skyview brought our scores back up for 2014. The areas of reading and writing have seen the most significant gains. Additionally, our greatest percentile gains were in the areas of Growth, making significant growth in ELL and Gifted Reading, All grade level Writing and 8th grade math growth percentiles.

Skyview Middle School – TCAP SPF			
Performance Indicators	2012	2013	2014
Academic Achievement	Meets	Meets	Meets
Academic Growth	Meets	Approaching	Meets
Growth Gaps	Approaching	Approaching	Approaching

Skyview Middle School - TCAP SPF			
Growth Gaps	2012	2013	2014
Reading	Approaching	Approaching	Meets
Math	Approaching	Approaching	Approaching
Writing	Approaching	Does Not Meet	Meets
Total	Approaching	Approaching	Approaching

Vista Ridge High School

Transitional Colorado Assessment Program: Vista Ridge High School has shown a significant turnaround over the last 3 years on SPF Performance Indicators.

Vista Ridge High School – TCAP SPF			
Performance Indicators	2012	2013	2014
Academic Achievement	Approaching	Approaching	Meets
Academic Growth	Approaching	Approaching	Meets
Growth Gaps	Does Not Meet	Approaching	Approaching
Post Secondary and Workforce Readiness	Meets	Meets	Meets

Vista Ridge High School – TCAP SPF			
Growth Gaps	2012	2013	2014
Reading	Approaching	Meets	Meets
Math	Does Not Meet	Does Not Meet	Approaching
Writing	Does Not Meet	Approaching	Meets
Total	Does Not Meet	Approaching	Approaching

Zone of Innovation
Self-Assessment for Three-Year Review



Zone and
Zone Leader:

POWER Zone - Mike Pickering

Overview of TCAP Median Growth Percentile (Elementary): The goal is to meet or exceed the 50th percentile each year. Schools growing academically at or above the 50th percentile are growing as fast or faster than the state average.

Odyssey Elementary

Subject	Year	TCAP Median Growth Percentile
Reading	2011-2012	46
	2012-2013	53
	2013-2014	59
Writing	2011-2012	43
	2012-2013	51
	2013-2014	55
Math	2011-2012	49
	2012-2013	55
	2013-2014	58

Ridgeview Elementary

Subject	Year	TCAP Median Growth Percentile
Reading	2011-2012	50
	2012-2013	53
	2013-2014	46
Writing	2011-2012	51
	2012-2013	51
	2013-2014	35
Math	2011-2012	53
	2012-2013	53
	2013-2014	32

Stetson Elementary

Subject	Year	TCAP Median Growth Percentile
Reading	2011-2012	47
	2012-2013	47
	2013-2014	52
Writing	2011-2012	46
	2012-2013	57
	2013-2014	50
Math	2011-2012	51
	2012-2013	40
	2013-2014	50

What other
academic
performance
data might
inform the
Board's
decision?



Zone and
Zone Leader:

POWER Zone - Mike Pickering

What other
academic
performance
data might
inform the
Board's
decision?

Overview of TCAP Median Growth Percentile (Secondary): The goal is to meet or exceed the 50th percentile each year. Schools growing academically at or above the 50th percentile are growing as fast or faster than the state average.

Skyview Middle School

Subject	Year	TCAP Median Growth Percentile
Reading	2011-2012	41
	2012-2013	44
	2013-2014	45
Writing	2011-2012	48
	2012-2013	37
	2013-2014	51
Math	2011-2012	50
	2012-2013	47
	2013-2014	41

Vista Ridge High School

Subject	Year	TCAP Median Growth Percentile
Reading	2011-2012	42
	2012-2013	51
	2013-2014	48
Writing	2011-2012	32
	2012-2013	43
	2013-2014	45
Math	2011-2012	40
	2012-2013	32
	2013-2014	41

Please refer to school specific plans for further data detail.

As the school
principal,
which
recommenda
tion do you
make to the
Board?

- ☐ Affirm the existing innovation plan
- ☐ Revoke the school's innovation status
- ☐ Remove the school from the innovation zone
- ☒ X Revise the innovation plan

Zone of Innovation
Self-Assessment for Three-Year Review



Zone and Zone Leader:	POWER Zone - Mike Pickering
If you recommend revisions, which policy waivers do you seek to retain?	<p>Below are policies we wish to retain with the correct new policy letter designations and titles.</p> <p>Was IGA - Curriculum Development – Now IG – Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF – Curriculum Review (policy now falls under IG) IGD – Curriculum Adoption (policy now falls under IG) IHA - Basic Instructional Program IJJ – Textbook Selection and Adoption (policy now falls under IJ) C.R.S. 22-32- 109(t) - Educational Program and Textbooks C.R.S. 22-32- 109(aa) - Adopt and Implement Content Standards</p> <p>POWER Zone believes there is positive academic benefit in maintaining the aforementioned curriculum related waivers. We are making marked progress on the road to effectively embedding the process of curriculum review and design into the regular responsibilities of all teachers across the zone. Due to the fact that we are involving all teachers across all content areas, it is possible to guarantee the knowledge and understanding of our teachers of the Colorado Academic Standards, and by default, the Common Core State Standards. Teachers are now understanding the critical work of attending regularly to the curriculum cycle in lesson planning and curriculum design, which links the curriculum taught to student achievement.</p> <p>At Skyview work has been completed on creating curriculum documents detailing specific skills, pacing, prioritized standards and evidence outcomes, key vocabulary, and essential questions. This work is set to expand further across the zone next school year.</p> <p>The zone believes the calendar waivers within its innovation plan have served their purpose in providing increased autonomy and decision making closer to the schools than ever before. We have seen decreases in the percentage of At-Risk readers over the past three years. We feel our calendar waiver has helped contribute to this growth by allowing our students a week to become familiar with their teachers before they assess with them. Building these relationships are a cornerstone of what POWER Zone is about. Another likely factor is the designation of assessment days that have allowed elementary teachers to schedule assessment appointments with individual students three times per year, rather than using instructional time to assess. By scheduling appointments, assessing is much more manageable and efficient, and instructional time is not wasted.</p>

Zone of Innovation
Self-Assessment for Three-Year Review



Zone and Zone Leader:	POWER Zone - Mike Pickering
If you recommend revisions, which policy waivers do you seek to retain? (continued)	However, we do also understand the challenges an autonomous calendar has presented for certain portions of the district. In order to help decrease these areas of challenge that have been created by an autonomously set calendar we would like to remove the calendar waivers from our plan at this time. In giving up a community approved waiver we adamantly request a deeply collaborative calendar setting process occur for the 2016-17 school year and beyond that includes multiple stakeholders, including the Zone Leader or designee, from each zone. We ask that zone representatives facilitate this process with input from central service departments. We strongly believe there is no one more qualified to determine when children should learn than the educational professionals closest to the students with whom we serve.
If you recommend revisions, which policy waivers do you seek to add?	N/A
Which, if any, of the proposed new waivers require approval from the State Board of Education?	N/A

Please conclude your self-assessment with a direct statement to the board restating your recommendation and requesting the Board's consideration.

POWER Zone requests that its innovation plan be placed on the August 12, 2015 Board of Education meeting agenda as an action item to revise the innovation plan with the recommended adjustments so that POWER Zone can continue with the implementation of the stated innovations.



BOARD OF EDUCATION AGENDA ITEM 9.02b

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Mike Pickering and POWER Zone Principals
TITLE OF AGENDA ITEM:	POWER Zone School Level Innovation Plan Reviews
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The five schools within POWER Zone would like to bring our innovation plans to the BOE for their triennial review process. We are excited for our BOE to review our community created and approved initiatives in the areas of evaluation, curriculum, relational frameworks, and our proposal process. The curriculum portion is the only portion that requires local and state BOE approval at this time.

RATIONALE: POWER Zone Leader will present the zone plan and school plans due to the uniformity between all 6 plans. POWER Zone principals will be available for questions and comments and be able to provide rationale on our initiatives if asked.

RELEVANT DATA AND EXPECTED OUTCOMES: Much hard work and dedication on the parts of all our stakeholders has already produced some initially positive qualitative and quantitative outcomes. However, some of these quantitative effects on student achievement and growth are still being analyzed and will continually be monitored in order to ensure continuous quality improvement is occurring.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Through developing close relationships between our schools and families POWER Zone schools are able to focus on continuous improvement in the most effective manners possible.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Including our community on our performance dashboard work continues to be a prime component in the zone's overall community approved accountability vision.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	The evaluation, curriculum, and relational framework components that comprise the POWER Plan, and are supported through our schools unified improvement plans and innovation plans, are helping D49 become the best district in Colorado to learn, work, and lead within.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	The POWER Zone's Innovation Proposal Process has already begun creating distinct and exceptional programming within the zone and across our schools.
Rock #5 — Customize our educational systems to launch each student toward success	POWER Zone believes through targeting the learning that is essential and prioritizing supports in these areas we will create more individualized educational experiences for our students.

FUNDING REQUIRED: Annual Zone Operating Funds

AMOUNT BUDGETED:

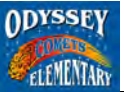
RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, move for action at the August 13th board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 30, 2015

School of Innovation
Self-Assessment for Three-Year Review



School and Principal:	Odyssey Elementary Pam Weyer/Sarah McAfee	
Approval date for	Original: May 15, 2012 – Revised to Zone Plan: July 11, 2013	
Which district policies were waived as part of your schools innovation plan?	IC/ICA - Calendar Approval IC/ICA-R - Calendar Approval IGA - Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF - Curriculum Review IGD - Curriculum Adoption IHA - Basic Instructional Program IJJ - Textbook Selection and Adoption	
Which state policies were waived as part of your schools innovation plan?	C.R.S. 22-32-109(n) - Schedule and Calendar C.R.S. 22-32- 109(II)(A) - Schedule and Calendar C.R.S. 22-32- 109(II)(B) - Schedule and Calendar C.R.S. 22-32- 109(t) - Educational Program and Textbooks C.R.S. 22-32- 109(aa) - Adopt and Implement Content Standards	
What academic performance targets were identified in the original innovation plan?	Progress within Unified Improvement Plans	

School and Principal:

Odyssey Elementary
Pam Weyer/Sarah McAfee

Elementary Schools

DIBELS: K-5th graders overall have shown improvements over time. For the past three years the percentage of At Risk students has decreased. Current 3rd and 4th graders have shown even greater improvements in At Risk and Low Risk over time.

Power Zone Elementary Schools (% At Risk)

Year	Beginning	End
2012-2013	19% At Risk	14% At Risk
2013-2014	21% At Risk	14% At Risk
2014-2015	19% At Risk	12% At Risk

CURRENT 3rd GRADE AT RISK (- GOOD)

Year	Beginning	End	Change
13-14 (2 nd)	19	14	-5
14-15 (3 rd)	16	10	-6

CURRENT 3rd GRADE LOW RISK (+ GOOD)

Year	Beginning	End	Change
13-14 (2 nd)	72	78	+6
14-15 (3 rd)	75	83	+8

CURRENT 4th GRADE AT RISK (- GOOD)

Year	Beginning	End	Change
12-13 (2 nd)	14	15	+1
13-14 (3 rd)	19	15	-4
14-15 (4 th)	22	8	-14

CURRENT 4th GRADE LOW RISK (+ GOOD)

Year	Beginning	End	Change
12-13 (2 nd)	72	72	0
13-14 (3 rd)	70	79	+9
14-15 (4 th)	68	83	+15

Odyssey Elementary

Overview of TCAP Median Growth Percentile: The goal is to meet or exceed the 50th percentile each year. Schools growing academically at or above the 50th percentile are growing as fast or faster than the state average.

Odyssey Elementary

Subject	Year	TCAP Median Growth Percentile
Reading	2011-2012	46
	2012-2013	53
	2013-2014	59
Writing	2011-2012	43
	2012-2013	51
	2013-2014	53
Math	2011-2012	49
	2012-2013	53
	2013-2014	53

To what degree is the school achieving or making adequate progress toward achieving the academic performance results identified in the school's innovation plan?

School and Principal:

Odyssey Elementary
Pam Weyer/Sarah McAfee

Elementary Schools

Overview of data: The total percentage of students remaining in the at risk category at OES has decreased the past three years. The decrease has been most marked the past two years.

Odyssey Elementary

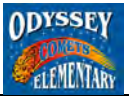
What other academic performance data might inform the Board's decision?

DIBELS % High Risk (Decreasing numbers are good)					
YEAR	Beginning	Middle		End	
	Percent	Percent	Change	Percent	Change
2012-2013	21%	20%	-1%	16%	-5%
2013-2014	25%	19%	-6%	16%	-9%
2014-2015	22%	18%	-4%	14%	-8%

As the school principal, which recommendation do you make to the Board?

- ☐ Affirm the existing innovation plan
- ☐ Revoke the school's innovation status
- ☐ Remove the school from the innovation zone
- ☒ X Revise the innovation plan

School of Innovation
Self-Assessment for Three-Year Review



School and Principal:	Odyssey Elementary Pam Weyer/Sarah McAfee
If you recommend revisions, which policy waivers do you seek to retain?	<p>Below are policies we wish to retain with the correct new policy letter designations and titles.</p> <p>Was IGA - Curriculum Development – Now IG – Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF – Curriculum Review (policy now falls under IG) IGD – Curriculum Adoption (policy now falls under IG) IHA - Basic Instructional Program IJJ – Textbook Selection and Adoption (policy now falls under IJ) C.R.S.. 22-32- 109(t) - Educational Program and Textbooks C.R.S.. 22-32- 109(aa) - Adopt and Implement Content Standards</p> <p>Odyssey believes there is positive academic benefit in maintaining the aforementioned curriculum related waivers. The zone believes the calendar waivers within its innovation plan have served their purpose in providing increased autonomy and decision making closer to the schools than ever before. We have seen decreases in the percentage of At-Risk readers over the past three years. We feel our calendar waiver has helped contribute to this growth by allowing our students a week to become familiar with their teachers before they assess with them. Building these relationships are a cornerstone of what POWER Zone is about. However, we do also understand the challenges an autonomous calendar has presented for certain portions of the district. In order to help decrease these areas of challenge that have been created by an autonomously set calendar we would like to remove the calendar waivers from our plan at this time. In giving up a community approved wavier we adamantly request a deeply collaborative calendar setting process occur for the 2016-17 school year and beyond that includes multiple stakeholders, including the Zone Leader or designee, from each zone. We ask that zone representatives facilitate this process with input from central service departments. We strongly believe there is no one more qualified to determine when children should learn than the educational professionals closest to the students with whom we serve.</p>
If you recommend revisions, which policy waivers do you seek to add?	N/A


School of Innovation
Self-Assessment for Three-Year Review



School and Principal:	Odyssey Elementary Pam Weyer/Sarah McAfee
Which, if any, of the proposed new waivers require approval from the State Board of Education?	N/A

Please conclude your self-assessment with a direct statement to the board restating your recommendation and requesting the Board's consideration.

Odyssey Elementary School requests that its innovation plan be placed on the August 12, 2015 Board of Education meeting agenda as an action item to revise the innovation plan with the recommended adjustments so that Odyssey Elementary School can continue with the implementation of the stated innovations.

School and Principal:	Ridgeview Elementary School Theresa Ritz	
Approval date for	Original: May 15, 2012 – Revised to Zone Plan: July 11, 2013	
Which district policies were waived as part of your schools innovation plan?	IC/ICA - Calendar Approval IC/ICA-R - Calendar Approval IGA - Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF - Curriculum Review IGD - Curriculum Adoption IHA - Basic Instructional Program IJJ - Textbook Selection and Adoption	
Which state policies were waived as part of your schools innovation plan?	C.R.S. 22-32-109(n) - Schedule and Calendar C.R.S. 22-32- 109(II)(A) - Schedule and Calendar C.R.S. 22-32- 109(II)(B) - Schedule and Calendar C.R.S. 22-32- 109(t) - Educational Program and Textbooks C.R.S. 22-32- 109(aa) - Adopt and Implement Content Standards	
What academic performance targets were identified in the original innovation plan?	Progress within Unified Improvement Plans	



School and Principal:

Ridgeview Elementary School
Theresa Ritz

Zone Elementary Schools

DIBELS: K-5th graders, overall, have shown improvements over time. For the past three years the percentage of At Risk students has decreased. Current 3rd and 4th graders have shown even greater improvements in At Risk and Low Risk over time.

Power Zone Elementary Schools (% At Risk)

Year	Beginning	End
2012-2013	19% At Risk	14% At Risk
2013-2014	21% At Risk	14% At Risk
2014-2015	19% At Risk	12% At Risk

CURRENT 3rd GRADE AT RISK (- GOOD)

Year	Beginning	End	Change
13-14 (2 nd)	19	14	-5
14-15 (3 rd)	16	10	-6

CURRENT 3rd GRADE LOW RISK (+ GOOD)

Year	Beginning	End	Change
13-14 (2 nd)	72	78	+6
14-15 (3 rd)	75	83	+8

CURRENT 4th GRADE AT RISK (- GOOD)

Year	Beginning	End	Change
12-13 (2 nd)	14	15	+1
13-14 (3 rd)	19	15	-4
14-15 (4 th)	22	8	-14

CURRENT 4th GRADE LOW RISK (+ GOOD)

Year	Beginning	End	Change
12-13 (2 nd)	72	72	0
13-14 (3 rd)	70	79	+9
14-15 (4 th)	68	83	+15

Ridgeview Elementary School Data:

Overview of TCAP Median Growth Percentile: The goal is to meet or exceed the 50th percentile each year. Schools growing academically at or above the 50th percentile are growing as fast or faster than the state average.

Ridgeview Elementary

Subject	Year	TCAP Median Growth Percentile
Reading	2011-2012	50
	2012-2013	53
	2013-2014	46
Writing	2011-2012	51
	2012-2013	51
	2013-2014	35
Math	2011-2012	53
	2012-2013	53
	2013-2014	32

To what degree is the school achieving or making adequate progress toward achieving the academic performance results identified in the school's innovation plan?



School and Principal:

Ridgeview Elementary School
Theresa Ritz

Ridgeview Elementary School

Overview of data: The total percentage of students remaining in the at risk category at RVES has decreased the past three years. The decrease has been most marked the past two years.

Ridgeview Elementary

DIBELS % High Risk (Decreasing numbers are good)					
YEAR	Beginning	Middle		End	
	Percent	Percent	Change	Percent	Change
2012-2013	19%	16%	-1%	12%	-5%
2013-2014	20%	16%	-4%	13%	-7%
2014-2015	19%	13%	-6%	8%	-11%

What other academic performance data might inform the Board's decision?

Scantron: Data has shown gains in both reading and math over the past three years. An increased focus on reading data analysis and reading intervention, and a continued focus on math, has likely supported these gains.

Ridgeview

Scantron Reading Scores					
YEAR	Beginning	Middle		End	
	Score	Score	Growth	Score	Growth
2011-2012	2496	2603	107	2682	186
2012-2013	2450	2600	150	2676	225
2013-2014	2436	2533	97	2647	211

Scantron Math Scores					
YEAR	Beginning	Middle		End	
	Score	Score	Growth	Score	Growth
2011-2012	2357	2446	89	2515	158
2012-2013	2344	2456	112	2517	173
2013-2014	2280	2362	82	2461	182

**School of Innovation
Self-Assessment for Three-Year Review**



School and Principal:	Ridgeview Elementary School Theresa Ritz
As the school principal, which recommendation do you make to the Board?	<input type="checkbox"/> Affirm the existing innovation plan <input type="checkbox"/> Revoke the school's innovation status <input type="checkbox"/> Remove the school from the innovation zone <input checked="" type="checkbox"/> X Revise the innovation plan
If you recommend revisions, which policy waivers do you seek to retain?	<p>Below are policies we wish to retain with the correct new policy letter designations and titles.</p> <p>Was IGA - Curriculum Development – Now IG – Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF - Curriculum Review (policy now falls under IG) IGD - Curriculum Adoption (policy now falls under IG) IHA - Basic Instructional Program IJJ - Textbook Selection and Adoption (policy now falls under IJ) C.R.S.. 22-32- 109(t) - Educational Program and Textbooks C.R.S.. 22-32- 109(aa) - Adopt and Implement Content Standards</p> <p>Ridgeview believes there is positive academic benefit in maintaining the aforementioned curriculum related waivers. The zone believes the calendar waivers within its innovation plan have served their purpose in providing increased autonomy and decision making closer to the schools than ever before. We have seen decreases in the percentage of At-Risk readers over the past three years. We feel our calendar waiver has helped contribute to this growth by allowing our students a week to become familiar with their teachers before they assess with them. Building these relationships are a cornerstone of what POWER Zone is about. Another likely factor is the designation of assessment days that have allowed elementary teachers to schedule assessment appointments with individual students three times per year, rather than using instructional time to assess. By scheduling appointments, assessing is much more manageable and efficient, and instructional time is not wasted.</p> <p>However, we do also understand the challenges an autonomous calendar has presented for certain portions of the district. In order to help decrease these areas of challenge that have been created by an autonomously set calendar we would like to remove the calendar waivers from our plan at this time. In giving up a community approved wavier we adamantly request a deeply collaborative calendar setting process occur for the 2016-17 school year and beyond that includes multiple stakeholders, including the Zone Leader or designee, from each zone. We ask that zone representatives facilitate this process with input from central service departments. We strongly believe there is no one more qualified to determine when children should learn than the educational professionals closest to the students with whom we serve.</p>


School of Innovation
Self-Assessment for Three-Year Review



School and Principal:	Ridgeview Elementary School Theresa Ritz
If you recommend revisions, which policy waivers do you seek to add?	N/A
Which, if any, of the proposed new waivers require approval from the State Board of Education?	N/A

Please conclude your self-assessment with a direct statement to the board restating your recommendation and requesting the Board's consideration.

Ridgeview Elementary School requests that its innovation plan be placed on the August 12, 2015 Board of Education meeting agenda as an action item to revise the innovation plan with the recommended adjustments so that Ridgeview Elementary School can continue with the implementation of the stated innovations.

School and Principal:	Stetson Elementary School – Principal: Jeff Moulton	
Approval date for	Original: May 15, 2012 – Revised to Zone Plan: July 11, 2013	
Which district policies were waived as part of your schools innovation plan?	IC/ICA - Calendar Approval IC/ICA-R - Calendar Approval IGA - Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF - Curriculum Review IGD - Curriculum Adoption IHA - Basic Instructional Program IJJ - Textbook Selection and Adoption	
Which state policies were waived as part of your schools innovation plan?	C.R.S. 22-32-109(n) - Schedule and Calendar C.R.S. 22-32- 109(II)(A) - Schedule and Calendar C.R.S. 22-32- 109(II)(B) - Schedule and Calendar C.R.S. 22-32- 109(t) - Educational Program and Textbooks C.R.S. 22-32- 109(aa) - Adopt and Implement Content Standards	
What academic performance targets were identified in the original innovation plan?	Progress within Unified Improvement Plans	



School and Principal:

Stetson Elementary School – Principal: Jeff Moulton

Elementary Schools

DIBELS: K-5th graders overall have shown improvements over time. For the past three years the percentage of At Risk students has decreased. Current 3rd and 4th graders have shown even greater improvements in At Risk and Low Risk over time.

Power Zone Elementary Schools (% At Risk)

Year	Beginning	End
2012-2013	19% At Risk	14% At Risk
2013-2014	21% At Risk	14% At Risk
2014-2015	19% At Risk	12% At Risk

CURRENT 3rd GRADE AT RISK (- GOOD)

Year	Beginning	End	Change
13-14 (2 nd)	19	14	-5
14-15 (3 rd)	16	10	-6

CURRENT 3rd GRADE LOW RISK (+ GOOD)

Year	Beginning	End	Change
13-14 (2 nd)	72	78	+6
14-15 (3 rd)	75	83	+8

CURRENT 4th GRADE AT RISK (- GOOD)

Year	Beginning	End	Change
12-13 (2 nd)	14	15	+1
13-14 (3 rd)	19	15	-4
14-15 (4 th)	22	8	-14

CURRENT 4th GRADE LOW RISK (+ GOOD)

Year	Beginning	End	Change
12-13 (2 nd)	72	72	0
13-14 (3 rd)	70	79	+9
14-15 (4 th)	68	83	+15

Overview of TCAP Median Growth Percentile: The goal is to meet or exceed the 50th percentile each year. Schools growing academically at or above the 50th percentile are growing as fast or faster than the state average.

Stetson Elementary

Subject	Year	TCAP Median Growth Percentile
Reading	2011-2012	47
	2012-2013	47
	2013-2014	52
Writing	2011-2012	46
	2012-2013	57
	2013-2014	50
Math	2011-2012	51
	2012-2013	40
	2013-2014	54

To what degree is the school achieving or making adequate progress toward achieving the academic performance results identified in the school's innovation plan?



School and Principal:

Stetson Elementary School – Principal: Jeff Moulton

Overview of data: The total percentage of students remaining in the at risk category at SES has steadily decreased from the beginning of the year to the end of the year for the past three years.

Stetson Elementary

DIBELS % High Risk (Decreasing numbers are good)					
YEAR	Beginning	Middle		End	
	Percent	Percent	Change	Percent	Change
2012-2013	18%	16%	-2%	12%	-6%
2013-2014	17%	16%	-1%	11%	-6%
2014-2015	16%	16%	-0%	13%	-5%

Scantron: Data has shown gains in reading over the past three years. An increased focus on reading data analysis and reading intervention has likely supported these gains.

SES

Scantron Reading Scores					
YEAR	Beginning	Middle		End	
	Score	Score	Growth	Score	Growth
2011-2012	2514	2626	112	2679	165
2012-2013	2492	2561	69	2641	148
2013-2014	2479	2600	121	2650	171

Scantron Reading at risk					
YEAR	Beginning	Middle		End	
	Percent	Percent	Change	Percent	Change
2011-2012	16%	17%	1%	15%	-1%
2012-2013	20%	23%	3%	19%	-1%
2013-2014	23%	17%	-5%	19%	-3%

What other academic performance data might inform the Board's decision?

School of Innovation
Self-Assessment for Three-Year Review



School and Principal:	Stetson Elementary School – Principal: Jeff Moulton
As the school principal, which recommendation do you make to the Board?	<input type="checkbox"/> Affirm the existing innovation plan <input type="checkbox"/> Revoke the school’s innovation status <input type="checkbox"/> Remove the school from the innovation zone <input checked="" type="checkbox"/> X Revise the innovation plan
If you recommend revisions, which policy waivers do you seek to retain?	<p>Below are policies we wish to retain with the correct new policy letter designations and titles.</p> <p>Was IGA - Curriculum Development – Now IG – Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF – Curriculum Review (policy now falls under IG) IGD – Curriculum Adoption (policy now falls under IG) IHA - Basic Instructional Program IJJ – Textbook Selection and Adoption (policy now falls under IJ) C.R.S.. 22-32- 109(t) - Educational Program and Textbooks C.R.S.. 22-32- 109(aa) - Adopt and Implement Content Standards</p> <p>Stetson believes there is positive academic benefit in maintaining the aforementioned curriculum related waivers. The zone believes the POWER Zone calendar waivers within its innovation plan have served the students of our zone well. The chance for student to get to know their teacher before the teacher starts assessing them is invaluable. A week to establish good relationships with their teacher increases the student comfort level during assessments and gives a better snapshot of that student’s academic ability. In order to decrease some of the challenges with service providers across the district, I recommend that we remove the calendar waiver from our innovation plan. I would like to see, however, a very collaborative process across all zones and service providers when determining the 2016 - 2017 calendar. I believe that teachers should have a strong voice in creating this calendar, especially when it comes to the timing of academic events such as assessment.</p>
If you recommend revisions, which policy waivers do you seek to add?	N/A

School of Innovation
Self-Assessment for Three-Year Review




School and Principal:	Stetson Elementary School – Principal: Jeff Moulton
Which, if any, of the proposed new waivers require approval from the State Board of Education?	N/A

Please conclude your self-assessment with a direct statement to the board restating your recommendation and requesting the Board's consideration.

Stetson Elementary requests that its innovation plan be placed on the August 12, 2015 Board of Education meeting agenda as an action item to revise the innovation plan with the recommended adjustments so that Stetson Elementary can continue with the implementation of the stated innovations.

School of Innovation
Self-Assessment for Three-Year Review



School and Principal:	Skyview Middle School Cathy Tinucci	
Approval date for original	Original: May 15, 2012 – Revised to Zone Plan: July 11, 2013	
Which district policies were waived as part of your schools innovation plan?	IC/ICA - Calendar Approval IC/ICA-R - Calendar Approval IGA - Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF - Curriculum Review IGD - Curriculum Adoption IHA - Basic Instructional Program IJJ - Textbook Selection and Adoption	
Which state policies were waived as part of your schools innovation plan?	C.R.S. 22-32-109(n) - Schedule and Calendar C.R.S. 22-32- 109(II)(A) - Schedule and Calendar C.R.S. 22-32- 109(II)(B) - Schedule and Calendar C.R.S. 22-32- 109(t) - Educational Program and Textbooks C.R.S. 22-32- 109(aa) - Adopt and Implement Content Standards	
What academic performance targets were identified in the original innovation plan?	Progress within Unified Improvement Plans	



School and Principal: Skyview Middle School
Cathy Tinucci

Skyview Middle School

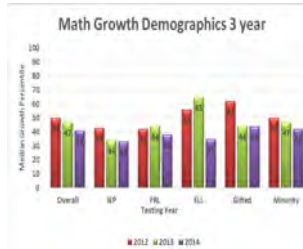
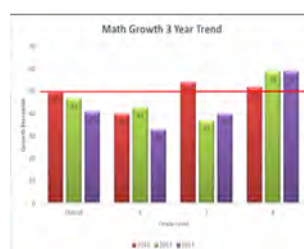
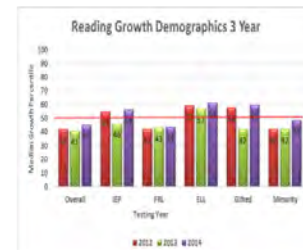
Transitional Colorado Assessment Program: After a drop in 2013 Skyview brought our scores back up for 2014. The areas of reading and writing have seen the most significant gains. Additionally, our greatest percentile gains were in the areas of Growth, making significant growth in ELL and Gifted Reading, All grade level Writing and 8th grade math growth percentiles. The following charts demonstrate both school level SPF indicators and Growth Data for the past 3 years.

Skyview Middle School – TCAP SPF			
Performance Indicators	2012	2013	2014
Academic Achievement	Meets	Meets	Meets
Academic Growth	Meets	Approaching	Meets
Growth Gaps	Approaching	Approaching	Approaching

Skyview Middle School - TCAP SPF			
Growth Gaps	2012	2013	2014
Reading	Approaching	Approaching	Meets
Math	Approaching	Approaching	Approaching
Writing	Approaching	Does Not Meet	Meets
Total	Approaching	Approaching	Approaching

We have noted gains in both reading and writing in overall school growth, in IEP, FRL, ELL, Gifted and Minority. We rely on the growth gains of our students, which will eventually impact achievement gains as the growth continues. We know that we have to make significant efforts to impact our math scores across the board. We have already transitioned to a text that is based on the Common Core State Standards and have invested in intervention software to close the achievement gap with our At-Risk math students.

To what degree is the school achieving or making adequate progress toward achieving the academic performance results identified in the school's innovation plan?





School and Principal: Skyview Middle School
 Cathy Tinucci

Scantron Average Scale Score Gain:

For all grade levels and in both Reading and Math, there has been a positive gain in the average Scale Scores for the last 3 years. Our students performed as expected given Scantron's growth prediction calculations.

What other academic performance data might inform the Board's decision?

2012-2013 Reading			
Grade	BOY SS	EOY SS	Growth
6	2795	2820	25
7	2857	2908	51
8	2952	2984	32

2012-2013 Math			
Grade	BOY SS	EOY SS	Growth
6	2577	2657	80
7	2673	2712	39
8	2761	2818	57

2013-2014 Reading			
Grade	BOY SS	EOY SS	Growth
6	2761	2848	87
7	2834	2921	87
8	2941	2987	46

2013-2014 Math			
Grade	BOY SS	EOY SS	Growth
6	2590	2623	33
7	2691	2707	16
8	2763	2789	26

2014-2015 Reading			
Grade	BOY SS	EOY SS	Growth
6	2792	2836	44
7	2840	2897	57
8	2957	2983	26

2014-2015 Math			
Grade	BOY SS	EOY SS	Growth
6	2566	2666	100
7	2621	2673	52
8	2730	2755	25

As the school principal, which recommendation do you make to the Board?

- ☐ Affirm the existing innovation plan
- ☐ Revoke the school's innovation status
- ☐ Remove the school from the innovation zone
- ☒ X Revise the innovation plan



School and Principal:	Skyview Middle School Cathy Tinucci
If you recommend revisions, which policy waivers do you seek to retain?	<p>Below are policies we wish to retain with the correct new policy letter designations and titles.</p> <p>Was IGA - Curriculum Development – Now IG – Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF - Curriculum Review (policy now falls under IG) IGD - Curriculum Adoption (policy now falls under IG) IHA - Basic Instructional Program IJJ - Textbook Selection and Adoption (policy now falls under IJ) C.R.S.. 22-32- 109(t) - Educational Program and Textbooks C.R.S.. 22-32- 109(aa) - Adopt and Implement Content Standards</p> <p><u>Curriculum alignment to the CAS and CCSS:</u></p> <ul style="list-style-type: none"> • Rational for maintaining policy waiver: We have effectively imbedded the process of curriculum review and design into the regular responsibilities of all teachers. Due to the fact that we involved all teachers across all content areas, it is possible to guarantee the knowledge and understanding of our teachers of the Colorado Academic Standards, and by default, the Common Core State Standards. This is an important element in driving the curriculum that is taught to our students and their performance on state level assessments. Teachers are now understanding the critical work of attending regularly to the curriculum cycle in lesson planning and curriculum design, which links the curriculum taught to student achievement. • Work has been completed on creating Curriculum documents detailing specific skills, pacing, prioritized Standards and Evidence Outcomes, key vocabulary, and Essential Questions. We will continue to work on common assessment building, unit design and materials/resource documentation for the 2015-2016 school year. Documents have been created for all content areas (both Core and Elective) with the exception of English Language Development (ELD) and Special Education, which will be addressed with a more centralized district effort. • The zone believes the calendar waivers within its innovation plan have served their purpose in providing increased autonomy and decision making closer to the schools than ever before. However, we do also understand the challenges an autonomous calendar has presented for certain portions of the district. In order to help decrease these areas of challenge that have been created by an autonomously set calendar we would like to remove the calendar waivers from our plan at this time. In giving up a community approved wavier we adamantly request a deeply collaborative calendar setting process occur for the 2016-17 school year and beyond that includes multiple stakeholders, including the Zone Leader or designee, from each zone. We ask that zone representatives facilitate this process with input from central service departments. We strongly believe there is no one more qualified to determine when children should learn than the educational professionals closest to the students with whom we serve.

School of Innovation
Self-Assessment for Three-Year Review




School and Principal:	Skyview Middle School Cathy Tinucci
If you recommend revisions, which policy waivers do you seek to add?	N/A
Which, if any, of the proposed new waivers require approval from the State Board of Education?	N/A

Please conclude your self-assessment with a direct statement to the board restating your recommendation and requesting the Board's consideration.

Skyview Middle School requests that its innovation plan be placed on the August 12, 2015 Board of Education meeting agenda as an action item to revise the innovation plan with the recommended adjustments so that Skyview Middle School can continue with the implementation of the stated innovations.

School of Innovation
Self-Assessment for Three-Year Review



School and Principal:	Vista Ridge High School Bruce Grose	
Approval date for	Original: May 15, 2012 – Revised to Zone Plan: July 11, 2013	
Which district policies were waived as part of your schools innovation plan?	IC/ICA - Calendar Approval IC/ICA-R - Calendar Approval IGA - Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF - Curriculum Review IGD - Curriculum Adoption IHA - Basic Instructional Program IJJ - Textbook Selection and Adoption	
Which state policies were waived as part of your schools innovation plan?	C.R.S. 22-32-109(n) - Schedule and Calendar C.R.S. 22-32- 109(II)(A) - Schedule and Calendar C.R.S. 22-32- 109(II)(B) - Schedule and Calendar C.R.S. 22-32- 109(t) - Educational Program and Textbooks C.R.S. 22-32- 109(aa) - Adopt and Implement Content Standards	
What academic performance targets were identified in the original innovation plan?	Progress within Unified Improvement Plans	

School and Principal:

Vista Ridge High School
Bruce Grose



Vista Ridge High School

Transitional Colorado Assessment Program: Vista Ridge High School has shown a significant turnaround over the last 3 years on SPF Performance Indicators.

Vista Ridge High School – TCAP SPF			
Performance Indicators	2012	2013	2014
Academic Achievement	Approaching	Approaching	Meets
Academic Growth	Approaching	Approaching	Meets
Growth Gaps	Does Not Meet	Approaching	Approaching
Post Secondary and Workforce Readiness	Meets	Meets	Meets

Vista Ridge High School – TCAP SPF			
Growth Gaps	2012	2013	2014
Reading	Approaching	Meets	Meets
Math	Does Not Meet	Does Not Meet	Approaching
Writing	Does Not Meet	Approaching	Meets
Total	Does Not Meet	Approaching	Approaching

Overview of TCAP Median Growth Percentile: The goal is to meet or exceed the 50th percentile each year. Schools growing academically at or above the 50th percentile are growing as fast or faster than the state average.

To what degree is the school achieving or making adequate progress toward achieving the academic performance results identified in the school's innovation plan?

Vista Ridge High School

Subject	Year	TCAP Median Growth Percentile
Reading	2011-2012	42
	2012-2013	51
	2013-2014	48
Writing	2011-2012	32
	2012-2013	43
	2013-2014	45
Math	2011-2012	40
	2012-2013	32
	2013-2014	41

School and Principal:

Vista Ridge High School
Bruce Grose



Vista Ridge High School

Plan/Aspire: VRHS is shifting to using Plan/ASPIRE and ACT to monitor growth in students' academics. The Plan/ASPIRE test is an indicator of the score a student will achieve on the ACT. Thus, monitoring growth from the 10th grade Plan/ASPIRE score to the 11th grade ACT score is an indicator of whether or not progress is being made to meet the school's innovation plan.

Point Change from Plan (2013) to ACT (2014)

Point Change	# of Students
+8	1
+7	2
+6	4
+5	7
+4	18
+3	35
+2	28
+1	37
0	28
-1	21
-2	6
-3	5

To what degree is the school achieving or making adequate progress toward achieving the academic performance results identified in the school's innovation plan?

Ave. ACT Score	Ave. Plan Score	Avg. Growth
19.39	17.81	1.58

Advanced Placement: Advanced Placement (AP) scores of 2 or higher show that a student is prepared to meet the rigors of a college course.

Advanced Placement English Score	Eng Lang Comp	Eng Lit Comp	Total Exams	% of Total Exams
5	1		1	0.8
4	4	2	6	4.7
3	26	15	41	31.8
2	43	18	61	47.3
1	16	4	20	15.5
Total	90	39	129	100.0

School of Innovation
Self-Assessment for Three-Year Review



School and Principal:	Vista Ridge High School Bruce Grose
What other academic performance data might inform the Board's decision?	<input type="checkbox"/> Affirm the existing innovation plan <input type="checkbox"/> Revoke the school's innovation status <input type="checkbox"/> Remove the school from the innovation zone <input checked="" type="checkbox"/> X Revise the innovation plan
As the school principal, which recommendation do you make to the Board?	<p>Below are policies we wish to retain with the correct new policy letter designations and titles.</p> <p>Was IGA - Curriculum Development – Now IG – Curriculum Development IJ - Instructional Resources and Materials Selection and Adoption IGF – Curriculum Review (policy now falls under IG) IGD – Curriculum Adoption (policy now falls under IG) IHA - Basic Instructional Program IJJ – Textbook Selection and Adoption (policy now falls under IJ) C.R.S.. 22-32- 109(t) - Educational Program and Textbooks C.R.S.. 22-32- 109(aa) - Adopt and Implement Content Standards</p> <p>Vista Ridge believes there is positive academic benefit in maintaining the aforementioned curriculum related waivers. The zone believes the calendar waivers within its innovation plan have served their purpose in providing increased autonomy and decision making closer to the schools than ever before. We have seen decreases in the percentage of At-Risk readers over the past three years. We feel our calendar waiver has helped contribute to this growth by allowing our students a week to become familiar with their teachers before they assess with them. Building these relationships are a cornerstone of what POWER Zone is about. However, we do also understand the challenges an autonomous calendar has presented for certain portions of the district. In order to help decrease these areas of challenge that have been created by an autonomously set calendar we would like to remove the calendar waivers from our plan at this time. In giving up a community approved wavier we adamantly request a deeply collaborative calendar setting process occur for the 2016-17 school year and beyond that includes multiple stakeholders, including the Zone Leader or designee, from each zone. We ask that zone representatives facilitate this process with input from central service departments. We strongly believe there is no one more qualified to determine when children should learn than the educational professionals closest to the students with whom we serve.</p>

School of Innovation
Self-Assessment for Three-Year Review



School and Principal:	Vista Ridge High School Bruce Grose
If you recommend revisions, which policy waivers do you seek to retain?	N/A
If you recommend revisions, which policy waivers do you seek to add?	N/A
Which, if any, of the proposed new waivers require approval from the State Board of Education?	N/A

Please conclude your self-assessment with a direct statement to the board restating your recommendation and requesting the Board's consideration.

POWER Zone requests that its innovation plan be placed on the August 12, 2015 Board of Education meeting agenda as an action item to revise the innovation plan with the recommended adjustments so that POWER Zone can continue with the implementation of the stated innovations.



BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Matt Barrett & Jennifer Johnson
TITLE OF AGENDA ITEM:	Peak Partners Strategic Initiative
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Informing Board of the direction taken to engage the community with a “leadership academy”.

RATIONALE: Following Baldrige criteria, this will target engagement of the non-district affiliated citizens of District 49.

RELEVANT DATA AND EXPECTED OUTCOMES: Educate and inform non-district affiliated citizens to recognize the importance of their district being the best place to learn, work and lead, which will contribute toward an overall increase in trust toward 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	Helps build trust between District and citizens.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Helps build community participation
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Helps establish leaders that work and learn in the community.
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: \$50,000/yr.

AMOUNT BUDGETED: \$50,000/yr.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Motion to confirm the direction suggested by staff and board is acceptable.

APPROVED BY: Brett Ridgway, Chief Business Officer
Peter Hilts, Chief Education Officer, Jack W. Bay, Chief Operations Officer

DATE: June 30, 2015



Peak Partners Strategic Initiative VINE Proposal (Volunteers Initiating Neighborhood Education)

Trust

Peak Partners Strategic Initiative will help re-establishing District 49 as a trustworthy recipient of taxpayer investment. It will demonstrate that the district's leadership genuinely believes their community members want to support education. It will, display that District 49 is efficient, does the right things and does things the right way. It will demonstrate D49 is trustworthy.

Community

Peak Partners Strategic Initiative will help District 49 engage with its community by establishing a presence outside district offices and schools, as well as connecting with local agencies and nonprofit organizations. The program will feature D49 facilities, insights and professional partners in advancing education and strengthening community bonds. Peak Partners Strategic Initiative will also facilitate connections between D49's patrons to be present in schools and programs with the intent of developing reciprocal relationships that offer a powerful multiplier for student success.

Best District

Peak Partners Strategic Initiative will assist District 49 to become the best district to learn, work and lead. By expanding the reach of District 49 deeper into the non-directly affiliated members of the community, District 49 will be better at attracting learners, workers and leaders who want to become affiliated with District 49.

SCOPE OF PROJECT

The project, Peak Partners Strategic Initiative, will be managed under a 4 step cycle to comply with the Baldrige Criteria and help the District reach its goal of accreditation.

1. **Approach** – Milestones will be reached to address the District's engagement with stakeholders, with an emphasis placed on the 60% Not Directly Associated (NDA) population.
2. **Deployment** – Each milestone will be planned out and executed according to a predefined plan to ensure consistency.
3. **Learning** – At the end of each session of the program, a satisfaction survey will be taken to provide a feedback loop for continual improvement.
4. **Integration** – Data gathered in the learning step will be incorporated into the following year's program as suggested by any significant findings in the data.

Phase I: Peak Partners Leadership Academy

7 engagement sessions exposing community participants to D49 as a trustworthy place to learn, work and lead.

Phase II: Peak Partners Neighborhood Teams

An ongoing empowerment of Peak Partners Leadership Academy graduates engaging with the community.

MILESTONES

The Peak Partners Strategic Initiative program is broken down into milestones to allow for easy segmentation, measurement, and budgeting.

YEAR 1

MILESTONE 1

Activity - Gathering partner organizations, categorized by sector (business, developer, military, etc)

Deliverable - Signed letters of support for D49's leadership academy program and initial commitment to participate in the program

Date - Ongoing with 3-5 key organizations (i.e. St Francis, Norwood, Regional Business Alliance, Pikes Peak Work Force Center, Shriever AFB, Eastern Plains Chamber of Commerce) signed by August 31, 2015

MILESTONE 2

Activity - Research: 2nd hand research / sensing meetings

Deliverable - Report summarizing the opinions of the target demographic, Non District Affiliated (NDA) population

Date - Begin July 10, 2015 with report complete by August 31, 2015

MILESTONE 3

Activity - Create promotional materials

Deliverable - Incorporate program purpose, mission, vision into a one page pdf, D49 website to register for event. (Take approach of civic engagement, and "what's in it for me")

Date - August 31, 2015

MILESTONE 4

Activity - Program outline created

Deliverable - schedule of events for 2015-16 program

Date - August 31, 2015

MILESTONE 5

Activity - Start the 2015-16 sessions

Deliverable - recruit 20-25 participants into the PPLA for a 7 session program to include graduation ceremony (Oct 6, Oct 27, Nov 17, Dec 8, Jan 5, Jan 26, Feb 16)

Date - October, 2015 through February 16

MILESTONE 6

Activity - Develop key talking points about events and reports of success for use by District Communications office to promote the program

Deliverable - Letters of success and/or video testimonials from participants

Date - March 31, 2016

MILESTONE 7

Activity - Compile measurement and analysis of data gathered during each program to improve 2016-17 program. Data gathered will include demographic information on each individual, satisfaction survey for each session, relevant follow up / de-brief notes.

Deliverable - Final report of 2015-16 activities highlighting the satisfaction determination and follow up process improvements.

Date - March 31, 2016

YEAR 2

MILESTONE 1

Activity - Research: sensing meetings

Deliverable - Report summarizing the current opinions of the NDA population and comparing with 2015 results

Date - Begin July 1, 2016 with report complete by August 30, 2016

MILESTONE 2

Activity - Integrate findings from the learning stage in Year 1 into the 2016-17 Leadership VINE

Deliverable - Updated program outline and schedule of events for 2016-17 program

Date - August 31, 2016

MILESTONE 3

Activity - Integrate findings from the learning stage in Year 1 into PPLA promotional materials

Deliverable - Updated promotional materials

Date - August 31, 2016

MILESTONE 4

Activity - Program outline created

Deliverable - schedule of events for 2016-17 program

Date - August 31, 2016

MILESTONE 5

Activity - Start the 2016-17 Leadership VINE

Deliverable - recruit 20-30 participants into the PPLA for a 7 session program to include graduation ceremony

Date - October, 2016 through February, 2017

MILESTONE 6

Activity - Develop key talking points about events and reports of success for use by District Communications office to promote the program

Deliverable - Letters of success from Leadership participants

Date - March 31, 2017

MILESTONE 7

Activity - Compile measurement and analysis of data gathered during each program to improve 2016-17 program. Data gathered will include demographic information on each individual, satisfaction survey for each session, relevant follow up / de-brief notes.

Deliverable - Final report of 2016-17 activities highlighting the satisfaction determination and follow up process improvements.

Date - March 31, 2017

YEAR 3

MILESTONE 1

Activity - Research: sensing meetings

Deliverable - Report summarizing the current opinions of the NDA population and comparing with 2015 and 2016 results

Date - Begin July 1, 2017 with report complete by August 30, 2017

MILESTONE 2

Activity - Integrate findings from the learning stage in Year 2 into 2017-18 PPLA

Deliverable - Updated program outline and schedule of events for 2017-18 program

Date - August 31, 2017

MILESTONE 3

Activity - Integrate findings from the learning stage in Year 2 to the promotional materials

Deliverable - Updated promotional materials

Date - August 30, 2017

MILESTONE 4

Activity - Program outline created

Deliverable - Schedule of events for 2017-18 program

Date - August 31, 2017

MILESTONE 5

Activity - Start the 2017-18 Academy

Deliverable - Recruit 20-30 participants into the PPLA for a 7 session program to include graduation ceremony

Date - October, 2017 through February, 2018

MILESTONE 6

Activity - Develop key talking points about events and reports of success for use by District Communications office to promote the program

Deliverable - Letters of success from Leadership participants

Date - March 31, 2018

MILESTONE 7

Activity - Compile measurement and analysis of data gathered during each program to improve 2017-18 program. Data gathered will include demographic information on each individual, satisfaction survey for each session, relevant follow up / de-brief notes.

Deliverable - Final report of 2017-18 activities highlighting the satisfaction determination and follow up process improvements.

Date - March 31, 2018

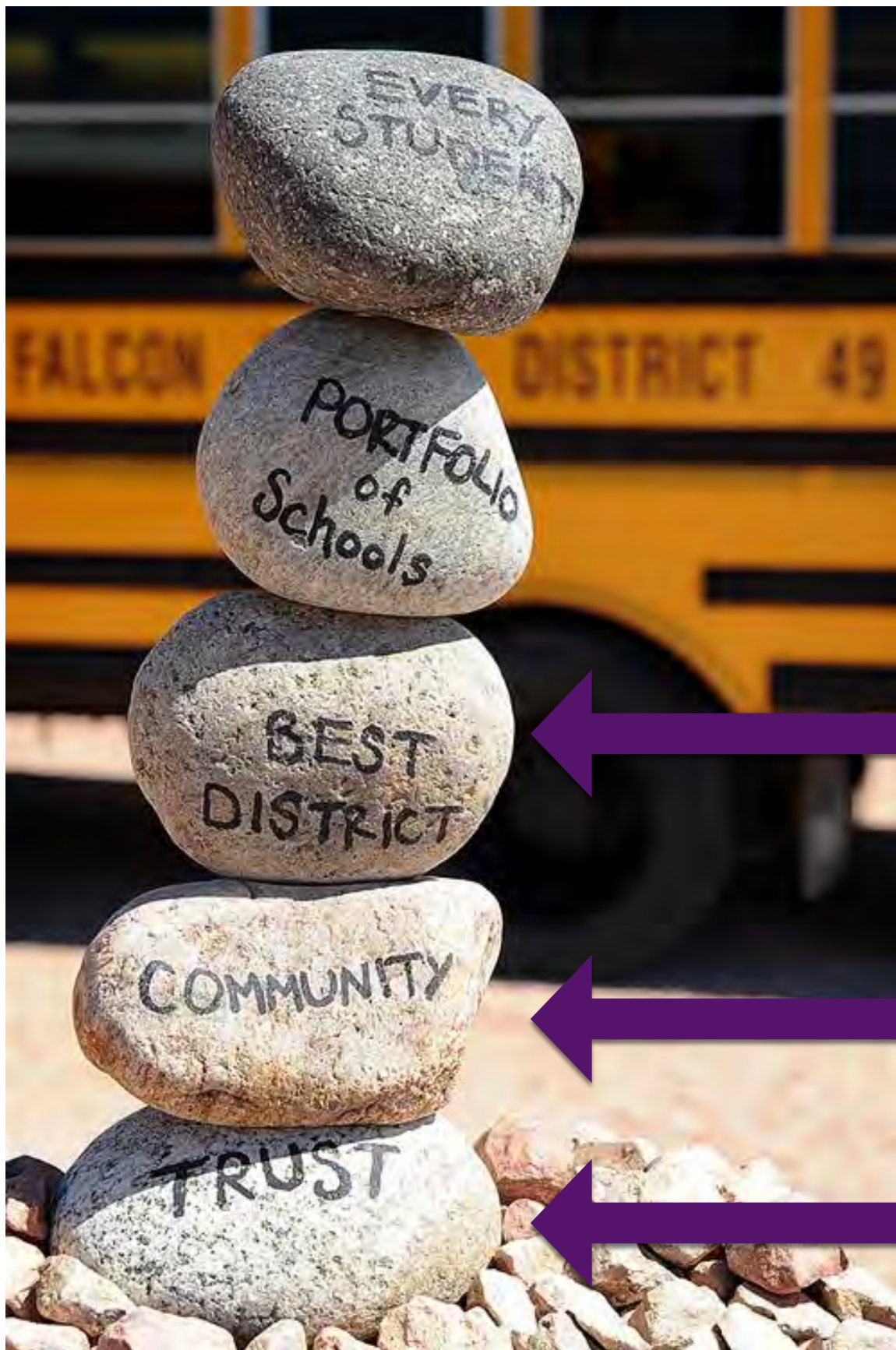
Peak Partners Strategic Initiative Proposed Budget and Timeline													
YEAR 1 (2015-16)													
	July, 2015	Aug, 2015	Sept, 2015	Oct, 2015	Nov, 2015	Dec, 2015	Jan, 2016	Feb, 2016	Mar, 2016	Apr, 2016	May, 2016	Jun, 2016	
Deliverable		Milestone 1, 2, 3, 4		Milestone 5.1, 5.2	Milestone 5.3	Milestone 5.4	Milestone 5.5, 5.6	Milestone 5.7	Milestone 6, 7				
Beginning Budget	50000	44000	37750	32000	25450	19300	13150	6600	450	0	0	0	0
Contract Labor	5750	5750	5750	5750	5750	5750	5750	5750					46000
Expense	250	500		800	400	400	800	400	450				4000
Remaining Budget	44000	37750	32000	25450	19300	13150	6600	450	0	0	0	0	-50000
YEAR 2 (2016-17)													
	July, 2016	Aug, 2016	Sept, 2016	Oct, 2016	Nov, 2016	Dec, 2016	Jan, 2017	Feb, 2017	Mar, 2017	Apr, 2017	May, 2017	Jun, 2017	
Deliverable		Milestone 1, 2, 3, 4		Milestone 5.1, 5.2	Milestone 5.3	Milestone 5.4	Milestone 5.5, 5.6	Milestone 5.7	Milestone 6, 7				
Beginning Budget	50000	44000	37750	32000	25450	19300	13150	6600	450	0	0	0	0
Contract Labor	5750	5750	5750	5750	5750	5750	5750	5750					
Expense	250	500		800	400	400	800	400	450				
Remaining Budget	44000	37750	32000	25450	19300	13150	6600	450	0	0	0	0	0
YEAR 3 (2017-18)													
	July, 2017	Aug, 2017	Sept, 2017	Oct, 2017	Nov, 2017	Dec, 2017	Jan, 2017	Feb, 2018	Mar, 2018	Apr, 2018	May, 2018	Jun, 2018	
Deliverable		Milestone 1, 2, 3, 4		Milestone 5.1, 5.2	Milestone 5.3	Milestone 5.4	Milestone 5.5, 5.6	Milestone 5.7	Milestone 6, 7				
Beginning Budget	50000	44000	37750	32000	25450	19300	13150	6600	450	0	0	0	0
Contract Labor	5750	5750	5750	5750	5750	5750	5750	5750					
Expense	250	500		800	400	400	800	400	450				
Remaining Budget	44000	37750	32000	25450	19300	13150	6600	450	0	0	0	0	0

District 49

Peak Partners Strategic Initiative

Introductions

- A little about Jennifer Johnson
- A little about Matt Barrett



Peak Partners
Strategic
Initiative:
Building the
foundation

Baldrige Criteria Compliant

PPLA will will be managed under a 4 step cycle to comply with the Baldrige Criteria and help the District reach its goal of accreditation.



PPLA Milestones

- Gather Partner Organizations
- Research
- Promotional materials created
- Program outline
- 2015-2016 sessions
- Develop key talking points for future promotion
- Measurement and analysis of data gathered

Peak Partners Neighborhood Teams

- Expose PPLA graduates to opportunities for advanced District engagement
- Provide easy on-ramp access for advanced District engagement
- Monitor and evaluate engagement



BOARD OF EDUCATION AGENDA ITEM 9.04

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Employee Handbook
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: An employee handbook is an important tool for orienting employees to the organization and communicating essential information about the employment policies and practices. Currently, the District does not use an employee handbook. Instead, the District provides new hires with bits and pieces of the most essential employment information during the onboarding process. Existing employees receive policy updates occasionally.

During this discussion, the administration will present the first edition of the employee handbook, which has been reviewed by legal counsel and is ready for distribution.

RATIONALE: Implementation of the handbook will help ensure that employees receive consistent communication about employment policies and expectations.

RELEVANT DATA AND EXPECTED OUTCOMES: The administration intends to distribute the employee handbook to all staff at the start of the new school year.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
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	The clear and consistent provided in an employee handbook has a major impact in becoming the best district to work.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No.

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Support the implementation of the employee handbook.

APPROVED BY: The Chief Officers

DATE: June 29, 2015



EMPLOYEE HANDBOOK

EL PASO COUNTY SCHOOL DISTRICT 49
10850 E. WOODMEN ROAD, PEYTON CO 80831
EFFECTIVE JULY 15, 2015

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IMPORTANT NOTICE

AT SCHOOL DISTRICT 49, NEITHER THE EMPLOYEE NOR THE DISTRICT IS COMMITTED TO AN EMPLOYMENT RELATIONSHIP FOR A FIXED PERIOD OF TIME, UNLESS OTHERWISE SPECIFIED IN AN EMPLOYMENT CONTRACT. EMPLOYMENT WITH SCHOOL DISTRICT 49 IS AT-WILL, UNLESS OTHERWISE SPECIFIED IN AN EMPLOYMENT CONTRACT. AT-WILL EMPLOYMENT ALLOWS THE EMPLOYEE OR ADMINISTRATION THE RIGHT TO TERMINATE THE EMPLOYMENT RELATIONSHIP AT ANY TIME, FOR ANY REASON. WHERE AN EMPLOYMENT CONTRACT EXISTS, THE TERM OF EMPLOYMENT AND TERMINATION PROVISIONS WILL BE AS STATED THEREIN.

THE LANGUAGE USED IN THIS HANDBOOK AND ANY VERBAL STATEMENTS BY ADMINISTRATION ARE NOT INTENDED TO CONSTITUTE A CONTRACT OF EMPLOYMENT, EITHER EXPRESS OR IMPLIED, NOR IS THERE A GUARANTEE OF EMPLOYMENT FOR ANY SPECIFIC DURATION FOR AT-WILL EMPLOYEES. NO REPRESENTATIVE OF SCHOOL DISTRICT 49, OTHER THAN THE BOARD OF EDUCATION OR THE CHIEF EDUCATION OFFICER, HAS AUTHORITY TO ENTER INTO AN AGREEMENT OF EMPLOYMENT FOR ANY SPECIFIED PERIOD AND SUCH AGREEMENT MUST BE IN WRITING, SIGNED BY THE BOARD PRESIDENT OR THE CHIEF EDUCATION OFFICER AND THE EMPLOYEE.

THE BOARD OF EDUCATION ESTABLISHES THE POLICIES OF THE DISTRICT. SUCH POLICIES TAKE PRECEDENCE OVER ALL OTHER WRITTEN DOCUMENTS, INCLUDING THIS EMPLOYEE HANDBOOK. IN THE EVENT THAT ANY CONFLICTS EXIST BETWEEN THE PROVISIONS OF THIS HANDBOOK AND BOARD POLICY, BOARD POLICY SHALL PREVAIL.

THE CONTENTS OF THIS HANDBOOK ARE SUMMARY GUIDELINES FOR EMPLOYEES AND THEREFORE ARE NOT ALL INCLUSIVE. THIS HANDBOOK SUPERSEDES ALL PREVIOUSLY ISSUED EDITIONS.

EXCEPT FOR THE AT-WILL NATURE OF THE EMPLOYMENT, THE DISTRICT RESERVES THE RIGHT TO SUSPEND, TERMINATE, INTERPRET, OR CHANGE ANY OR ALL OF THE GUIDELINES MENTIONED, ALONG WITH ANY OTHER PROCEDURES, PRACTICES, BENEFITS, OR OTHER PROGRAMS OF SCHOOL DISTRICT 49. THESE CHANGES MAY OCCUR AT ANY TIME, WITH OR WITHOUT NOTICE.

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WELCOME TO DISTRICT 49!

You are joining an organization committed to being world class. District 49 is on a journey of performance excellence, always improving the processes and procedures we use to prepare our students to be successful and productive citizens once they graduate. We do this in a safe and caring environment that is welcoming to each of our learners, their families and you, our dedicated team member.

We accomplish this by resting squarely on two pillars that define who we are and what we are about.

Our [strategic plan](#), which is organized around a big rocks metaphor, guide us as we make informed decisions to best serve our students. Trust, community, best district, portfolio of schools and every student lay the foundation of what we are about.

Our [cultural compass](#) guides how we work. We hold each other accountable and are transparent. We are respectful and caring to every member of our team and all of our stakeholders. We approach our work strategically, while being innovative and creative. We foster and encourage life-long learning.



We are excited to have you joined the team and look forward to your contributions in making District 49 the best district to learn, work and lead.

Welcome aboard!

EMPLOYMENT

Equal Employment Opportunity/Unlawful Harassment

The District is dedicated to the principles of equal employment opportunity. We prohibit unlawful discrimination against applicants or employees on the basis of age 40 and over, race, sex, color, religion, national origin, disability, military status, veteran status, genetic information, or any other status protected by applicable state or local law. This prohibition includes unlawful harassment based on any of these protected classes. Unlawful harassment includes verbal or physical conduct which has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment. This policy applies to all employees, including managers, supervisors, co-workers, and non-employees such as customers, clients, vendors, consultants, etc.

ADA and Religious Accommodation

The District will make reasonable accommodation for qualified individuals with known disabilities and employees whose work requirements interfere with a religious belief unless doing so would result in an undue hardship to the District or cause a direct threat to health or safety. Employees needing such accommodation are instructed to contact Human Resources immediately.

Sexual Harassment

The District strongly opposes sexual harassment and inappropriate sexual conduct. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of employment.
2. Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment.
3. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

All employees are expected to conduct themselves in a professional and businesslike manner at all times. Conduct which may violate this policy includes, but is not limited to, sexually implicit or explicit communications whether in:

1. Written form, such as cartoons, posters, calendars, notes, letters, e-mails.
2. Verbal form, such as comments, jokes, foul or obscene language of a sexual nature, gossiping or questions about another's sex life, or repeated unwanted requests for dates.
3. Physical gestures and other nonverbal behavior, such as unwelcome touching, grabbing, fondling, kissing, massaging, and brushing up against another's body.

Complaint Procedure

If you believe there has been a violation of the EEO policy or harassment based on the protected classes listed above, including sexual harassment, please use the following complaint procedure. The District expects employees to make a timely complaint to enable the District to investigate and

correct any behavior that may be in violation of this policy.

Report the incident to the appropriate administrator within your department or the District's Coordinator of Cultural Capacity. If the employee's direct administrator or supervisor is the offending person, the report should be made to the next higher level of authority. Your complaint will be kept as confidential as practicable. If you prefer not to go to either of these individuals with your complaint, you should report the incident to the Director of Human Resources or Human Resources Manager.

The District prohibits retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation. If you believe there has been a violation of our EEO or retaliation standard, please follow the complaint procedure outlined above.

If the District determines that an employee's behavior is in violation of this policy, disciplinary action will be taken, up to and including termination of employment.

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DEFINITIONS OF EMPLOYEE STATUS

An "employee" of District 49 is a person who receives a W-2. "Employees" may include exempt, non-exempt, full-time, part-time, substitute, and seasonal/temporary employees who are subject to the control and direction of District 49 in the performance of their duties.

Exempt Employee. Employees whose positions meet specific criteria established by the Fair Labor Standards Act (FLSA) and are exempt from overtime pay requirements.

Nonexempt Employee. Employees whose positions do not meet FLSA criteria for being exempt (from overtime pay) are paid one and one half their regular rate of pay for hours worked in excess of 40 hours in a work week. The District's workweek begins on Sunday and ends on Saturday. Most positions in the District are classified as non-exempt.

Full-time Employee. An employee normally scheduled to work at least 30 hours per week (or transportation employees who work 25 hours per week), and may work less than full year calendar. Full-time employees are currently eligible for District benefits.

Part-time Employee. An employee normally scheduled to work less than a 30 hours per workweek. Part-time employees are currently ineligible for District benefits.

Substitute Employee. An employee who is hired in a job established for an as needed basis. Substitute employees are currently ineligible for District benefits.

Seasonal/Temporary Employee. An employee who is hired in a job established for a seasonal or temporary period or for a specific assignment. Temporary employees are currently ineligible for District benefits.

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EMPLOYEE BENEFITS

Insurance Benefit Plans

The District comprehensive benefits package includes a number of different plans for full-time staff members. The following plans are currently offered:

- Medical Insurance Plan-helps pay covered medical expenses for you and your family.
- Dental Insurance Plan-helps pay covered dental expenses for you and your family.
- Vision Insurance Plan-helps pay covered vision expenses for you and your family.
- Life Insurance Plan-provides term insurance coverage equal to one time your annual salary.
- Long-term Disability (LTD) Plan-helps replace a portion of your salary if you suffer a covered disability.
- Personal Accident Insurance Plan-provides payments in case of accidental death or dismemberment.

For more information about these Plans, please refer to the Employee Benefits web page or contact the Risk and Benefits Manager. In the event the above information conflicts with the actual terms and conditions of coverage, the latter governs.

Holidays

The District currently observes the following holidays as days off with pay for full time/full year employees:

Independence Day	Christmas Eve through New Year's Day
Labor Day	Martin Luther King Jr. Day
Wednesday before Thanksgiving	President's Day
Thanksgiving Day	Memorial Day
Friday after Thanksgiving	

All district holidays are approved by the board of education. Should any one of the observed holidays occur during an employee's vacation period, the employee is not required to use a vacation day for the board approved holiday.

Holiday time is not counted as hours worked in the computation of overtime. Full-time employees receive the same amount of hours they would typically work for holiday pay at their regular rate of pay, if it is a regular work day for that employee.

Snow Days/Delayed Start

When a delay or closure is declared, full-time employees are made whole by using "snow day leave". Part-time employees are not eligible for snow day leave for either a delay or closure.

Staff designated as "Essential Personnel" may be required to report for work on District snow days and during delayed starts. Essential Personnel who report as required for a delayed start or closure will receive pay for the delay or closure and pay for time actually worked during the delay or closure.

Sick Leave

Full-time, employees currently are credited one day of sick leave pay for each full month worked. Exempt employees may take sick time only in half- or full-day increments. Nonexempt employees may take sick time in 15 minute increments, when coverage allows.

When unable to report to work due to illness, employees must give their supervisor as much advance notice as possible before the start of their shift.

Sick leave is allowed to accumulate from year to year up to a maximum of 120 hours. (Contact Human Resources for more information.) Sick leave pay may not be used for absences covered by [workers' compensation insurance](#). Sick leave may not be used as vacation or personal time. A medical note may be required to be paid for sick leave.

Personal Leave

Full time employees receive two personal days per full year worked. Personal time is given up front, but earned at a rate of .5 days per quarter job calendar worked. Personal time can be used in full and half day increments, and can be used only in the year it was earned. Any unused Personal time is rolled into sick time at the end of the school year.

Upon separation of employment, employees receive pay for earned, unused personal leave.

Vacation Leave

Full-time, full-year employees are currently granted paid vacation after completing continuous service as described below:

1-3 years of service, 10 days
4-10 years of service, 15 days
11+ years of service, 20 days

Vacation leave may be used in half day and full day increments. Employees are responsible for scheduling their vacation, in advance, with their Supervisor and must receive their Supervisor's approval. Vacations are scheduled in a manner that minimizes interruptions to District operations.

When a paid holiday falls within the employee's vacation period, a vacation day will not be deducted for that day. Vacation time will be counted in the computation of overtime.

Upon separation of employment, employees receive pay for earned, unused vacation.

We encourage employees to use all of their earned vacation each year. Employees may carry over unused vacation into the next anniversary year. However, the maximum vacation that employees may carry over is their annual vacation allotment. At no point can the carry over, plus the new vacation, exceed this cap. As a result, the amount of vacation that employees may be granted each anniversary date might be limited by the amount carried over. Administrative staff may not carry over vacation, and must use their vacation in the year it was earned.

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FAMILY AND MEDICAL LEAVE

The District provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- Incapacity due to pregnancy, prenatal medical care, or child birth.
- To care for the employee's child after birth, or placement for adoption or foster care.
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition.
- Serious health condition that makes the employee unable to perform the employee's job.

The full board policy regarding family and medical leave may be found by clicking [here](#).

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on active duty or called to active duty status in the Armed Forces, National Guard, or Reserves may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post- deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.*

*The FMLA definitions of “serious injury or illness” for current service members and veterans are distinct from the FMLA definition of “serious health condition.”

Benefits and Protections

During FMLA leave, the District maintains the employee's health coverage under any group health plan on the same terms as if the employee had continued to work. Employees must continue to pay their portion of any insurance premium while on leave. If the employee is able but does not return to work after the expiration of the leave, the employee will be required to reimburse the District for payment of insurance premiums during leave.

Upon return from FMLA leave, most employees are restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. Certain highly compensated employees (key employees) may have limited reinstatement rights.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave. As with other types of unpaid leaves, paid leave will not accrue during

the unpaid leave.

Eligibility Requirements

Employees are eligible if they have worked for this District for at least 12 months, for 1,250 hours over the previous 12 months, and if they work at a work site with at least 50 employees within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents a qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive full calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

The maximum time allowed for FMLA leave is either 12 weeks in the 12-month period as defined by the District, or 26 weeks as explained above.

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Employees taking intermittent or reduced schedule leave based on planned medical treatment and those taking intermittent or reduced schedule family leave with the District's agreement may be required to temporarily transfer to another job with equivalent pay and benefits that better accommodates that type of leave.

Substitution of Paid Leave for Unpaid Leave

The District requires employees to use accrued paid leave while taking FMLA leave. Paid leave used at the same time as FMLA leave must be taken in compliance with the District's normal paid leave policies. If an employee's leave of absence does not constitute paid leave as defined in the District's paid leave policies, the employee cannot use accrued paid leave, but can take unpaid leave. FMLA leave is without pay when paid leave benefits are exhausted.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with the District's normal call-in procedures.

Employees must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions; the family member is unable to perform daily activities; the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified.

Employees also may be required to provide a certification and periodic recertification supporting the need for leave. (If not required in all cases, the employer should specify the circumstances requiring certification.) The District may require second and third medical opinions at the District's expense. Documentation confirming family relationship, adoption, or foster care may be required. If notification and appropriate certification are not provided in a timely manner, approval for leave may be denied. Continued absence after denial of leave may result in disciplinary action in accordance with the District's attendance guideline. Employees on leave must contact the Human Resources Manager at least two days before their first day of return.

The District's Responsibilities

The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District will notify the employee.

Unlawful Acts

FMLA makes it unlawful for the District to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA.
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against the District.

FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.

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OTHER LEAVES OF ABSENCE

Family Care Act Leave

The district provides up to 12 weeks of unpaid leave to eligible employees to care for their partners in a civil union or domestic partnership, who have serious health conditions. Generally, leave under the Family Care Act is administered consistent with FMLA regulations. Contact your supervisor or Human Resources if you need family care leave.

Military Leave

Employees granted a military leave of absence are re-instated and paid in accordance with the laws governing veterans' re-employment rights.

Domestic Abuse Leave

Employees subject to domestic abuse may be eligible for a leave of absence. Please see the Human Resources Department for more information.

Jury Duty Leave

The District recognizes jury duty as a civic responsibility of everyone. When summoned for jury duty, an employee will be granted leave to perform his or her duty as a juror. If the employee is excused from jury duty during his or her regular work hours, he or she is expected to report to work promptly.

Employees receive regular pay for jury duty if they were scheduled to work and they provide confirmation of juror service.

Beginning the fourth day and thereafter, employees, as jurors, are paid \$50.00 per day by the State of Colorado for state district or county court jury duty. For jury duty in excess of three days, employees are to sign their state issued check over to District 49. Employees continue to receive their full salary during Jury duty leave.

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COMPENSATION

Overtime

From time to time, employees may be required to work overtime. In these instances, employees are given as much advance notice as practical. Nonexempt employees are paid at the rate of one and one-half times their regular hourly rate for hours worked in excess of 40 during the established workweek. The established workweek begins at 12:01 a.m. on Sunday and ends at 12:00 p.m. midnight on Saturday.

For purposes of calculating overtime payments, only hours actually worked are counted.

Paydays

Employees are currently paid on the 15th of each month, if worked the previous month (e.g. Time worked during the month of November is paid December 15th). If the regular payday occurs on a holiday or weekend, the payday is the last working day prior to the holiday or weekend.

On each payday, employees may view their statement showing gross pay, deductions, and net pay through the employee portal.

Automatic deductions such as additional tax withholding, contributions to voluntary benefit plans, and individual savings plans may be arranged through the Payroll Department.

For the employees' convenience, we offer the option of having their paycheck automatically deposited to their bank account.

Pay for Exempt Employees

Exempt employees must be paid on a salary basis. This means exempt employees will regularly receive a predetermined amount of compensation each pay period on a monthly basis. The District is committed to complying with salary basis requirements which allows properly authorized deductions.

If you believe an improper deduction has been made to your salary, you should immediately report this information to the Payroll Department. Reports of improper deductions will be promptly investigated.

Time Reporting

Nonexempt employees are required to utilize the time clock at their work location to clock in at the beginning of their shift, for a lunch period (when applicable) and at the end of the shift. At the conclusion of each pay period, the last working day of the month, employees must submit their time card electronically to their immediate supervisor for approval. It is necessary for employees to indicate whether the recorded hours are accurate for the pay period.

Nonexempt employees working over five hours in the day must take a full 30-minute lunch period. Exempt employees are required to report monthly to their department manager time off from their regular work schedule.

These records are the only ones used by the District to calculate employee pay and paid time off balances. It is very important that they are accurate and complete. Nonexempt employees are expected to submit accurate and complete time records reflecting all hours worked. Employees should contact their supervisors or the Payroll Department with any questions about how their pay is calculated. Employees must promptly notify their supervisors or the Payroll Department of any mistakes in their time records or pay. Employees also must notify the Payroll Department or Human Resources Department if they perceive that anyone is interfering with their ability to record their time accurately and completely. All reports will be investigated and appropriate corrective action will be taken. The District will not tolerate retaliation against employees for making a report or participating in an investigation.

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WORK ENVIRONMENT

Alcohol and Drugs

Alert and rational behavior is required for the safe and adequate performance of job duties. Therefore, working after the apparent use of alcohol, a controlled substance or abuse of any other substance is prohibited. This includes working after the apparent use of marijuana.

Furthermore, the possession, purchase, or consumption (use), or sale of a controlled substance or alcohol on District premises or while conducting District business is prohibited.

Anti-violence

Employees must not engage in intimidation, threats or hostile behaviors, physical abuse, vandalism, arson, sabotage, use of weapons, carrying weapons on to District property, or any other act, which in management's opinion is inappropriate to the workplace. In addition, employees must refrain from making bizarre or offensive comments regarding violent events and/or behavior. Employees are expected to report any prohibited conduct to management.

Employees should contact their supervisor, the Director of District Safety, or directly contact proper law enforcement authorities if they believe there is an immediate serious threat to the safety and health of themselves or others.

Appearance, Attire, and Hygiene

Employees are expected to dress in a manner normally acceptable in a learning environment. Employee dress and grooming should be appropriate to the work situation. Radical departures from what the District considers conventional dress or personal grooming are not permitted regardless of the nature of the job performed.

Supervisors have the responsibility to interpret and enforce the dress code policy. Interpretation may vary between buildings. If employees report for work improperly dressed or groomed in the District's opinion, their supervisor may instruct them to return home to change clothes.

Attendance and Punctuality

All employees are expected to be on time and punctual for showing up to work. In addition, regular attendance is considered an essential function and is necessary for the efficient operation of the school and/or department.

Employees who are going to be absent or late must contact their supervisor/manager as soon as possible prior to the start of their shift.

Failure to call in when absent for three consecutive days may result in disciplinary action up to and including termination.

Communication Systems

The District's computer network, access to Internet, e-mail and voice mail systems are business tools intended for employees to use in performing their job duties. Staff members shall have no

expectation of privacy when using the Internet or electronic communications. These systems are intended for employees to use in performing their jobs. Therefore, all documents and files are the property of the District. All information regarding access to the District's computer resources, such as user identifications, modem phone numbers, access codes, and passwords are confidential District information and may not be disclosed to non-District personnel.

All computer files, documents, and software created or stored on the District's computer systems are subject to review and inspection at any time. Employees should not assume that any such information is confidential, including e-mail either sent or received.

Computer equipment should not be removed from the District premises without written approval from a department head. Upon separation of employment, all communication tools should be returned to the District.

Personal Use of the Internet

Some employees need to access information through the Internet in order to do their job. Use of the Internet is for business purposes during the time employees are working. Personal use of the Internet should not be on business time, but rather before or after work or during breaks or lunch period. Regardless, the District prohibits the display, transmittal, or downloading of material that is in violation of District guidelines or otherwise is offensive, pornographic, obscene, profane, discriminatory, harassing, insulting, derogatory, or otherwise unlawful at any time.

Software and Copyright

The District fully supports copyright laws. Employees may not copy or use any software, images, music, or other intellectual property (such as books or videos) unless the employee has the legal right to do so. Employees must comply with all licenses regulating the use of any software and may not disseminate or copy any such software without authorization. Employees may not use unauthorized copies of software on personal computers housed in District facilities.

Unauthorized Use

Employees may not attempt to gain access to another employee's files or e-mail messages or send a message under someone else's name without the latter's express permission. Employees are strictly prohibited from using the District communication systems in ways that management deems to be inappropriate. If you have any question whether your behavior would constitute unauthorized use, contact your immediate supervisor before engaging in such conduct.

E-mail

E-mail is to be used for business purposes. While personal e-mail is permitted, it is to be kept to a minimum. Personal e-mail should be brief and sent or received as seldom as possible. The District prohibits the display, transmittal, or downloading of material that is offensive, pornographic, obscene, profane, discriminatory, harassing, insulting, derogatory, or otherwise unlawful at any time. No one may solicit, promote, or advertise any outside organization, product, or service through the use of e-mail or anywhere else on District premises at any time. Management may monitor e-mail from time to time.

Employees are prohibited from unauthorized use of encryption keys or the passwords of other

employees to gain access to another employee's e-mail messages.

District 49 is a public employer, and as such, employee correspondence through district e-mail may be made public under the public records law, and may be subject to public inspection.

Voice Mail

The District voice mail system is intended for transmitting business-related information. Although the District does not monitor voice messages as a routine matter, the District reserves the right to access and disclose all messages sent over the voice mail system for any purpose. Employees must use judgment and discretion in their personal use of voice mail and must keep such use to a minimum.

Telephones/Cell Phones/Mobile Devices

Employee work hours are valuable and should be used for business. Excessive personal phone calls can significantly disrupt business operations. Employees should use their break or lunch period for personal phone calls.

Phones and mobile devices with cameras should not be used in a way that violates other District guidelines such as, but not limited to, EEO/Sexual Harassment and Confidential Information.

For safety reasons, employees should avoid the use of cell phones and mobile devices to make calls while driving. Texting while driving is prohibited.

Confidential Information

Employees of the District may have access to confidential information of the District and our staff and/or students.

Disclosure of confidential information may seriously damage the District's reputation and credibility, and therefore such action will not be tolerated. This non-disclosure prohibition applies both during and after an employee's employment. Any copying, reproducing, or distributing of confidential information in any manner must be authorized by management. Confidential information remains the property of the employer and must be returned to the District upon separation or at any time upon demand.

Conflict of Interest

District policy requires that employees protect District information and avoid outside activities or relationships, which do or could adversely influence their decisions or actions on the job.

If employees have any question whether a situation is a conflict of interest, employees should discuss the matter with the Human Resources Department.

Discipline/Discharge

Occasionally performance or other behavior falls short of our standards and/or expectations. When this occurs, management takes action, which in its opinion, seems appropriate.

Disciplinary actions can range from a formal discussion with the employee about the matter to immediate discharge. Action taken by management in an individual case does not establish a precedent in other circumstances.

Inspections

We may conduct searches after notice is given and with the employee's consent of employees' personal effects. This may include, but is not limited to, lunch bags, boxes, purses, personal computers, packages or vehicles.

We may conduct searches of the above items without employee consent if we have a reasonable suspicion to believe that illegal activity is taking place and after obtaining a warrant to do so. Any illegal and unauthorized articles discovered may be taken into custody and will be turned over to law enforcement representatives.

Employees do not have a reasonable expectation of privacy in lockers, desks, cabinets or file drawers, all of which are keyed by the District and copies of those keys are kept by the District.

Job Related Problems

Employees who disagree or are dissatisfied with a District practice should promptly discuss the matter with their immediate supervisor, where appropriate. Normally, this discussion should be held within three to five days of the incident, or in a timely manner. Discussions held in a timely manner will enhance our ability to resolve concerns while they are fresh in everyone's mind. The majority of misunderstandings can be resolved at this level.

If the solution offered is not satisfactory, or if it is inappropriate to go to the supervisor, then employees are encouraged to file a [Stakeholder Grievance](#).

References

If employees receive a call inquiring about a former employee, please refer the caller to Human Resources Department. The Human Resources Department is authorized to respond to such inquiries. This restriction includes recommendations on social media sites.

Safety/Reporting of Injury

The District is committed to a safe work environment for employees. Employees should report any unsafe practices or conditions to their supervisor.

If employees are injured on the job, no matter how minor, they must immediately report this fact in writing to the Risk and Benefits Manager. Each work location should provide injured employees with the "First Report of Injury" form to complete.

If medical treatment for an on-the-job injury is needed, it must be obtained from one of the District's designated physicians. If not, the employee may be responsible for the cost of medical treatment.

Smoking/Tobacco Free

It is our objective to provide a smoke-free and tobacco free environment within our District. Smoking and the use of tobacco products, as well as Electronic Cigarettes is prohibited within all District campuses, to include parking areas. This restriction applies to all employees and visitors, at all times, including non-business hours.

Separation of Employment

We request that employees who wish to resign their positions notify the District of their anticipated departure date and go over the “check out” procedures at separation with their direct supervisor/administrator or the Human Resources Department.

Employees may be considered for re-employment provided they qualify for the position of interest and while they were employed with the District maintained satisfactory performance and attendance.

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ACKNOWLEDGMENT OF RECEIPT

I HAVE RECEIVED A COPY OF THE EMPLOYEE HANDBOOK DATED JULY 15, 2015. I UNDERSTAND THAT I AM TO BECOME FAMILIAR WITH ITS CONTENTS. FURTHER, I UNDERSTAND:

- UNLESS OTHERWISE SPECIFIED IN AN EMPLOYMENT CONTRACT, EMPLOYMENT WITH DISTRICT 49 IS AT-WILL. AT-WILL EMPLOYEES HAVE THE RIGHT TO END THE WORK RELATIONSHIP WITH THE DISTRICT, WITH OR WITHOUT ADVANCE NOTICE FOR ANY REASON. THE DISTRICT HAS THE SAME RIGHT.
- NO REPRESENTATIVE OF DISTRICT 49, OTHER THAN THE BOARD OF EDUCATION OR THE CHIEF EDUCATION OFFICER, HAS THE AUTHORITY TO ENTER INTO AN AGREEMENT OF EMPLOYMENT FOR ANY SPECIFIED PERIOD AND SUCH AGREEMENT MUST BE IN WRITING, SIGNED BY THE BOARD OF EDUCATION OR THE CHIEF EDUCATION OFFICER AND MYSELF.
- THE LANGUAGE USED IN THIS HANDBOOK AND ANY VERBAL STATEMENTS OF THE ADMINISTRATION ARE NOT INTENDED TO CONSTITUTE A CONTRACT OF EMPLOYMENT, EITHER EXPRESS OR IMPLIED, NOR ARE THEY A GUARANTEE OF EMPLOYMENT FOR A SPECIFIC DURATION.
- THE HANDBOOK IS NOT ALL INCLUSIVE, BUT IS INTENDED TO PROVIDE EMPLOYEES WITH A SUMMARY OF SOME OF THE DISTRICT'S POLICIES, PROCEDURES, AND GUIDELINES.
- THIS EDITION REPLACES ALL PREVIOUSLY ISSUED HANDBOOKS. THE NEED MAY ARISE TO CHANGE THE GUIDELINES DESCRIBED IN THE HANDBOOK, EXCEPT FOR THE AT-WILL NATURE OF EMPLOYMENT. THE DISTRICT THEREFORE RESERVES THE RIGHT TO INTERPRET THEM OR TO CHANGE THEM WITHOUT PRIOR NOTICE.

Employee Signature

Printed Name

Date



BOARD OF EDUCATION AGENDA ITEM 9.05

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Dr. Lou Fletcher, Coordinator of Cultural Capacity
TITLE OF AGENDA ITEM:	Student Handbook
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The student handbook outlines the rights and responsibilities of students in District 49. The DAAC Conduct and Discipline Subcommittee evaluated the previous code of conduct document and determined that the length and organization were not conducive to communicating district intent to parents and students. The new document is 50% shorter; therefore, it provides more precise guidance.

RATIONALE: It was apparent to the DAAC subcommittee that although parents signed the previous document, very few people ever read it. This document will not be signed mandatorily because it was determined that parents who did not sign the previous version had the false impression that it released them from district policy. Although there is a place to sign voluntarily, strict liability is the best practice to enforce all of the district's policies (e.g. Even if you don't know the speed limit, that lack of knowledge is not an excuse to avoid a ticket, likewise all district policies apply based on a student's registration status).

RELEVANT DATA AND EXPECTED OUTCOMES: This is a part of an ongoing DAAC Conduct and Discipline Subcommittee process, which made district policies more searchable on the website, created the present handbook, and pushed the AUA management authority down to the Building level. The process will develop a standard operation procedures manual for building staff in the upcoming school year to complete the initiative.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Highlights the district's respect for the rights and responsibilities of our students and community.
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	The best district would be intentional about establishing a framework for civility and respect.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	Students who understand the conduct expectations of the district, as well as how the district will respect their rights, will be positioned to become successful members of the school, community, and society.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: For information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: July 1, 2015

District 49 Rights and Responsibilities Handbook

Waypoints: The Cultural Path to Conduct, Civility, and Respect

2015-2016



School District 49, an equal opportunity employer, will not discriminate in employment or education programs or activities based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity expression (known or perceived), sex, handicap, nationality, citizenship, union membership, or limited English proficiency. This policy of non-discrimination extends to all other legally protected classification. Publication of this in this

document is in accordance with the state and federal laws including Colo. Rev. Stat. Ann. §§ 24-34-301, 24-34-406, Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973. Inquiries should be directed to the District Coordinator of Cultural Capacity, 10850 E. Woodmen Road, Peyton, Colorado, (719) 495-1011.

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Preamble To Waypoints

A waypoint is a physical reference used in navigation that marks routes for others to travel. In our lives we have used waypoints to get to the intended destination (e.g. “when you get to the red barn turn right”). Waypoints: The Cultural Path to Conduct, Civility, and Respect provides both rights and responsibilities as well as a policy-based code of conduct for District 49 that goes beyond a listing of “do’s and don’ts” to shape a district-wide culture of civility and respect.

As a public school system, District 49 is committed to preserving the rights of students to free and appropriate public education and further recognizes that rights also come with responsibilities. In support of the latter goal, District 49 recognizes that the rights of students, including rights to free expression, freedom of religion, and other civil liberties may be appropriately limited because the school is a special institution. For example, the school may place reasonable time, manner and place restrictions on the right of free expression to protect the unique educational mission of the school. If any student feels that their personal safety, civil liberties, or other rights are being violated, that student should immediately report the alleged violation to a teacher, administrator, or school resource officer. Students should not respond to personal violence by escalating the conflict, but should leave the location of the conflict immediately and report to a responsible adult.

Students, parents, guardians, caregivers, administrators, faculty, and staff should strive to know and follow the guidelines in Waypoints: The Cultural Path to Conduct, Civility, and Respect to ensure that their right to education and the educational rights of other students are respected and protected.

Student Rights and Responsibilities

The District's mission is to put all students on pathways to become knowledgeable citizens of the twenty-first century and empower them to meet the challenges of a rapidly changing world. This can only occur in an environment that contributes to a culture of civility and respect. Students have the right to a classroom environment that encourages learning. Students, teachers, administrators, parents, and guardians should work together to create professional relationships based trust and mutual respect.

Student rights

All students in Falcon District 49 have the following rights:

- **Students have the right of respect** from all teachers, administrators, and staff in District 49, regardless of the student's "race, creed, color, national origin, age, sex, disability, sexual orientation, gender identity, or any other protected classification".
- **Students have the right to expect certain practices of their teachers.** These include establishing clear lesson objectives and requirements through the use of the lesson plans, clearly stating grading scale and criteria, evaluating students fairly, holding timely parent-teacher conferences when issues arise, acknowledging positive student contributions to the class, and protecting students' academic freedom.
- **Students have the right to file grievances.** Grievances may concern inappropriate instructor conduct, incompetence in oral communication, punitive grading practices linked to behavior, failure to provide disability accommodations, grading appeals based on inequity of grading standards between students in the same class, and other such issues. Students should bring any grievances to the attention of the teacher, assistant principal, and/or the principal **as soon as possible. Only in extraordinary cases may a procedure involving a grievance begin more than six months after the incident.**

If you have a complaint about any other aspect of a course, such as the classroom environment, the instructor, the course's grading system, or class activities (including online and out-of-class assignments), please take the following steps:

1. Talk with your teacher about the situation.
2. If you do not feel comfortable approaching the teacher directly or if the problem continues, you should next talk to the assistant principal (AP), or principal if an AP is not available.
3. Again, if the problem is not resolved or if you are not comfortable talking to the assistant principal, then you may go to the principal, or the district's compliance officer if the problem continues and all means of relief have been exhausted at the school level.
4. The student, parent, or guardian may then file a formal grievance through the District's website by citing the district policy or tenet of this bill of rights that is being violated.
5. In attempting to resolve your complaint, the principal or district compliance officer as appropriate may convene a special committee to recommend appropriate action. The principal or district compliance officer will notify the aggrieved party of the outcome of the grievance via District e-mail.

Students with grievances involving **harassment and discrimination** may also contact the Coordinator of Cultural Capacity once all means of relief are exhausted at the school.

Students with complaints about **disability accommodation** should notify the Director of Individualized Education in addition to the offices listed above, and may be counseled to file a grievance with the Coordinator of Cultural Capacity if reasonable accommodation is in question. **If you have a concern about sexual harassment**, please immediately schedule an appointment with the Coordinator of Cultural Capacity to discuss District policy JBB and any other applicable state laws once all means for relief have been exhausted at the school level.

Student responsibilities

- All students are expected to abide by JICDA (Student Code of Conduct) and all other published district policies.
- All students are expected to demonstrate **engagement during class time**. Students who sleep in class or read non-class materials during class disrupt the course, as do students who engage in other non-class activities such as using a smart phone and working on an assignment for another class. This behavior disrupts the learning environment for all involved and compromises the learning process.
- The use of **abusive or disrespectful language** also damages the classroom environment. Inappropriate or disruptive classroom behavior by students is a violation of the District's policies. Teachers may take immediate restorative or disciplinary action with students who are physically or verbally abusive or disrespectful in a class, or they may refer the matter to the assistant principal or principal for mediation or adjudication if the behavior cannot be resolved within classroom environment.
- Students are responsible for **seeking help** from teachers and staff and for using the provided resources to meet grade level completion requirements.

District 49 Accountability Pledge

As a citizen of School District 49, I understand that I play a critical role in providing a safe and positive environment for all other citizens. I pledge to adopt the spirit of Waypoints: The Cultural Path to Conduct, Civility, and Respect, to honor others and myself, and to treat everyone in my school community with fairness and consideration. I commit to celebrate learning. I commit to support teaching and learning by creating and maintaining a safe, orderly, and engaging environment. I commit to promote respectful two-way communication with all school and community members. I pledge to apply Waypoints: The Cultural Path to Conduct, Civility, and Respect in a fair and consistent manner.

Signature: _____

JICDA Code of Conduct

Title	Code of Conduct
Designation	JICDA
Office/Custodian	Education/Coordinator of Cultural Capacity

In accordance with applicable law and Board policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student who engages in one or more of the following specific activities while in school buildings, on school grounds, in school vehicles, or during a school-sponsored or district-sponsored activity or event and off district property when the conduct has nexus to school or any district curricular or non-curricular event.

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the school program or incite violence.
7. Engaging in “hazing” activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the district’s policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or building regulations.
11. Violation of the district's policy on weapons in the schools. Expulsion shall be mandatory for using or possessing a firearm in accordance with state law.
12. Violation of the Board’s policy on student conduct involving drugs and alcohol.
13. Violation of the Board’s violent and aggressive behavior policy.
14. Violation of the Board’s tobacco-free schools policy.
15. Violation of the Board’s policies prohibiting sexual or other harassment.
16. Violation of the Board’s policy on nondiscrimination.
17. Violation of the Board’s dress code policy.
18. Violation of the Board’s policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury

or damage to property.

20. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement to the district.
24. Behavior on or off school property that is detrimental to the welfare, safety, or morals of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority, including refusal to obey a member of the district staff.

This is not an all-inclusive list of things that a student can be suspended or expelled for.

- ☐ Adopted: May 19, 1994
- ☐ Revised: August 3, 1998
- ☐ Revised: September 3, 1998
- ☐ Revised: September 2, 1999
- ☐ Revised: August 14, 2003 (emergency)
- ☐ Revised: September 4, 2003
- ☐ Revised: July 8, 2010
- ☐ Revised: July 21, 2011
- ☐ Revised: July 27, 2012
- ☐ Revised: September 12, 2013

LEGAL REFS:

- ☐ C.R.S. 18-3-202 *et seq.* (offenses against person)
- ☐ C.R.S. 18-4-301 *et seq.* (offenses against property)
- ☐ C.R.S. 18-9-124 (2)(a) (prohibition of hazing)
- ☐ C.R.S. 22-12-105 (3) (authority to suspend or expel for false accusations)
- ☐ C.R.S. 22-32-109.1(2)(a)(I) (duty to adopt policies on student conduct, safety and welfare)
- ☐ C.R.S. 22-32-109.1(2)(a)(I) (policy required as part of safe schools plan)
- ☐ C.R.S. 22-32-109.1(9) immunity provisions in safe schools law)
- ☐ C.R.S. 22-33-106 (1)(a-g) (grounds for suspension, expulsion, denial of admission)

CROSS REFS:

- ☐ AC, Nondiscrimination/Equal Opportunity
- ☐ ADC, Tobacco-Free Schools
- ☐ ADD, Safe Schools
- ☐ ECAC, Vandalism
- ☐ GBGB, Staff Personal Security and Safety
- ☐ JBB*, Sexual Harassment
- ☐ JIC, Student Conduct, and subcodes

- ☐ JICC, Student Conduct on School Buses
- ☐ JICDD*, Violent and Aggressive Behavior
- ☐ JICDE*, Bullying Prevention and Education
- ☐ JICF, Secret Societies/Gang Activity
- ☐ JICH, Drug and Alcohol Use by Students
- ☐ JICI, Weapons in School
- ☐ JK, Student Discipline, and subcodes
- ☐ JKD/JKE, Suspension/Expulsion of Students

NOTE: All Board policies with codes containing the letter "JIC" and "JK" are considered part of the legally mandated code of conduct and discipline.

AC - Nondiscrimination/Equal Opportunity

Title	Nondiscrimination/Equal Opportunity
Designation	AC
Office/Custodian	Education/Coordinator of Cultural Capacity

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

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

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

Promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretation.

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

Annual Notice

The District shall issue a written notice prior to the beginning of each school year that advises students, parents, employees and the general public that the educational programs, activities and

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

The notice shall appear on a continuing basis in all District media containing general information, including: teachers' guides, school publications, the District's website, recruitment materials, application forms, vacancy announcements, student handbooks, school program notices, summer program newsletters and annual letters to parents.

Harassment is prohibited

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

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

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

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

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

Reporting unlawful discrimination and harassment

Any student who believes he or she has been a victim of unlawful discrimination or harassment as defined in Board policy, or who has witnessed such unlawful discrimination or harassment, shall

immediately report it to an administrator, counselor, teacher or the District's compliance officer and file a complaint as set forth in the regulation which accompanies this policy.

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

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

District action

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

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

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

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

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

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

Notice and training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy to all District schools and departments. The policy and complaint process shall be referenced in student and employee

handbooks and otherwise available to all students, staff and members of the public through electronic or hard-copy distribution.

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

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

The District's designated compliance officer is:

Dr. Louis Fletcher, Coordinator for Cultural Capacity
10850 E. Woodmen Road
Falcon, CO 80831
719-495-1105

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: May 1994
- Revised: August 13, 1998
- Revised: April 28, 2008
- Revised: August 12, 2010
- Revised: June 27, 2012
- Revised: May 8, 2014
- Revised: September 11, 2014

LEGAL REFS:

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

- C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)
- C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)

CROSS REFS:

- GBA, Open Hiring/Equal Employment Opportunity and Affirmative Action
- GBAA, Sexual Harassment
- JB, Equal Educational Opportunities
- JBB, Sexual Harassment

ADC/GBED/JICG - Tobacco Free Schools

Title	Tobacco-Free Schools
Designation	ADC/GBED/JICG
Office/Custodian	Education/Director of Safety and Security

Tobacco smoke in the school and work environment is not conducive to good health. As an educational organization, a school district should provide both effective educational programs and a positive example to students concerning the use of tobacco.

To promote the general health, welfare, and well being of students and staff, smoking, chewing, or any other use of any tobacco products by staff, students, and members of the public is prohibited on all District property.

Possession of any tobacco product by students is prohibited on District property. For purposes of this policy, the following definitions apply:

1. "School property" means all property owned, leased, rented, or otherwise used or contracted for by a school including but not limited to the following:
 - a. All indoor facilities and interior portions of any building or other structure used for children under the age of eighteen (18) for instruction, educational or library services, routine health care, daycare or early childhood development services, as well as for administration, support services, maintenance, or storage.
 - b. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas, and parking areas.
 - c. All vehicles used by the district for transporting students, staff, visitors, or other persons.
 - d. At a school sanctioned activity or event.
2. "Tobacco product" means:
 - a. Any product or facsimile thereof that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual, including but not limited to cigarettes, cigars, pipe tobacco, snuff and chewing tobacco; and
 - b. Any electronic device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo or pipe.
 - c. "Tobacco product" does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product and is prescribed for the person using it.
3. "Use" means lighting, chewing, smoking, ingesting or application of any tobacco product.

Signs will be posted in prominent places on all District property to notify the public that smoking or

other use of tobacco products is prohibited in accordance with state law and District policy. This policy will be published in all employee and student handbooks, posted on bulletin boards, and announced in staff meetings.

Any member of the general public considered by the Chief Education Officer or designee to be in violation of this policy will be instructed to leave District property. Employees found to be in violation of this policy will be subject to appropriate disciplinary action.

Disciplinary measures for students who violate this policy will include in-house detention, revocation of privileges, and exclusion from extracurricular activities. Repeated violations may result in suspension from school. In accordance with state law, no student will be expelled solely for tobacco use.

Exemptions

Pursuant to state law, no exemption shall be granted pursuant to this policy. Any previously granted exemption shall be invalid after July 1, 1999.

- ☐ Revised: March 20, 1986
- ☐ Revised: August 4, 1994
- ☐ Revised: August 13, 1998
- ☐ Reviewed: August 10, 2000
- ☐ Reviewed: January 11, 2001
- ☐ Revised: July 10, 2003
- ☐ Revised: July 8, 2010
- ☐ Revised: May 12, 2011
- ☐ Revised: July 27, 2012
- ☐ Revised: October 10, 2013

LEGAL REFS:

- ☐ 20 U.S.C. 7181 *et seq.* (Pro-Children Act of 2001 contained in No Child Left Behind Act of 2001 prohibits smoking in any indoor facility used to provide educational services to children.)
- ☐ C.R.S. 18-13-121 (furnishing tobacco products to minors)
- ☐ C.R.S. 22-32-109 (1)(bb) (policy required prohibiting tobacco use on school grounds)
- ☐ C.R.S. 22-32-109.1 (2)(a)(I)(H) (Policy required as part of safe schools plan.)
- ☐ C.R.S. 25-14-103.5 (tobacco use prohibited on school property)
- ☐ C.R.S. 25-14-301 (Teen Tobacco Use Prevention Act)
- ☐ 6 CCR 1010-6, Rule 5-306

CROSS REFS:

- ☐ IHAMA, Teaching about Drugs, Alcohol and Tobacco
- ☐ KFA, Public Conduct on School Property

ADD - Safe Schools

Title	Safe Schools
Designation	ADD
Office/Custodian	Education/Director of Safety and Security

The Board of Education recognizes that effective learning and teaching take place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. To that end, the Board directs the Chief Education Officer, following regular review of relevant data and consultation with the District Accountability Committee, School Accountability Committees, parents, teachers, administrators, students, and when appropriate, school psychologist and members of the community including victims advocacy organizations and local law enforcement, to develop and maintain a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aim to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each District building.
11. Procedures to provide for regular communications between District officials, law enforcement officers, fire department officials, city and county officials, and local medical personnel to discuss crisis prevention and management strategies including involvement by these parties in the development and revision of crisis prevention and management plans.
12. Training programs for staff and students in safety precautions and procedures related to fire prevention; natural disaster response; accident prevention; public health; traffic, bicycle, and pedestrian safety; environmental hazards; civil defense; classroom and occupational safety; and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement.

· Adopted: August 10, 2000

- Revised: October 6, 2005
- Revised: April 28, 2010
- Revised: May 12, 2011
- Revised: July 21, 2011
- 1 · Revised: July 27, 2012
- 2 · Revised: April 10, 2014

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LEGAL REFS:

- 5 · C.R.S. 9-1-101 through 9-1-106 (construction requirements, fire escapes, etc.)
- 6 · C.R.S. 22-3-101 through 22-3-104 (eye protection devices)
- 7 · C.R.S. 22-32-109.1 (2) (safe schools plan)
- 8 · C.R.S. 22-32-109.1 (2))b) (detailing information required in annual principal reports on the learning environment)
- 9 · C.R.S. 22-32-110 (1)(k)
- 10 · C.R.S. 22-32-124 (2), (3) (building inspections)
- 11 · C.R.S. 24-10-106.5 (duty of care)

CROSS REFS:

- 12 · ECA/ECAB, Security/ Access to Buildings
- 13 · GBGAA. Staff Training in Crisis Prevention and Management
- 14 · KDE, Crisis Management
- 15 · KI, Visitors to School

ECAC Vandalism

Title	Vandalism
Designation	ECAC
Office/Custodian	Education/Director of Safety and Security

Vandalism is defined as the malicious defacement or destruction of private or public property. This includes the knowing and unauthorized use, alteration, damage, or destruction of any computer, computer system, software, program or computerized data.

It is the intent of the Board of Education to seek damages, as permitted by law, from students who vandalize school property and/or the students' parents or guardians.

The school system's buildings and grounds are built and maintained with taxes levied on the community's taxpayers, and all damage caused must be paid for in the same way. Therefore, every citizen of the district, students, and members of the police department are urged by the Board to cooperate in reporting any incidents of vandalism to property belonging to the district and the name of the person or persons believed to be responsible. Each employee of the district shall report to the principal of the school every incident of vandalism known to him and, if known, the names of those responsible. The Principal or designee shall report the incident to the Facilities Department at the Education Service Center..

The Chief Education Officer, Chief Business Officer, Chief Operations Officer, Zone Innovation Leaders, the Principal, or their approved designees are authorized to sign a criminal complaint against persons suspected of vandalism against district property.

Students who willfully or maliciously destroy district property through vandalism or arson or who create a hazard to the safety of other people on district property may be referred to law enforcement authorities students who are caught vandalizing district property may be suspended and/or expelled.

- ☐ Adopted: November 3, 1977
- ☐ Revised: March 4, 1999
- ☐ Revised: July 12, 2001
- ☐ Revised: May 13, 2010
- ☐ Revised: June 30, 2011
- ☐ Revised: January 10, 2013

LEGAL REFS:

- ☐ C.R.S. 13-21-107
- ☐ C.R.S. 19-3-113
- ☐ C.R.S. 19-3-117

CROSS REFS:

- ☐ GBGB, Staff Personal Security and Safety
- ☐ JKD/JKE, Suspension/Expulsion of Students

GBGB Staff Personal Security and Safety

Title	Staff Personal Security and Safety
Designation	GBGB
Office/Custodian	Education/Director of Human Resources and Director of Safety & Security

Offense against school employees

The following procedures shall be followed in instances of assault, disorderly conduct, harassment, knowingly false allegation of child abuse, or any alleged offense under the “Colorado Criminal Code” by a student directed towards a teacher or school employee.

These same procedures shall be followed in instances of damage by a student to the personal property of a teacher or school employee occurring on District premises.

1. The teacher or employee shall file a written complaint with the building principal, Innovation Zone Leader, Chief Education Officer, and the Board of Education.
2. The principal, after receipt both of the complaint and adequate proof of the charges, shall suspend the student for three days in accordance with established procedures.
3. The Chief Education Officer or designee shall initiate procedures for the further suspension or expulsion of the student when injury or property damage has occurred.
4. The Chief Education Officer or designee shall report the incident to the district attorney or the appropriate local law enforcement agency or officer who shall then investigate the incident to determine the appropriateness of filing criminal charges or initiating delinquency proceedings.
5. A copy of this policy shall be distributed to each student through the Student Conduct and Discipline Code and posted in each building.

Communication of disciplinary information to teachers/counselors

The principal or designee shall communicate the discipline information above concerning any student enrolled in the district to all employees who have direct contact with that student. Any employee who is assigned a student with known serious behavior problems will be informed of the student’s behavior record. Any school employee who is provided this information shall maintain its confidentiality and shall not communicate it to any other person.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised to conform with practice: date of manual revision
- Revised: May 19, 1994
- Revised: July 12, 2001
- Revised: March 12, 2009
- Revised: June 30, 2011

LEGAL REFS:

- C.R.S. 22-32-109.1 (3) (policy regarding offenses against school employees required as part of safe schools plan)
- C.R.S. 22-32-109.1 (9) (immunity provisions in safe schools law)
- C.R.S. 22-32-126 (5)(a) (communication of disciplinary information)

CROSS REFS:

- ECAC, Vandalism
- JK, Student Discipline
- JKD/JKE, Suspension/Expulsion of Students

JBB Sexual Harassment

Title	Sexual Harassment
Designation	JBB
Office/Custodian	Education/Director of Human Resources and Coordinator of Cultural Capacity

District 49's commitment

The District is committed to a learning environment that is free from sexual harassment. It shall be a violation of policy for any member of the District staff to harass students or for students to harass other students through conduct or communications (verbal, written, social media, or other electronic means) of a sexual nature or to retaliate against anyone that reports sexual harassment or participates in a harassment investigation.

The District shall investigate all indications, informal reports and formal grievances of sexual harassment by students, staff or third parties and appropriate corrective action shall be taken. Corrective action includes taking all reasonable steps to end harassment, to make the harassed student whole by restoring lost educational opportunities, to prevent harassment from recurring and to prevent retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

Sexual harassment prohibited

Unwelcome sexual advances, requests for sexual favors, or other verbal, non-verbal, physical conduct, or social media use of a sexual nature may constitute sexual harassment, even if the harasser and the student being harassed are the same gender identity and whether or not the student resists or submits to the harasser, when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's participation in an education program or activity.
2. Submission to or rejection of such conduct by a student is used as the basis for education decisions affecting the student.
3. Such conduct is sufficiently severe, persistent or pervasive such that it limits a student's ability to participate in or benefit from an education program or activity or it creates a hostile or abusive educational environment. For a one-time incident to rise to the level of harassment, it must be severe.

Any conduct of a sexual nature directed by a student toward a staff member or by a staff member to a student is presumed to be unwelcome and shall constitute sexual harassment.

Acts of verbal or physical aggression, intimidation or hostility based on sex, but not involving conduct of a sexual nature may also constitute sexual harassment and/or sexual discrimination.

Utilization of social media to post, transmit, or otherwise electronically distribute images, descriptions, or allegations of a sexual nature, whether the subject and sender consent, may constitute

sexual harassment.

Possession of portable devices (smartphones, tablet computers, laptop computers, etc.) that contain downloaded, texted, emailed, messaged or chatted versions of the aforementioned images, descriptions, or allegations of a sexual nature, may constitute sexual harassment.

Sexual harassment as defined above may include but is not limited to:

1. Sex-oriented verbal "kidding," abuse, or harassment,
2. Pressure for sexual activity,
3. Repeated remarks to a person with sexual implications
4. Unwelcome touching, such as patting, pinching, or brushing against the body of another,
5. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades or similar personal concerns,
6. Using social media or other electronic means to distribute images or stories of a sexual nature,
7. Sexual violence.

Reporting, investigation, and sanctions

Students are encouraged to report all incidences of sexual harassment to a teacher, counselor or administrator in their school building and file a complaint, through the District's compliance process, referencing policy AC and regulation AC-R for substantive support. All reports and indications from students, District employees and third parties shall be forwarded to the compliance officer.

All matters involving sexual harassment reports shall remain confidential to the extent possible as long as doing so does not preclude the district from responding effectively to the harassment or preventing future harassment. Filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect grades.

In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred shall be investigated.

Any student found to have engaged in sexual harassment shall be subject to a range of accountability process outcomes, including, but not limited to, being placed on a disruptive behavior plan, suspension, expulsion, and/or participation in a restorative activity, subject to applicable procedural requirements in accordance with applicable law. Conduct of a sexual nature directed toward students shall, in appropriate circumstances, be reported as child abuse; reference policy JLF, for investigation by appropriate authorities in conformity with applicable law and Board policy.

Notice and training

Notice of this policy shall be circulated to all District schools and departments and incorporated in all building student handbooks.

All students and District employees shall receive periodic training related to recognizing and preventing sexual harassment. District employees shall receive additional periodic training related

to handling reports of sexual harassment.

- Adopted: May 16, 1996
- Revised: August 13, 1998
- Reviewed: August 10, 2000
- Revised: July 8, 2010
- July 9, 2015

LEGAL REFS:

- 20 U.S.C. §1681 et seq. (*Title IX of the Education Amendments of 1972*)
- 42 U.S.C. §2000e et seq. (*Title VII of the Civil Rights Act of 1964*)
- C.R.S. [24-34-301](#) et seq. (*Colorado Civil Rights Division procedures*)

CROSS REFS:

- [AC](#), Nondiscrimination/Equal Opportunity
- AC-R, Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)
- AC-E-1, Nondiscrimination/Equal Opportunity (Sample Notice)
- [JLF](#), Reporting Child Abuse/Child Protection

JLF-R, Reporting Child Abuse/Child Protection

JIC Student Conduct

Title	Student Conduct
Designation	JIC
Office/Custodian	Education/Coordinator of Cultural Capacity

It is the intention of the Board of Education that the District schools help students achieve maximum development of individual knowledge, skills, and competence and that they learn behavior patterns which will enable them to be responsible, contributing members of society.

The Board in accordance with applicable law has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly, and consistently for all students.

All Board-adopted policies and Board-approved regulations containing the letters "JIC" in the file name constitute the conduct section of the legally-required code.

The Board shall consult with parents/guardians, students, teachers, administrators, and other community members in the development and review of the conduct and discipline code.

The conduct and discipline code shall be provided to each student upon enrollment in elementary, middle, and high school. The Chief Education Officer/Innovation Leaders shall take reasonable measures are taken to ensure each student is familiar with the code. Copies shall be posted or kept on file in each school of the District and posted on the District web site. In addition, any significant change in the code shall be provided to students and posted in each school.

In all instances, students shall be expected to conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the Board in all District employees, the educational purpose underlying all school activities, the widely shared use of district property, and the rights and welfare of other students and staff. All employees of the District shall be expected to share the responsibility for supervising the behavior of students and for seeing that they abide by the conduct and discipline code.

- Adopted: May 19, 1994
- Revised: August 10, 2000
- Revised: August 12, 2010
- Revised: October 27, 2011
- Revised: July 27, 2012
- Revised: September 12, 2013

LEGAL REFS:

- 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:

- GBGB, Staff Personal Security and Safety JIC subcodes (all pertain to student conduct)
- JK, Student Discipline, and subcodes

JICC/EEAEC Student Conduct on Buses

Title	Student Conduct on Buses
Designation	EEAEC/JICC
Office/Custodian	Operations/Director of Transportation

The privilege of riding a school bus is contingent upon paying a fee. Students are also required to exhibit good behavior and observance of the student code of conduct and established regulations at bus stops and on board buses.

The driver of a school bus shall be responsible for the safety of the students on the bus, both during the ride and while students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the Director of Transportation or designee and the principal of the school involved if any student persists in violating the established rules of conduct. Students are required to pay the fee while suspended from the bus.

After due warning has been given to the student and to parents/guardians, the bus driver may withhold from the student the privilege of riding the school bus. All efforts will be made to work with the Transportation Student Management Liaison and the school. The student may also be denied admission to school, suspended, or expelled in accordance with established policies including discipline of habitually disruptive students for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

- ☐ Adopted: May 17, 1984
- ☐ Revised: October 12, 1989
- ☐ Revised to conform with practice: date of manual revision
- ☐ Revised: May 19, 1994
- ☐ Revised: March 4, 1999
- ☐ Revised: August 10, 2000
- ☐ Revised: September 7, 2000
- ☐ Revised: May 13, 2010
- ☐ Revised: Temporary Revision: August 11, 2011
- ☐ Revised: August 24, 2011

LEGAL REFS:

- ☐ C.R.S. 22-32-109.1 (a)(I)(b) (*discipline code to address conduct on school vehicles*)
- ☐ C.R.S. 42-1-102 (88.5) (*definition of school vehicle which includes a school bus*)

CROSS REF:

- ☐ JIC, Student Conduct, and subcodes
- ☐ JK, Student Discipline, and subcodes

JICDD Violent and Aggressive Behavior

Title	Violent and Aggressive Behavior
Designation	JICDD
Office/Custodian	Education/Coordinator of Cultural Capacity

The Board of Education recognizes there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the district are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall result in immediate action taken by the district.

As appropriate and in accordance with applicable law, students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall be subject to appropriate disciplinary action including suspension, expulsion and/or referral to law enforcement authorities. At the district's discretion and when appropriate, the student may receive appropriate intervention designed to address the problem behavior.

Students shall be taught to recognize the warning signs of violent and aggressive behavior and shall report questionable behavior or potentially violent situations to appropriate school officials. All reports shall be taken seriously.

Acts of violence and aggression shall be well documented and communicated by the staff to the building principal and the district administration when appropriate. The immediate involvement of the student's parents/guardians is also essential.

An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury, or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and a probability of harm or injury.

The following behaviors are defined as violent and aggressive:

1. Possession, threat with, or use of a dangerous weapon as described in the Board's weapons policy.
2. Physical assault. The act of striking or touching a person or a person's property with a part of the body or with any object with the intent of causing hurt or harm.
3. Verbal abuse. Includes, but is not limited to, swearing, screaming, obscene gestures, or threats directed, orally (including by telephone) or in writing, at an individual, his or her family, or a group.
4. Intimidation. An act intended to frighten or coerce someone into submission or obedience.
5. Extortion. The use of verbal or physical coercion in order to obtain financial or material gain from others.
6. Bullying. As described in the Board's policy on bullying prevention and education.
7. Gang activity as described in the Board's secret societies/gang activity policy.
8. Sexual harassment or other forms of harassment as described in the Board's sexual harassment policy and nondiscrimination policy.
9. Stalking. The persistent following, contacting, watching, or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.

10. Defiance. A serious act or instance of defying or opposing legitimate authority.
11. Discriminatory slurs. Insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's race, sex, sexual orientation, religion, national origin, disability or need for special education services.
12. Vandalism. Damaging or defacing property owned by or in the rightful possession of another.
13. Terrorism. A threat to commit violence communicated with the intent to terrorize, or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.

- Adopted: July 12, 2001
- Revised: April 28, 2010
- Revised: July 21, 2011
- Revised: September 12, 2013

LEGAL REFS:

- C.R.S. 22-32-109.1 (1)(b) (definition of bullying)

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- JBB*, Sexual Harassment
- JICDA, Code of Conduct
- JICDE, Bullying Prevention and Education
- JICF, Secret Societies/ Gang Activity
- JICI, Weapons in School

JICDE Bullying Prevention and Behavior

Title	Bullying Prevention and Behavior
Designation	JICDE
Office/Custodian	Education/Coordinator of Cultural Capacity

The Board of Education supports a secure school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law including disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Bullying is prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student, who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related Board policies and procedures.

The Chief Education Officer/Innovation Leaders or designee shall develop a comprehensive program to address bullying at all school levels. The program shall be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff and students in taking pro-active steps to prevent bullying from occurring.
3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.

4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents and community members in order to help maintain a bully-free environment.
6. To support victims of bullying by means of individual and peer counseling.
7. To help develop support networks, social skills, and confidence for all students.
8. To recognize and praise positive, supportive behaviors of students toward one another on a regular basis.

- Adopted: January 10, 2002
- Revised: April 28, 2010
- Revised: June 30, 2011
- Revised: July 21, 2011

LEGAL REF:

- C.R.S. 22-32-109.1(2)(a)(I)(K) (*policy required as part of safe schools plan*)

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- ACE, Nondiscrimination on the Basis of Disability JB, Equal Educational Opportunities
- JBA, Nondiscrimination on the Basis of Sex JBB*, Sexual Harassment
- JICDA, Code of Conduct
- JICDD*, Violent and Aggressive Behavior
- JICJ, Student Use of Electronic Communication Devices
- JK, Student Discipline

JICF Secret Societies/Gang Activity

Title	Secret Societies/Gang Activity
Designation	JICF
Office/Custodian	Education/Director of Safety and Security

The Board of Education desires to keep district schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence, or disruptive behavior. The principal or designee shall maintain continual, visible supervision of school premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

The Chief Education Officer or designee shall establish open lines of communication with local law enforcement authorities so as to share information and provide mutual support in this effort. The Chief Education Officer or designee shall provide inservice training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources which may help students.

Gang symbols

The Board prohibits the presence on school premises, in school vehicles and at school-related activities of any apparel, jewelry, accessory, notebook or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in gangs which advocate drug use, violence, or disruptive behavior. This policy shall be applied at the principal's discretion after consultation with the Chief Education Officer or designee as the need for it arises at individual school sites.

Prevention education

The Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Early intervention is a key component of efforts to break the cycle of gang membership. Therefore, gang violence prevention education in the schools shall start with students in elementary school.

- ☐ Adopted: May 19, 1994
- ☐ Revised: September 2, 1999
- ☐ Reviewed: August 10, 2000
- ☐ Reviewed: March 24, 2010
- ☐ Revised: June 30, 2011

LEGAL REFS:

- ☐ C.R.S. 22-1-120 (8) (*rights of free expression for public school students*)
- ☐ C.R.S. 22-32-109.1 (2)(a)(I)(F) (*policy required as part of safe schools plan*)

CROSS REF:

- ☐ IHACA, Law-Related Education
- ☐ JICA, Student Dress Code

JICH Drug and Alcohol Use by Students

Title	Drug and Alcohol Involvement by Students
Designation	JICH
Office/Custodian	Education/Director of Safety and Security

Falcon School District #49 shall promote a healthy environment for students by providing education, support, and decision-making skills in regard to alcohol, drugs, and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parents/guardians, community, and its agencies.

It shall be a violation of Board of Education policy and considered to be behavior which is detrimental to the welfare or safety of themselves, other students, or school personnel for any student to possess, use, sell, distribute, or procure or to be under the influence of alcohol, drugs, or other controlled substances. The unlawful possession or use of alcohol or controlled substances is wrong and harmful to students. Students violating this policy shall be subject to disciplinary action.

For purposes of this policy, controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, any another controlled substances as defined in law, or any prescription or nonprescription drug, medicine, vitamin, or other chemical substances not taken in accordance with the Board policy and regulations on administering medicines to students.

This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

This policy shall apply to any student who is on school property, in attendance at school, in a school vehicle, or taking part in any-school sponsored or sanctioned activity or whose conduct at any time or place interferes with the operations of the district or the potential safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case. When appropriate, parents shall be involved and every effort made to direct the substance abuser to sources of help.

The Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations, parents, and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents/guardians and students with information concerning education and rehabilitation programs that are available.

Information provided to students and/or parents about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

Drug and Steroid Use in Athletics

No student athlete shall use or distribute alcohol, drugs, or tobacco products while eligible to participate in athletics. This policy shall be in effect when a student athlete begins participation and shall remain in force for the duration of an athlete's competitive time in the District. The penalties for violation of this policy shall be established and shall be in addition to any penalties imposed for violation of District-wide Board policies regarding use of drugs, alcohol or tobacco.

The District shall provide all students/ and parents/guardians a copy of this policy and its accompanying procedures on an annual basis in the Student Conduct and Discipline Code Book. The Student Conduct and Discipline Code Book is also available on the District web site, www.d49.org. Books will be distributed at the beginning of each school year.

- ☐ Adopted: January 23, 1986
- ☐ Revised: May 19, 1994
- ☐ Revised: August 10, 2000
- ☐ Revised: July 26, 2005
- ☐ Reviewed: March 24, 2010
- ☐ Revised: July 8, 2010
- ☐ Revised: July 27, 2012
- ☐ Revised: September 12, 2013

LEGAL REFS:

- ☐ 20 U.S.C. §7101 et seq. (Safe & Drug-Free Schools and Communities Act of 1994)
- ☐ 21 U.S.C. 812 (definition of "controlled substance")
- ☐ C.R.S. 18-18-407 (2) (crime to sell, distribute or possess controlled substance on or near school grounds or school vehicles)
- ☐ C.R.S. 22-1-110 (instruction related to alcohol and drugs)
- ☐ C.R.S. 22-32-109.1 (2)(a)(I)(G) (policy required as part of safe schools plan)
- ☐ C.R.S. 22-33-106 (1)(d) (suspension or expulsion discretionary for the sale of a drug or controlled substance)
- ☐ C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)

- ☐ C.R.S. 25-14-103.5 (boards of education must adopt policies prohibiting use of retail marijuana on school property)

CROSS REFS:

- ☐ IHAMA, Teaching about Drugs, Alcohol and Tobacco
- ☐ JIH, Student Interrogations, Searches, and Arrests
- ☐ JK-2, Discipline of Students with Disabilities
- ☐ JKD/JKE, Suspension/Expulsion of Students
- ☐ JLCD, Administering Medicines to Students

JICI Weapons in School

Title	Weapons in Schools
Designation	JICI
Office/Custodian	Education/Director of Safety and Security

The Board of Education determines that student possession use and/or threat of use of a weapon is detrimental to the welfare and safety of the students and school personnel within the district.

Dangerous weapons

Using, possessing or threatening to use a dangerous weapon on district property, when being transported in vehicles dispatched by the district or one of its schools during any school sponsored or district sponsored activity or event and off district property when the conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or the district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

As used in this policy, “dangerous weapon” means:

- a. A firearm,
- b. Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air
- c. A fixed-blade knife with a blade that exceeds three inches in length or a spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length
- d. Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury including, but not limited to slingshot, bludgeon, brass knuckles, or artificial knuckles of any kind

Students who use, possess or threaten to use a dangerous weapon in violation of this policy shall be subject to disciplinary action, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school in violation of this policy. The Chief Education Officer or designee may modify the length of this federal requirement for expulsion on a case-by-case basis.

Firearm facsimiles

Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on district property, when being transported in vehicles dispatched by the district or one of its schools during a school sponsored or district sponsored activity or event, and off district property when such conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or district is prohibited. Students who violate this policy provision may be subject to disciplinary action including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

A student may seek prior authorization from the building principal to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on District property for purposes of a school-related activity. A student's failure to obtain such prior authorization is a violation of this policy and may result in disciplinary action, including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions. The principal's decision to deny or permit a student to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property shall be final.

School administrators shall consider violations of this policy provision on a case by case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

Local restrictions

The Board determines that extra precautions are important and necessary to provide for student safety. Therefore, using, possessing or threatening to use any knife, regardless of the length of the blade, in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity without express authorization of the school or school district is prohibited. Students who violate this policy provision shall be subject to disciplinary proceedings, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Recordkeeping

The district shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled, and the types of weapons involved, as required by law.

Referral to law enforcement

In accordance with applicable law, school personnel shall refer any student who brings a firearm or weapon to school without authorization of the school or the district to law enforcement.

- Adopted: May 19, 1994
- Revised: April 20, 1995
- Revised: July 20, 1995
- Revised: September 2, 1999
- Reviewed: August 10, 2000
- Revised: July 8, 2010
- Revised: June 30, 2011
- Revised: July 27, 2012
- Revised: September 12, 2013

LEGAL REF:

- 18 U.S.C. §921 (a)(3) (*federal definition of "firearm"*)
- 20 U.S.C. §8921 *et seq.* (*Gun-free Schools Act*)
- 20 U.S.C. §7151 (h) (*requiring schools to have policies requiring referral to law enforcement*)

- C.R.S. 22-32-109.1 (2)(a)(I)(G) (*policy required as part of safe schools plan*)
- C.R.S. 22-33-102 (4) (*definition of dangerous weapon*)
- C.R.S. 22-33-106 (1) (*grounds for suspension, expulsion, and denial of admission*)
- C.R.S. 22-33-106 (1)(f) (*must adopt policy regarding firearm facsimiles*)

CROSS REF:

- JK-2, Discipline of Students with Disabilities
- JKD/JKE, Suspension/Expulsion of Students
- KFA, Public Conduct on School Property

NOTE: As a condition of receiving federal funds the school district is required to expel for one calendar year student who bring firearms to school. The district is required to include a description of the circumstances surrounding these expulsions, the name of the school concerned, the number of students expelled and the types of weapons.

The language allowing the Chief Education Officer Superintendent to modify the length of expulsion on a case-by-case basis is intended to permit the district to discipline students with disabilities and maintain eligibility for federal financial assistance. It is important to note that federal law requires that educational services must continue although they may be provided in another setting for students with disabilities who are properly expelled.

JK Student Discipline

Title	Student Discipline
Designation	JK
Office/Custodian	Education/EXCEL Dean

The Board of Education believes that effective student discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior.

All policies and procedures for handling general and major student discipline problems shall be designed to achieve this broad objective. Disorderly students shall be dealt with in a manner which allows other students to learn in an atmosphere which is safe, conducive to the learning process, and free from unnecessary disruptions.

The Board in accordance with applicable law has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable, and may result in disciplinary action. The code shall be enforced uniformly, fairly and consistently for all students.

All Board-adopted policies and Board-approved regulations containing the letters “JK” in the file name constitute the discipline section of the legally-required code.

The Board shall consult with administrators, teachers, parents, students and other members of the community in the development and review of the conduct and discipline code.

Immunity for enforcement of discipline code

An act of a teacher or other employee shall not be considered child abuse if the act was performed in good faith and in compliance with Board policy and procedures.

A teacher or any other person acting in good faith and in compliance with the discipline code adopted by the Board may be immune from civil liability unless the person is acting willfully or wantonly.

Remedial discipline plans

The principal may develop a remedial discipline plan for any student who causes a material and substantial disruption in the classroom, on school grounds, in a school vehicle, or at a school activity or event. The goal of the remedial plan shall be to address the student's disruptive behavior and educational needs while keeping the child in school.

Discipline of habitually disruptive students

Students who caused a material and substantial disruption in the classroom, on school grounds, in a school vehicle, or at a school activity or sanctioned events three or more times during the course of a school year may be declared habitually disruptive students. Any student enrolled in the district's schools may be subject to being declared a habitually disruptive student. Declaration as a habitually

disruptive student shall result in the student's suspension and/or expulsion in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Discipline of special education students

Appropriate discipline for special education students shall be in accordance with the student's individual education plan (IEP), any behavior intervention plan, and policy JK-2, Discipline of Students with Disabilities. In order to comply with all state and federal laws, the special education director shall be contacted prior to the use of any disciplinary measure which is not authorized by the student's IEP or behavior intervention plan.

Distribution of conduct and discipline code

The Innovation Leaders shall arrange to have a copy of the conduct and discipline code provided once to each student in elementary, middle, and high school and once to each new student in the District. The Innovation Leaders shall take reasonable measures to ensure each student is familiar with the code. Copies shall be posted in each school of the District. In addition, any significant change in the code shall be provided to each student and posted in each school.

- Adopted: date of manual adoption
- Revised: August 16, 1984
- Revised: May 19, 1994
- Revised: August 13, 1998
- Revised: August 10, 2000
- Revised: July 10, 2003
- Revised: February 15, 2006
- Revised: February 11, 2010
- Revised: June 30, 2011
- Revised: July 27, 2012
- Revised: September 12, 2013

LEGAL REFS:

- C.R.S. 18-6-401 (1) (*definition of child abuse*)
- 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)(a) (*adoption and enforcement of discipline code*)
- C.R.S. 22-32-109.1 (2)(a)(I) (*school district shall take reasonable measures to familiarize students with the conduct and discipline code*)
- C.R.S. 22-32-109.1 (2)(a)(I)(C) (*discipline of habitually disruptive students is required part of the conduct and discipline code*)
- C.R.S. 22-32-109.1 (9) (*immunity provisions in safe schools law*)
- C.R.S. 22-33-106 (1) (*grounds for suspension, expulsion, and denial of admission*)
- C.R.S. 22-33-106 (1)(c.5) (*definition of a habitually disruptive students*)

CROSS REF:

- JIC, Student Conduct, and subcodes
- JK subcodes (all relate to student discipline)
- JRA/JRC, Student Records/Release of Information on Student

JKD/JKE Suspension/Expulsion of Students

Title	Suspension/Expulsion of Students (and Other Disciplinary Interventions)
Designation	JKD/JKE
Office/Custodian	Education/EXCEL Dean

The Board of Education shall provide due process of law to students, parents through written procedures consistent with law for the suspension or expulsion of students and the denial of admission. (See JKD/JKE-R.) In matters involving student misconduct that may or will result in the student's suspension and/or expulsion, the student's parent/guardian shall be notified and involved to the greatest possible extent in the disciplinary procedures.

Proportionate disciplinary interventions and consequences shall be imposed to address the student's misconduct and maintain a safe and supportive learning environment for students and staff.

The Board and its designee(s) shall consider the following factors in determining whether to suspend or expel a student:

1. the student's age;
2. the student's disciplinary history;
3. the student's eligibility as a student with a disability;
4. the seriousness of the violation committed by the student;
5. the threat posed to any student or staff; and,
6. the likelihood that a lesser intervention would properly address the violation.

Other disciplinary interventions

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to referral to detention, in-school suspension, restorative justice programs, restitution plans, peer mediation, juvenile assessment, or other approaches consistent with school safety and security.

As another intervention and alternative to suspension, the principal or designee at personal discretion may permit the student to remain in school with the consent of the student's teachers if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations.

This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

Nothing in this policy shall limit the Board's and its designees' authority to suspend and/or expel a

student as deemed appropriate by the Board and its designees. The decision to suspend and/or expel a student instead of providing an alternative to suspension or expulsion or the failure of an intervention to remediate the student's behavior shall not be grounds to prevent the Board and its designees from proceeding with appropriate disciplinary measures, including but not limited to suspension and/or expulsion.

Delegation of authority

1. The Board delegates to the principal of the district or to a person designated in writing by the principal, in their absence, the power to suspend a student in that school for not more than five (5) school days on the grounds stated in C.R.S. 22-33-106 (1) (a), (1) (b), (1) (c) or (1) (e) or not more than ten (10) school days on the grounds stated in C.R.S. 22-33-106 (1) (d) unless expulsion is mandatory under law (see exhibit coded JKD/JKE-E), but the total period of suspension shall not exceed twenty-five (25) school days.
2. The Board delegates to the Chief Education Officer the authority to suspend a student, in accordance with C.R.S. 22-33-105, for an additional ten (10) school days plus up to and including an additional ten (10) days necessary in order to present the matter to the Board.
3. The Board delegates to the Chief Education Officer or designee who shall serve as hearing officer (appointed by the Chief Education Officer) to deny admission to or expel for any period not extending beyond one year any student whom the Board, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the district. The hearing officer will inform the Chief Education Officer of the decision and will send a letter to the family within five (5) days informing them the decision and of their right to appeal. The family has seven (7) days to appeal in writing. If the family appeals, a meeting will be scheduled with the Chief Education Officer or designee within five (5) days of the request. The Chief Education Officer shall render a written opinion in the expulsion matter within three (3) days after the hearing and inform them of their right to appeal. The family will have seven (7) days to appeal in writing.

The Chief Education Officer shall report on each case acted upon at the next meeting of the Board, briefly describing the circumstances and the reasons for action taken. Such denial of admission or expulsion by the Chief Education Officer shall be subject to appeal to the Board. The appeal shall consist of a review of the facts that were presented, arguments relating to the decision and questions of clarification from the Board.

Expulsion for unlawful sexual behavior or crime of violence

When a petition is filed in juvenile court or district court that alleges a student between the ages of twelve (12) to eighteen (18) years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the district in which the juvenile is enrolled.

The information shall be used by the Chief Education Officer or designee to determine whether the

student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Chief Education Officer or designee shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.

The Chief Education Officer or designee may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the District to provide an alternative educational program for the student as specified in state law.

Information to parents

Upon expelling a student, district personnel shall provide information to the student's parent or guardian concerning the educational alternatives available to the student during the period of expulsion, including the right of the parent/guardian to request that the district provide services during the expulsion. If the parent/guardian chooses to provide a home-based education program for the student, district personnel shall assist the parent/guardian in obtaining appropriate curricula for the student if requested by the parent/guardian.

If a student is expelled for the remainder of the school year, and is not receiving educational services through the district pursuant to policy JKF, the district shall contact the expelled student's parent or guardian at least once every sixty (60) days until the beginning of the next school year to determine whether the child is receiving educational services.

- Revised: March 21, 1996
- Revised: August 13, 1998
- Revised: August 10, 2000
- Revised: February 15, 2006
- Revised: July 8, 2010
- Revised: June 30, 2011
- Revised: July 27, 2012
- Revised: September 12, 2013

LEGAL REFS:

- C.R.S. 16-22-102(9) (*unlawful sexual behavior*)
- C.R.S. 16-11-309 (*crime of violence*)
- C.R.S. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)
- C.R.S. 22-32-109.1 (2)(a)(I)(E) (*policy required as part of conduct and discipline code*)
- C.R.S. 22-32-109.1 (3) (*agreements with state agencies*)
- C.R.S. 22-32-144 (*restorative justice practices*)
- C.R.S. 22-33-1 05 (*suspension, expulsion, and denial of admission*)
- C.R.S. 22-33-106 (*grounds for suspension, expulsion, and denial of admission*)
- C.R.S. 22-33-1 06.5 (*information concerning offenses committed by students*)
- C.R.S. 22-33-107 (*compulsory attendance law*)
- C.R.S. 22-33-107.5 (*notice of failure to attend*)
- C.R.S. 22-33-1 08 (*juvenile judicial proceedings*)

CROSS REFS:

- ECAC, Vandalism

- GBGB, Staff Personal Security and Safety
- JEA, Compulsory Attendance Ages
- JF, Admission and Denial of Admission
- JF-R, Admission and Denial of Admission (Procedures for Students in Out-of- Home Placements)
- JIC, Student Conduct, and subcodes
- JK-2, Discipline of Students with Disabilities
- JKF, Educational Alternatives for Expelled Students



BOARD OF EDUCATION AGENDA ITEM 9.06a

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Dr. Lou Fletcher, Coordinator of Cultural Capacity
TITLE OF AGENDA ITEM:	Reclassification of Current Job Description: Central Enrollment Supervisor
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Supervisor of Central Enrollment (CE) will be the day-to-day first-line production manager who is responsible for enrollment office logistics, workflow, and hiring, as well as supervision and evaluation of CE staff. This represents a continuous improvement outcome that implements a first-line supervisor position to enhance the overall efficiency, timeliness, and effectiveness of CE; through the implementation of metrics and active management of full time and adjunct personnel the supervisor will be able to save costs and implement the process guidance of the Coordinator of Cultural Capacity. This position will liaise with building registrars and secretaries to conduct training and coordinate with Student Information personnel to refine data input and reporting paradigms. This is a reclassification of an existing position that requires \$17,114 in additional funding.

RATIONALE: Day-to-day first-line supervision will enhance efficiency and customer service in one of the district's most visible work processes.

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	CE is the entry pointy for the district; therefore, a high level of customer service and efficiency enhances trust.
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	CE is the nexus of student data and the integration point for student information that serves multiple district functions (e.g. IE, Transportation, Health, Nutrition, etc.). Accurate data entry facilitates clean data output and management; inspires learning, enables work, and empowers leadership.
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: \$50,000

AMOUNT BUDGETED: \$32,886 (Incumbent)

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Add to the approval agenda for next board meeting.

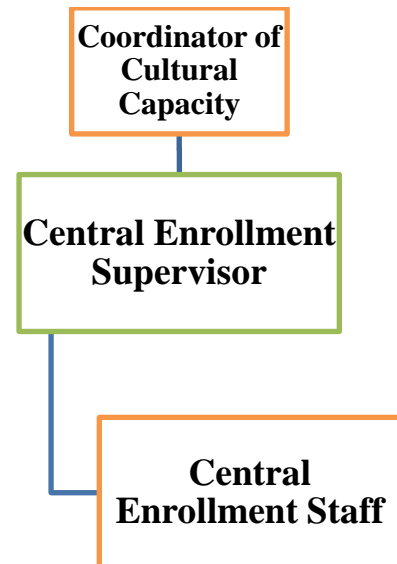
APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 30, 2015

CENTRAL ENROLLMENT SUPERVISOR

Job Title:	Central Enrollment Supervisor
Initial:	June 2, 2015
Revised:	
Work Year:	261 Days
Office:	Education Office
Department:	Central Enrollment
Reports To:	Coordinator of Cultural Capacity
FLSA Status:	Exempt
Pay Range:	Professional Technical Salary Schedule Range 1

Related Organization Chart



SUMMARY: The Central Enrollment Supervisor directly supervises staff in support of district-wide student enrollment requirements. The Supervisor manages enrollment office logistics and workflow; hires, supervises and evaluates Central Enrollment staff; and leads the day-to-day operations of the office.

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 on building assignment and other factors.

- Directs and evaluates the work of assigned staff.
- Facilitates training, development, and ongoing management of enrollment staff to including conducting annual reviews, staff training, observations and turnover prevention.
- Screens and interviews job applicants and makes hiring recommendations for central enrollment staff
- Establishes and maintains staffing plans to meet the needs of the department.
- Models and fosters a culture of high quality customer service.
- Provides oversight of student enrollment processes and activities, including the processing of enrollment applications, verifying enrollment documents, and validating student enrollment data in the student information system.
- Collaborates with district registrars and administrative staff, providing procedural training on enrollment procedures, requirements, and best practices.
- Supports secretaries and registrars at 15 schools to establish and refine enrollment procedures.
- *Performs other related duties as assigned.*

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.

Supervision & Technical Responsibilities:

- This position directly supervises Central Enrollment Staff.

Budget Responsibility:

- This position has no budgetary responsibilities.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

- Associated degree or equivalent work experience required

Experience:

- 2 years of full-time experience in student enrollment or similar position
- Prior experience in successfully supervising people and processes preferred

Knowledge Skills & Abilities:

- Ability to lead, manage and train people
- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Strong organizational skills with the ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate and interact effectively with various stakeholders
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein 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 occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment:

While performing the duties of this job, the employee will work primarily in a usual office or school 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.

Mental Functions:

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

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 9.06b

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Cheryl DeGeorge, Principal, Falcon High School
TITLE OF AGENDA ITEM:	New Job Description: Lead Campus Security Officer
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: For the last several years there has been one campus security officer at each building that assumes and/or is assigned a leadership role. This campus security officer performs many duties (listed in the job description) without additional compensation. Many of these duties help assure that Safe-2-Tells are addressed and dispositioned quickly and ensures that safety plans and drills are in place and executed effectively. Also included, is the necessity for scheduling and coordination of work hours and building coverage, coordination of coverage for after hours activities, and monitoring of social media to prevent many issues before they arise.

RATIONALE: This job description includes all of the duties of Campus Security Officer with additional duties to include, but not limited to: disposition and follow up of school related Safe-2-Tells, scheduling and coordination of all site campus security officers, participation and leadership in school safety plans, working with transportation to coordinate safety and logistical issues as well as discipline issues on the buses pertaining, additional days to support and plan for school safety and training of personnel, and other duties as assigned

RELEVANT DATA AND EXPECTED OUTCOMES: Improved campus security and equitable compensation for extra duties performed above and beyond the duties of all campus security officers.

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	Safety is a priority in District 49. A Lead Campus Security Officer will work with administration to ensure that procedure and practices are in place to ensure the safety of all students and staff. Recognition of and compensation for these additional duties above and beyond the role of Campus Security Officer supports D49 as the best district in Colorado to learn, work and lead.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: Yes – Zone funding

AMOUNT BUDGETED: Additional \$5000.00 per year

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this item for action at the August 13th board meeting.

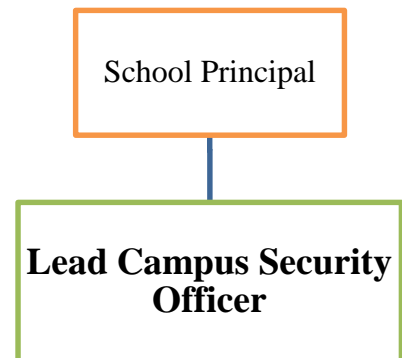
APPROVED BY: Peter Hilts, Chief Education Officer

DATE: 07/01/15

LEAD CAMPUS SECURITY OFFICER

Job Title:	Lead Campus Security Officer
Initial:	August 13, 2015
Revised:	
Work Year:	200 days
Office:	Education Office
Department:	Assigned School
Reports To:	School Principal
FLSA Status:	Non-exempt
Pay Range:	Educational Support Personnel Range 14

Related Organization Chart



SUMMARY: The Lead Campus Security Officer is responsible for coordinating safety and logistical issues associated with monitoring school activities to ensure the safety and security of students, staff and visitors.

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 on building assignment and other factors.

- Performs duties of Campus Security Officer.
- Creates schedules for campus security officers, ensuring security needs are met at school and school related functions.
- Trains all newly hired zone security officers.
- Works closely with the Director of Safety and Security regarding safety preparedness (i.e. student/staff identification, drills, safety plans).
- Coordinates safety and logistical issues as well as discipline issues on the buses pertaining to students and the transportation department.
- Collaborates with administration to develop and execute tardy processes and hallway pass processes.
- Supports student groups on and off campus as needed.
- Monitors social media for signs of bullying, drugs, parties, and suicidal students. Advises school administration of homicidal/suicidal threat assessments associated with the school location.
- Communicates with medical personnel, the Director of Safety and Security, parents and others in crisis situations or medical emergencies.

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.

-
- Participates in anti-bullying strategies and proactively addresses student concerns brought up verbally or through social media with the assistance of counselors and administrators.
 - Performs background research on all new students who come in from group homes, are on probation/parole or who have known incidents from other schools.
 - Acts as a point of contact for teachers regarding students, the school and other issues pertaining to the safety and wellbeing related to the school site and students.
 - In coordination with administration, serves as a primary contact for Safe2Tell reports associated with the assigned location.
 - Works closely with the Sheriff's office as well as Alliance Dogs in the coordination of drug/bomb sweeps at the school location.
 - As needed, assists School Resource Officer regarding any issues that come up at the school location.
 - As needed, attends court hearings for any situation that arises from an arrest.
 - Works closely with probation officers regarding students at the school, and the diversion program for El Paso County.
 - Coordinates with district administrators regarding expulsions hearings.
 - Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- This position does not directly supervisory other staff. However, the Lead Campus Security Officer provides day-to-day direction to the Campus Security Officers and may provide input to evaluations.

Budget Responsibility:

- This position has no budgetary responsibilities at this time.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

- High School diploma or equivalent

Experience:

- Three plus years in campus security and/or law enforcement work with a minimum of two years school setting experience

Knowledge Skills & Abilities:

- Excellent oral and written communication skills.
- English language skills
- Leadership and management skills desired
- Basic math and accounting skills
- Ability to diffuse and manage volatile and stressful situations
- Ability to intervene in physical altercations or physically restrain people
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various 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.

-
- Ability to maintain excellent attendance
 - Ability to perform responsibilities without the necessity of close supervision
 - Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein 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 regularly required to walk and hear. The employee frequently is required to stand; use hands to finger, handle, or feel; reach with hands and arms; talk. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl; or smell. The employee must frequently lift and/or move up to 25 pounds and occasionally lift and/or move more than 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

Work Environment:

While performing the duties of this job, the employee will work primarily in a usual office or school environment. The employee is frequently exposed to outdoor weather conditions. The noise level in the work environment is usually moderate.

Mental Functions:

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

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 9.07a

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Tammy Harold, Board President
TITLE OF AGENDA ITEM:	District Recommended Policy Review
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We seek to continuously improve our processes in the district.

RATIONALE: Administrative regulation development and revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewer	Recommendation	Notes
9.07a.1	AD	Falcon School District #49 Mission Statement and Educational Philosophy Statement	BOE	Review	
9.07a.2	BCA-E-2	Board Member Code of Ethics	BOE	Review	

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
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: Discussion, review and potential revision of policies.

REVIEWED BY: Tammy Harold, Board President and the Chief Officers **DATE:** June 30, 2015



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Falcon School District #49 Mission Statement & Educational Philosophy Statement
Designation	AD
Office/Custodian	Education/Chief Education Officer

Mission Statement

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

Educational Philosophy Statement

Falcon School District #49 is committed to the creation of educational environments where all children can maximize their individual learning potential. Further, we are committed to meeting student's needs in all domains: academic, social, and physical. An emphasis in all activities will be toward empowering students to take an active role in their own learning. The achievement of significant educational outcomes will be a major goal as well as a measure of success for each student.

The following beliefs shall be demonstrated throughout the District.

- All staff should abide by the District code of ethics.
 - High expectations for all result in high performance and achievement.
 - Everyone is accountable for improving student achievement.
 - Every student should achieve excellence.
 - Every student must successfully graduate from high school prepared for work or post-secondary school.
 - Every student deserves an effective teacher.
 - Every school deserves effective leadership.
 - High quality professional development promotes high student achievement.
 - Parent and community engagement enhances student achievement.
 - Every parent should be an active participant in their child's education.
 - A safe and secure environment is essential for effective teaching and learning.
 - Responsible and productive citizens are the foundation of a democratic society.
 - Every department should demonstrate efficiency and effectiveness in operations to support academic programs, and ensure fiscal responsibility.
-
- Adopted: October 15, 1992
 - Revised: July 21, 1994
 - Reviewed: August 13, 1998
 - Revised: August 10, 2000
 - Revised: November 11, 2010

LEGAL REF:

- C.R.S. 22-32-109.1 (*requirement that mission statement reflect safety as a priority*)



BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	Board Member Code of Ethics
Designation	BCA-E-2
Office/Custodian	Board of Education/Executive Assistant to the BOE/Legal Counsel

Code of Ethics for School Board Members

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

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

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

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

3. Public censure of the offending member by the full board.
- Adopted: May 8, 2014

BOARD OF EDUCATION AGENDA ITEM 9.07b

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	K. Rigdon, Coordinator of Curriculum, Instruction and Assessments
TITLE OF AGENDA ITEM:	CASB Recommended Policy Revisions
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We seek to continuously improve our processes in the district. The Colorado Association of School Boards (CASB) periodically publishes Policy Parameters and Special Policy Updates to inform boards and staff about changes to federal and state law and to provide pertinent policy updates to CASB's sample policies.

RATIONALE: Administrative regulation development and revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
9.07b.1	ILBC, ILBC-R	Literacy and Reading Comprehension Assessments	K. Rigdon	<ul style="list-style-type: none"> New title: Early Literacy and Reading Comprehension (Colorado READ Act) Reflect new legislation and current practice in 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	Major Impact
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, move policy ILBC for action at the next regular board meeting.

REVIEWED BY: Peter Hilts, Chief Education Officer

DATE: June 30, 2015



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Literacy and Reading Comprehension Assessments (Colorado READ Act) (Third Grade Literacy)
Designation	ILBC
Office/Custodian	Education/Executive Director of Learning Services

The Board believes reading is the skill most closely associated with success in school. In accordance with this belief and state law, the District shall **provide students enrolled in kindergarten, first, second and third grades with instructional programming and interventions to enable these students, to the greatest extent possible, to achieve reading competency and attain the skills necessary to achieve the Board's and state's academic achievement goals.** ~~annually assess the reading readiness level of every kindergarten student and the literacy and reading comprehension level of every first, second, and third grade student. This assessment may be done in conjunction with content standard assessments.~~

Assessments and READ Plans

In accordance with the Colorado Reading to Ensure Academic Development Act (READ Act) and applicable State Board of Education rules, the district shall assess the reading readiness level of every kindergarten student and the literacy and reading comprehension level of every first, second and third grade student. If the assessment of the student indicates the student has a significant reading deficiency, a READ plan shall be developed for the student in accordance with this policy's accompanying regulation.

~~Reading readiness and literacy and reading comprehension shall be measured by an assessment instrument approved and identified by the State Board of Education. Additional assessments are encouraged and may be used at any time at the discretion of the teacher to make instructional decisions. An individual literacy plan shall be formulated for every student below fourth grade whose reading readiness or literacy and reading comprehension are below the level established by law.~~

~~This individual literacy plan will be formulated by the teacher and school administration in conjunction with the student's parents/guardians. The plan shall include, but need not be limited to, the following:~~

- ~~1. Sufficient in-school instructional time to develop readiness, literacy, and reading comprehension skills.~~
- ~~2. An agreement by the student's parents/guardians to implement a home reading program that supports and coordinates with the effort at school.~~
- ~~3. Placement, if necessary, of the student in a summer reading tutorial program.~~

~~Each semester, students on individual literacy plans will be reassessed. The plan shall continue until the pupil is reading at or above grade level.~~

Student retention due to student's significant reading deficiency

The decision to retain a student due to the student's significant reading deficiency shall be made in accordance with the Board's policy concerning the promotion and retention of the students and applicable law. (IKE, IKE-R)

The meeting to discuss the possible retention of a student with significant reading deficiency and the notice required by the READ Act are addressed in this policy's accompanying regulation.

Beginning in the 2016-17 school year, if a decision is made to promote a student to fourth grade even though the student continues to be identified as a student with a significant reading deficiency, the CEO or CEO's designee shall make the final decision regarding whether the student is promoted or retained.

~~Failure to be reading at or above the level established by law may, in coordination with other district requirements, result in retention.~~

Reporting

The district shall annually report to the Colorado Department of Education (CDE) the state-assigned student identifier for each student enrolled in the district who has a READ plan. Other information required by the READ Act and applicable State Board of Education rules shall also be reported to CDE.

The District shall also use the reported student data to develop and implement district and school improvement plans in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules.

~~The District shall annually report to the Colorado Department of Education:~~

- ~~1. The number and percentage of students enrolled in third grade in the school district who read at or above the third grade level.~~
- ~~2. The number and percentage of students enrolled in the school district who have an individual literacy plan.~~
- ~~3. The number and percentage of students enrolled in the school district who have increased their literacy and reading comprehension levels by two or more grades during one year of instruction.~~

- Adopted: May 21, 1998
- Revised: August 10, 2000
- Revised: April 28, 2010
- **Revised: August 13, 2015**

LEGAL REFS:

- ~~C.R.S. 22-7-501 et seq. (Colorado Basic Literacy Act)~~
- **C.R.S. 22-7-1204 – C.R.S. 22-7-1208 (Colorado READ Act)**

Title	Early Literacy and Reading Comprehension
Designation	ILBC-R
Office/Custodian	Education/Executive Director of Learning Services

(Procedures to Implement the Colorado READ Act)

The district shall comply with the Colorado Reading to Ensure Academic Development Act (READ Act) and applicable State Board of Education rules in implementing this regulation. This regulation addresses the procedures the district shall follow in creating a student's READ plan, communicating with the student's parent/guardian concerning the creation, contents and implementation of the student's READ plan, and determining whether a student with a significant reading deficiency will advance to the next grade level.

A. Development of a READ plan

A READ plan shall be developed for a student in kindergarten, first, second or third grade who is identified with a significant reading deficiency in accordance with the READ Act and applicable State Board of Education rules. If the student is in kindergarten, the READ plan shall be a component of the kindergartner's individualized readiness plan. Alternatively and in lieu of a READ plan, the district may address the student's identified significant reading deficiency in the student's Individualized Education Program (IEP), in accordance with applicable law.

Components of the READ plan

At a minimum, the student's READ plan shall include:

1. the student's specific reading skill deficiencies;
2. the goals and benchmarks for the student's growth in attaining reading competency;
3. the instructional programming and interventions that will be provided;
4. the manner in which the student's progress will be monitored;
5. the strategies the student's parent/guardian is encouraged to use in assisting the student;
6. any additional services the student's teacher deems available and appropriate to accelerate the student's reading skills.

Communication with the student's parent/guardian

The student's teacher and other school personnel shall meet with the student's parent/guardian, if possible, to create the student's READ plan. At this meeting, the student's teacher shall discuss the following with the student's parent/guardian:

1. The state's goal for all children in Colorado is to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or the workforce.

2. Research indicates achieving reading competency by the end of third grade is a critical milestone in achieving this goal.
3. If the student enters fourth grade without achieving reading competency, the student is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades.
4. If the student's reading skill deficiencies are not remediated, it is likely the student will not have the skills necessary to complete the coursework required to graduate from high school.
5. The nature of the student's reading skill deficiency, including an explanation of what the significant deficiency is and the basis upon which the teacher identified the deficiency.
6. Under state law, the student qualifies for and the district is required to provide targeted, scientifically based or evidence-based interventions to remediate the student's specific, reading skill deficiencies, and the student's READ plan shall include these interventions.
7. The student's parent/guardian plays a central role in supporting the student's efforts to achieve reading competency and is strongly encouraged to work with the student's teacher in implementing the student's READ plan.
8. The student's READ plan includes strategies the parent/guardian is encouraged to use at home and is encouraged to supplement the intervention the student receives in school.
9. There are serious implications to a student entering fourth grade with a significant reading deficiency. If the student continues to have a significant reading deficiency at the end of the school year, state law requires the parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy.

At the conclusion of the meeting, the student's teacher shall provide the student's parent/guardian with a written explanation of the information discussed in items 1-9 above, along with a copy of the student's READ plan.

If the student's parent/guardian is unable to attend the meeting, the student's teacher shall provide the student's parent/guardian with a copy of the student's READ plan, a written explanation of items 1-9 above, and a written explanation of the scientifically based or evidence-based reading instructional programming and other reading-related services the student will receive under the plan as well as the strategies the parent/guardian is encouraged to apply to assist the student.

B. Student promotion or retention

Within 45 days before the end of any school year, school personnel shall provide a written notification to the student's parent/guardian if a student in kindergarten, first, second or third grade continues to be identified as a student with a significant reading deficiency.

At a minimum, the written notification to the student's parent/guardian shall state:

1. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, state law requires the student's parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.

2. School personnel will work with the student's parent/guardian to schedule a date, time and place for the meeting.

The written notification shall not be required if:

1. the student is a student with a disability who is eligible to take the alternative statewide assessment or whose disability substantially impacts the student's progress in developing reading skills, resulting in the student's significant reading deficiency;
2. the student is identified as an English language learner and the student's significant reading deficiency is due primarily to the student's language skills; or
3. the student is completing the second school year at the same grade level.

Meeting to discuss possible retention

At the meeting to discuss the student's possible retention due to the student's significant reading deficiency, school personnel shall discuss the following with the student's parent/guardian:

1. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, state law requires the student's parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.
2. The importance of achieving reading competency by third grade because students who do so are more likely to graduate from high school and attain a postsecondary credential.
3. The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.
4. The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.
5. The potential effects on the student if he or she does not advance to the next grade level.

At the conclusion of the meeting or as soon as possible after the decision is made to promote or retain the student, school personnel shall provide the student's parent/guardian with a written statement regarding the decision and the basis for the decision.

- Adopted: August 13, 2015

LEGAL REF:

- C.R.S. 22-7-1204 - C.R.S. 22-7-1208 (*Colorado READ Act*)

BOARD OF EDUCATION AGENDA ITEM 9.08

BOARD MEETING OF:	July 9, 2015
PREPARED BY:	Marie LaVere-Wright, Secretary, Board of Education
TITLE OF AGENDA ITEM:	CASB Resolutions
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: CASB's Legislative Resolutions Committee submits resolutions annually as a slate for action by the delegates. The Delegate Assembly takes action on the resolutions and those adopted become what CASB staff will fight for, or against, at the state capitol and throughout the legislative session.

RATIONALE: Local boards are encouraged to submit resolutions to CASB. By submitting resolutions for consideration, the board can take an active role in establishing how CASB will approach crucial education issues that the legislature may take up in the next session and in highlighting those issues on which CASB should proactively lobby for legislative change that will benefit local school boards and the students those boards serve. To be considered for inclusion at the CASB Delegate Assembly, new resolutions must be submitted by August 28th.

RELEVANT DATA AND EXPECTED OUTCOMES: Begin discussions on topics and ideas for legislative action, or suggested revisions or additions to current resolutions by reviewing final resolutions from CASB's 74th Annual Delegate Assembly.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Legislative action can help or hinder action at local level due to determination of funding and mandates
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Legislative action can help or hinder action at local level due to determination of funding and mandates
Rock #3 — Establish District 49 as the <u>best</u> <u>district</u> in Colorado to learn, work and lead	Legislative action can help or hinder action at local level due to determination of funding and mandates
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Legislative action can help or hinder action at local level due to determination of funding, regulatory hurdles, and mandates
Rock #5 — Customize our educational systems to launch each student toward success	Legislative action can help or hinder action at local level due to determination of funding, regulatory hurdles, and mandates

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Board members should prepare to share any suggestions for new or revised resolutions for submission to CASB at the August 13th regular meeting. Input from our Chief Officers is encouraged.

APPROVED BY: Marie LaVere-Wright, BOE

DATE: June 30, 2015

FINAL RESOLUTIONS

74th Annual Delegate Assembly

Adopted
Saturday, September 27, 2014

Pueblo Marriott and Convention Center
Pueblo, CO



Colorado Association of School Boards
www.casb.org

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CASB Resolutions

Proposed September 27, 2014

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CASB's standing resolutions represent philosophy and belief statements that are core to the work of local school boards. The legislative agenda establishes CASB's legislative priorities. These resolutions provide the foundation for CASB's advocacy work and demonstrate the ongoing commitment of local boards of education to fundamental principles and beliefs.

The control of public school systems is best governed by locally elected boards of education, and not legislated at the state or federal level. Local school boards are elected by their communities to ensure accountability in meeting student needs, provide effective oversight of educational programs and determine the efficient use of resources.

Governance

In accordance with the Colorado Constitution, Article IX, Sections 15 and 16, local boards of education are responsible for the organization of the learning environment; the implementation of curriculum; the selection of textbooks; and the configuration of school facilities, staffing and necessary programs in which to create safe and academically rich opportunities for students.

Standing resolutions

1.1 Local control

The principle of local control is derived from the involvement of the local community, and the local board is the sole and final guarantor of educational quality.

1.2 Diverse nature of school districts

Local control of instruction is the most effective approach to school governance due to the diverse nature of Colorado school districts.

1.3 Charter schools

The constitutional principle that local control of instruction is vested in locally elected boards of education means local boards must retain the requisite authority to approve, renew or nonrenew charter schools and all local choice options. Local boards recognize the benefits of positive relationships with charter schools and make decisions that are in the best interests of their students.

1.4 Accountability

It is the responsibility of each local board of education to monitor and report to the public with regard to the district's progress towards accomplishing locally defined goals and objectives identified through the state's accountability program.

1.5 Choice with accountability

CASB supports the principle of school choice with accountability, believing that all education institutions supported by public funds should be required to meet the same legislatively established requirements as all other public schools. It is important that the demographic makeup of the local community is reflected in all schools of choice supported by public funds.

Rationale: Charter schools are eligible for waivers, and/or eligible to obtain waivers from numerous state and federal requirements including educator licensure, evaluation and dismissal. All public schools should have access to such waivers under the same standards applied to charter schools.

Legislative agenda

1.6 Local control

CASB opposes efforts to shift control over public schools away from local boards of education, whether by state or federal legislative action, regulation, court decision or initiative. CASB supports efforts to maintain the decision-making authority of locally elected school boards.

Rationale: Control of instruction is vested in local boards of education by Article IX, Section 15 of the Colorado Constitution. Local boards of education are accountable to the local electorate and are in the best position to make decisions regarding curriculum, textbooks and materials, instructional delivery, personnel, fiscal management and local choice options. CASB's legislative efforts should focus on protecting local decision-making authority by opposing "one-size-fits-all" state laws.

1.7 Respect unique differences among school districts

CASB opposes the imposition of universal solutions in response to district-specific issues.

Rationale: School districts in Colorado are unique and extremely diverse, ranging from urban and suburban districts to small rural districts. Beyond the size differences, school districts have different technology resources, student populations and staffing structures. This diversity is a primary reason that local control of instruction is the most effective approach to school governance in Colorado.

1.8 Colorado Department of Education

CASB supports the Colorado Department of Education's work to provide technical assistance, support and training to all school districts as they work to implement state reforms. CASB will continue to partner with the state to develop and provide resources to help local boards of education understand the requirements of state laws, as well as their role in local implementation.

Rationale: Under the leadership of Commissioner Robert Hammond, the Colorado Department of Education is providing technical assistance and support to school districts rather than functioning solely as a compliance agency. CASB appreciates the Colorado Department of Education's collaborative approach to this work and will continue to partner with the Colorado Department of Education to help local school boards better understand their role in implementing state laws.

1.9 Focus new laws on desired outcomes

CASB opposes prescriptive legislation that restricts school districts' autonomy in developing and utilizing innovative methods to achieve educational goals. State policymakers may specify desired outcomes but school districts must retain the authority to determine the means by which those outcomes will be accomplished.

Rationale: An outcome-based approach to legislation allows districts to determine the best way to achieve the stated goals in a way that makes the most sense locally.

1.10 Charter schools

CASB urges the General Assembly to re-establish a local board's authority in charter school matters, by authorizing the local board to make decisions related to district charter schools without reversal by the State Board absent substantial evidence of an arbitrary or capricious decision by the local board.

Rationale: Members of local school boards are in the best position to evaluate the costs and benefits of proposed charter schools within their communities. Those decisions should receive deference from the State Board of Education, given the Colorado Constitution's provisions concerning local control of instruction. Relationships between district charter schools, the local board of education and the community will benefit if issues are worked out locally without undue intervention from the state.

1.11 Flexibility in new laws and regulations

CASB urges state policymakers, including the General Assembly, the State Board of Education and the Colorado Department of Education, to ensure that new laws and regulations will give particular consideration to the unique needs of small and rural school districts, allowing the flexibility these communities may require for sensible implementation.

Rationale: Though Colorado's population center is in the Front Range metropolitan area, Colorado's cultural richness comes, too, from its small and rural communities. State policymakers often do not consider this diversity and develop laws and regulations without sufficient regard for the needs of small and rural school districts. With thoughtful development of law and regulation, state policymakers can liberate small and rural districts to focus on achieving results for students rather than crafting contortionist responses to state mandates.

Board Leadership

Boards of education demonstrate responsible, ethical and professional leadership in all aspects of their work.

Standing resolutions

2.1 Open deliberation

CASB encourages open deliberation by boards of education, in accordance with the spirit and intent of state law.

2.2 School board training

CASB encourages school board members to receive ongoing training and professional development in order to maintain an understanding of the complex issues related to public education. CASB supports such training through state and regional workshops, conferences and governance development opportunities.

2.3 Leadership team

CASB supports the incorporation of the superintendent in board of education training and team building as a means of augmenting the work of the school district.

2.4 Leadership in planning and budgeting

CASB encourages board of education leadership in strategic planning and budget development that reflects the community's values and diverse needs.

2.5 Participation in organizations supportive of public education

CASB encourages boards of education to participate in and support professional activities and organizations that provide unified leadership for grassroots support and advocacy for public education.

2.6 Participation in the political process

CASB encourages school board members to actively engage in the political process to influence decision makers in support of public education and invite policymakers into their districts to highlight local successes and provide a clear understanding of the challenges created by overreaching policies and unfunded mandates.

Rationale: School board members are increasingly engaging their legislators and, by doing so, have begun to positively influence public policy and shape legislation like never before. School board members must continue and expand this effort by inviting legislators into their districts to highlight their success and increase awareness of the serious and unique challenges each district is facing as they work to implement current state mandates with limited resources.

2.7 Student involvement in governance

CASB encourages local boards of education to examine best practices for considering student opinion when making decisions at the school and district level.

2.8 Greening of schools

CASB supports the leadership of local boards of education in their efforts to adopt and implement energy management and conservation plans for the purpose of reducing energy consumption, increasing energy efficiency and increasing the use of renewable energy sources.

2.9 Promote social and cultural proficiency

CASB encourages boards of education to recognize and celebrate the diverse social and cultural backgrounds of all students, parents/guardians and district personnel and to make a conscious effort to build healthy and diverse teaching and learning environments where all people feel welcome and are treated with dignity and respect.

Rationale: Diversity enriches the educational experience and promotes personal growth and a healthy society by challenging stereotypes, encouraging critical thinking and helping students and staff learn to communicate effectively with people of varied backgrounds. Diversity enhances America's economic competitiveness. Sustaining the nation's prosperity in the 21st century requires us to make effective use of the talents and abilities of all our citizens in work settings that bring together individuals from diverse backgrounds and cultures.

Legislative agenda

2.10 Political party affiliation

CASB opposes any effort to have school board director candidates stand for election based upon a political party platform or affiliation.

Rationale: Colorado is one of only a handful of states to impose term limits on local officials. Term limits have an impact on local school boards, as school board members who are still willing and able to serve are unable to seek office after serving two terms. As uncompensated volunteers, school board members acquire essential skills and knowledge during their service and this expertise is lost when experienced members are barred from continuing to serve.

2.11 Term limitation: local action

CASB opposes the limitation of two terms that may be served by a school board member and encourages local boards to submit a question to their electors to extend the number of terms for school board directors in keeping with their local communities.

Rationale: Colorado is one of only a handful of states to impose term limits on local officials. Term limits have an impact on local school boards, as school board members who are still willing and able to serve are unable to seek office after serving two terms. As uncompensated volunteers, school board members acquire essential skills and knowledge during their service and this expertise is lost when experienced members are barred from continuing to serve.

2.12 High cost of conducting elections

CASB urges the General Assembly to address issues that contribute to the escalating costs of conducting local elections with the goal of reducing these expenses. Because the election process is fundamental in our democracy, CASB urges the state to subsidize the cost of conducting elections at the local level because of the significant financial impact of elections on local entities such as school districts that participate in the process but have no say over factors related to cost nor an ability to forecast how much to budget for an election because of all the variables involved.

Rationale: School districts are required by state law to pay a pro rata share of a county's election expenses following any election in which they have candidates or issues on the ballot. This is an expense that cannot be accurately forecast for budget purposes because it varies from county to county and from election to election. Among the many factors that determine how much the election will cost in any year are the number of public entities that participate in the election and whether the state will have a question on the ballot. The current system for allocating election expenses needs a massive overhaul that includes a new funding mechanism and changes to law that will result in cost savings.

2.13 Student health and wellness

Responsibility and oversight of student health and wellness programs, including nutritional standards and physical education, should be governed primarily by local boards of education. CASB opposes state nutritional requirements and encourages local boards of education to develop student health and wellness policies and programs based on the diverse needs of their students and the values of their communities. CASB urges the state to take all action necessary to maximize local school districts' flexibility through waivers from federal nutritional and other health and wellness requirements.

Rationale: Increasingly, state and federal laws mandate nutrition, health and wellness standards for local school districts. Many of these well-intended programs are drastically underfunded and do not align with the local needs and values of students and their families. School districts should have the flexibility to engage local stakeholders as they work to develop health and wellness policies. Certain federal laws, including the Healthy, Hunger-Free Schools Act, allow states to grant their local districts waivers from certain federal requirements. CASB urges the state to take any and all action necessary to maximize local flexibility through waivers from the Healthy, Hunger-Free Schools Act and other federal health and wellness requirements.

2.14 Student health, safety and achievement

CASB recognizes the close correlation between student health and safety, and achievement. CASB supports alignment between and among state and local organizations around issues of student health and safety.

Rationale: Students must feel healthy, safe and supported in order to achieve. As districts strive to create and sustain safe and positive learning environments for all individuals, CASB and local districts should work with state and local partner organizations to increase awareness, implement programs and generate resources to enhance student health and safety.

2.15 Behavioral health programs

CASB recognizes students and school district employees have behavioral (mental) health needs that impact the health and safety of school district communities. Local boards are best positioned to determine the extent of those needs and the means and priority of addressing those needs within the K-12 setting through use of education and other community resources. CASB supports alignment between and among state and local organizations around issues of behavioral health.

Rationale: As districts strive to create and sustain safe and positive learning environments for all individuals, CASB and local boards should work with state and local partner organizations to increase awareness of behavioral health needs, implement effective programs, and generate new sources of revenue to support such efforts.

2.16 Coalition for state ballot measure regarding term limits

CASB supports a statewide ballot initiative to remove Colorado's constitutionally imposed term limits for locally elected school directors and other locally elected officials.

Rationale: As recognized in Resolution 2.11, Colorado is one of only a handful of states to impose term limits on local officials. Given the ever-rising costs of local elections and the immense work to be done locally, it is difficult for local school boards to put a term limits exemption on the local ballot and get it passed. An efficient means to solve this ongoing and increasing problem would be a statewide ballot measure in partnership with the Colorado Municipal League and Special District Association of Colorado, among others, carving out school board members and other local officials.

Finance

The state must provide school districts with adequate funding from a reliable source pursuant to a formula that balances state and local revenue sources and is structured to equitably meet the educational needs of all students served by public schools in Colorado.

Standing resolutions

3.1 Use of public moneys for private education programs

The use of public moneys for private educational programs requires adherence to uniform legislated standards and assessment, accreditation requirements and nondiscrimination in student enrollment and employment policies.

3.2 Amendment 23 and the Negative Factor

The purpose and intent of voter support for Amendment 23 was to provide stable and predictable funding increases for Colorado school districts. The application of the “Negative Factor” beginning in the 2009-10 school year forced all Colorado school districts to make cuts to important educational programs and destroyed the equities built into the school finance funding formula. Most importantly, the Negative Factor violates Amendment 23.

3.3 Needs of students guide reform, finance

All efforts to restructure and fund public education should be guided by student needs, improved academic achievement and responsible use of financial resources as determined by the locally elected school board, which is accountable to its voters and best able to identify community and district funding priorities.

Legislative agenda

3.4 School finance

CASB supports comprehensive reform of Colorado’s school finance structure that addresses the unique and changing needs of local school districts to include:

- a) Per-pupil funding to a level necessary for a student without special needs to meet the Colorado Academic Standards and other legislated accountability requirements;
- b) Adjustments to the per-pupil base funding to equitably reflect added costs of education for students with risk factors;
- c) Adjustments to the per-pupil base funding based on verifiable indicators that impose costs beyond a district’s control, such as district size and cost of living;
- d) Identification and implementation of a consistent definition for determining the actual number of “at-risk” students for funding purposes using a graduated funding scale;

- e) Adequate and equitable funding for factors and categorical programs, including funding for English language learners, at-risk students, gifted students, special education students and career and technical education programs, at a level sufficient to cover the costs associated with providing services to students served by those programs;
- f) Funding for transportation that takes into consideration the unique circumstances districts face in transporting students;
- g) Funding for costs associated with enrollment fluctuations and averaging for declining-enrollment districts;
- h) Preservation of local control when allocating resources and flexibility when implementing mandated programs;
- i) Funding for full-day kindergarten, early childhood education and alternative education to ensure that all children have a proper educational foundation to be successful in school;
- j) Adjustment to the per-pupil base funding for school districts to reflect the impact to school districts of public school choice, including, but not limited to the impacts resulting from an immediate loss of student enrollment as well as impacts related to the ongoing oversight of choice programs;
- k) An increase in funding for the lowest funded or “floor” school districts to address the disparity in per-pupil funding among Colorado school districts;
- l) Long-term remedies for funding public education in Colorado, including a solution to the predicted insolvency of the State Education Fund;
- m) A “hold harmless” provision for any changes made to the calculations of school finance per-pupil revenue, factors or categoricals so that there are not winners and losers during these difficult budget times.
- n) A “hold harmless” provision for enrollment decreases in school districts with 50 to 200 students;
- o) Adjustments to the per-pupil base funding to reflect costs resulting from districts’ unique geography.

Rationale: Effective education must meet the needs of all students, including students with special needs, at-risk students, English language learners and/or gifted students. However, since 2004, enrollment has grown by 119,331 (16 percent), the number of students eligible for free or reduced-price lunch has jumped by 139,074 (61 percent) and enrollment of English language learners is up 34,999 students (38 percent). The current funding formula does not attend to the concentrations of risk factors and changing demographics of current student populations and, as a result, does not equitably address the needs of school districts across the state. The severe under-funding of categorical programs significantly impacts local districts’ ability to fund necessary educational programs. Increases in state funding for these programs/populations should be distributed to districts through annual increases to the appropriate factor/categorical.

3.5 Unfunded mandates

CASB urges the General Assembly to fully fund the implementation costs for any statutory or regulatory mandates imposed on schools and districts. Compliance with new laws should be conditional upon receipt of sufficient funding from the state. School districts should be given the option to partially implement programs to the extent of state funding allocated for this purpose.

Rationale: Every year the state and federal governments pass legislation requiring action by local school districts, without providing funding for these mandates. Without full reimbursement, districts must cut other vital programs to meet the increased costs to stay within the changing legal mandates. It is unrealistic to expect local governments to continue to absorb new requirements that are not fully funded. It is reasonable to expect that if lawmakers fail to provide sufficient funding to implement a mandate, they should not be in a position to enforce the requirement.

3.6 Special education

CASB urges the General Assembly to make increased funding for special education a priority until such time as funding is adequate to meet the needs of special education students without diverting funds from other important student services and programs that benefit all students.

Rationale: Inadequate state and federal special education funding results in local districts subsidizing special education costs. The financial impact on school districts from insufficient funding for this state and federal mandate is profound.

3.7 Out-of-district placements

CASB supports full reimbursement by the state of all actual costs of instruction to school districts for nonresident children who are placed by the courts, a government entity, or nonprofit or for-profit agencies in group homes, foster homes or detention facilities within their boundaries or institutions outside of the district.

Rationale: Issues related to students in foster care, group homes and detention facilities have a financial impact on school districts, particularly smaller districts in rural areas. Often these students are sent to foster homes in mid-year or even at the end of the year and have severe problems that require immediate placement into treatment facilities. This is a significant expense for school districts.

3.8 Tuition charge for excess costs

CASB urges the General Assembly to address the financial burden the tuition charge for the excess costs incurred in educating a child with a disability places on the district of residence when parents choose to have their child attend a school other than a school in the district of residence.

Rationale: Because the special education program has never been fully funded by the state and federal government, it must be subsidized to a large extent by a local school district's general fund. As opportunities for education choice continue to expand, the issues associated with determining which entity is ultimately required to subsidize the unreimbursed expenses associated with special education can be a source of friction between the district of residence and the school the child attends.

3.9 High-cost grant program for special education

Until such time as special education costs are fully reimbursed by the state and federal government, CASB supports an immediate increase in funding for the high-cost grant program sufficient to reimburse the full cost to adequately meet the needs of students receiving special education services in severe needs categories.

Rationale: In the 2006 legislative session, the state created a program to address the expense of high-cost special education students that begins to address this important issue. Although the high-cost pool does not by any means solve the issue, it is an important step and the first of its kind at the state level in Colorado.

3.10 Capital facility needs

CASB urges the General Assembly to ensure adequate funding for the Building Excellent Schools Today (BEST) grant program and to increase the program's statutory capacity to allow for the funding of additional matching grants, so long as such action does not threaten the viability of the school land trust and/or other programs funded by the trust.

Rationale: The BEST program was enacted in 2008 to address the disparity among school districts with regard to their ability to pay for capital facilities. Despite its great success, the legislature has implemented increased oversight over BEST funds and failed to increase the statutory cap. As a result, BEST can no longer issue matching grants for new school construction or major renovation projects. Moreover, the revenue generated for BEST by the excise tax on marijuana sales is considerably less than expected and, during the 2014 session, the legislature directed that 12.5 percent of that money be diverted to a fund to support charter school construction in violation of proposition AA and Amendment 64.

3.11 Tax policy reform

CASB urges the General Assembly to commit to finding and placing on the ballot a fair and equitable solution to Colorado's fiscal crisis caused by the following conflicting amendments to the state's constitution: TABOR, Amendment 23 and the Gallagher Amendment.

Rationale: Finding an answer to improved financial support for schools can't be a reality until a solution to the TABOR/Gallagher/Amendment 23 conflict is resolved. Over time, more and more of the responsibility for funding public schools has shifted to the state budget because of these provisions in our state constitution, which also increases the temptation by state policymakers to make decisions that properly belong with the locally elected board of education. In addition, due to the Gallagher Amendment, property taxes for the business community are at a rate nearly four times that placed on residential property owners, often making it difficult for school districts to garner the support of the business community when going to the voters for a mill levy increase. These and other fiscal constraints are compromising the state's ability to provide basic services to its citizens and must be addressed.

3.12 Double TABOR reserve

CASB supports an amendment to the state constitution exempting state money appropriated for school finance from local TABOR reserve requirements because the effect is a double TABOR reserve.

Rationale: Currently, the state must reserve 3 percent of its budget to fulfill the emergency reserve requirements of the TABOR amendment. Each school district also reserves 3 percent of its funds for this purpose. The School Finance Act allows school districts to fulfill their TABOR reserve by leveraging property in lieu of cash reserves. However, the constitutional requirement for a reserve is still in effect. Thus, much of the money that schools receive is reserved at what amounts to a 6 percent rate. Because the state portion of per-pupil operating revenue is merely a transfer of tax money from one government entity to another, it should not be subjected to the same reserve requirement twice.

3.13 School trust lands

CASB supports efforts by a coalition of stakeholders interested in optimizing all aspects of the school trust lands including improving the management and accountability for such lands so that they provide a more substantial and reliable source of revenue over time for the support of public schools.

Rationale: In 1876, when Colorado became a state, the federal government in the state's Enabling Act, granted sections 16 and 36 in every township, or approximately 4.4 million acres, to the state for the support of common schools. The Colorado State Board of Land Commissioners (State Land Board) manages the school trust lands and the state treasurer manages the permanent fund. A coalition has been formed to review issues related to the school trust lands with the goal of increasing revenues for schools. There are both short-term and long-term goals that have surfaced in the discussion. The coalition has had some success with the legislature aimed at increasing the corpus of the permanent fund. However, as part of their effort to balance the state budget, the 2009, 2010 and 2011 legislatures passed legislation that diverts interest income from the permanent fund for fiscal year 2008-09 through fiscal year 2012-13. It is important to protect the corpus of this trust for the benefit of future generations of children.

3.14 Sales and use tax exemption for school construction

CASB encourages legislation that would make school building construction materials exempt from local sales and use taxes.

Rationale: Current financial conditions make it imperative that school districts maximize the value received for all of their expenditures, including investments in capital facilities. Some local governments choose to grant a tax exemption only if these materials are purchased directly by a school district, and impose taxes if building supplies are purchased by a school district's contractor. This practice adds substantial additional costs to school construction projects and can result in a reduction in the size and quality of school facilities promised to taxpayers. Imposition of these taxes upon contractors fails to recognize that school districts lack qualified staff and sufficient human resources to directly make these purchases. Eliminating this loophole will allow school districts to honor facilities commitments made to taxpayers while placing districts and local governments on equal footing in negotiating joint development and use of these facilities.

3.15 Financial support of districts with declining enrollment

CASB urges the General Assembly to provide financial relief and additional resources to support declining enrollment school districts.

Rationale: Demographic changes within the school district are not within the control of a board of education. Each year a board in a district with declining enrollment must consider budget reallocations to offset the loss in per-pupil revenue from declining enrollment. Many of these costs cannot be simply reduced and must be part of a long-range plan including facility needs and personnel. While the General Assembly did add a declining enrollment factor to the School Finance Act, additional remedies to bridge the funding gap must be found, including incentives for cooperation across school districts and/or simplification of the voluntary consolidation process, where feasible.

3.16 Gaming impact grants

CASB urges the General Assembly to make local school districts an “eligible local governmental entity” as that term is defined in state law to receive distribution of the Colorado Department of Education of Local Affairs (DOLA) gaming impact funds.

Rationale: Gaming impacts some school districts in the state, particularly those in the regions near where gaming is allowed. These impacts include nontraditional employment hours of parents that can affect student-parent interaction and parental involvement in their child’s learning.

3.17 Transparency in school district budgets

To foster a better and more complete understanding of government in action, CASB supports the use of modern technology to inform citizens about how school districts prioritize and expend public funds but only to the extent that ongoing and timely disclosure of information can be provided without creating an undue administrative and economic burden on local districts, particularly small districts with limited staff to satisfy the requirements.

Rationale: As public entities, school districts are subject to laws requiring that records relating to expenditure of public funds are posted on their website and open to public inspection upon request. In 2014, the legislature amended current transparency laws to require, among other things, increased reporting at the district and school site level, as well as the creation of a state-level website that will translate and present local districts’ data to ensure clarity and comparability by laypersons. CASB will monitor the implementation of these requirements in an effort to limit the increased burden on school districts, particularly small districts with limited staff available to satisfy the new requirements.

3.18 Tax increment financing

CASB supports the creation of urban renewal authorities, specifically the use of tax increment financing (TIF) by such districts, under the condition that the local governmental entity proposing a TIF: 1) consults and communicates with the affected school district(s) in a timely manner prior to the use of a financing mechanism such as a TIF which reduces local property tax collections; 2) discloses the financial impact prior to the approval of an urban renewal authority by a local town or city council; and 3) submits a letter of position from the impacted school district(s) of the TIF formula prior to the finalization of the TIF vehicle.

Rationale: Currently the law provides for school districts to act in an advisory capacity, giving school districts little or no voice regarding the final outcome when an urban renewal authority proposes the use of tax increment financing. School districts must have a greater voice in the final say of a financial vehicle such as a TIF that will impact the taxpayers in their district.

3.19 Focus on solution to fiscal crisis not unfunded mandate

CASB urges the General Assembly to focus its efforts on creating a solution to the underlying problems of the state's financial difficulties and to refrain from passing any new education-related legislation and/or additional unfunded mandates, except for legislation that would positively impact school funding, especially for P-12.

Rationale: Though school funding increased slightly in the 2014-15 school year, many districts are still facing budget cuts to respond to increased costs, particularly around implementing legislative initiatives from the last several years and/or declining enrollments. This is not the time to increase burdens on districts by creating additional unfunded mandates and/or creating winners and losers by redistributing limited funds between school finance formula factors, categorical programs or districts.

3.20 Protecting local mill levy revenue

CASB opposes any action of the General Assembly that would reduce the amount school districts are able to raise via mill levy overrides.

Rationale: Should the General Assembly change the way total program funding is calculated in order to reduce the base and thereby have a lower level for calculating future K-12 funding increases, not only would it take longer for school districts to get back to 2007-08 funding levels, but it would also negatively impact existing or future mill levy overrides.

3.21 Eliminate the Negative Factor and restore per-pupil funding

As statewide revenues increase, CASB urges the General Assembly to eliminate the Negative Factor and restore per-pupil funding, rather than targeting funds for specific mandates, to allow local districts to fund and/or restore programs consistent with their local community values and unique district needs.

Rationale: All districts have been impacted by the reductions to K-12 funding in recent years, but each district has made different cuts depending on their local needs and circumstances. As districts continue to consider budget cuts, state-imposed mandates have increased local program and reporting obligations.

3.22 Revenue study

It is both the responsibility and the privilege of the General Assembly to lead Colorado through these turbulent economic times. CASB requests the legislature complete a detailed study that identifies and provides for all potential sources of revenue at the state level and report back to the General Assembly and the public at large.

Rationale: K-12 education has experienced drastic budget cuts, which have impacted every school district in the state. These reductions in funding are detrimental to school districts and student learning at a time when accountability and standards have increased. The current level of funding does not support the learning objectives, meet the constitutional objectives or support all students' needs, and additional funding sources need to be identified.

3.23 Align education and behavioral health funding

CASB urges the General Assembly to align existing state law and regulation to enable school districts to partner with other state agencies to access state funding to serve students with significant behavioral health needs.

Rationale: Currently, school districts receive some state and federal funding to serve students with special needs, including behavioral (mental) health needs. This funding falls far short of the actual costs of a child's education and related services mandated by federal and state law. Colorado's Child Mental Health Treatment Act, administered by the Colorado Department of Human Services, provides funding for students with mental health needs to access community, residential and transitional treatment services. However, this funding may only be secured if the family pursues the services, not when those services are recognized as essential by the local school district. Parents and parent advocates often refuse to access this funding because of a mistaken belief that it limits their ability to select how and where those services can be provided. Aligning these funding streams will ensure students receive necessary behavioral health services while ensuring efficient use of state and local resources.

3.24 Elimination of the Negative Factor

In order to ensure resources for quality K-12 education in our state CASB calls upon the Colorado General Assembly to honor the intent and language of Amendment 23 by making its highest priority to immediately eliminate the negative factor in K-12 education funding and restore funds lost due to its use to date. We call upon the legislature to embrace their commitment to education in Colorado and restore the lost funds within the next four years.

Rationale: In 2000, the voters approved Amendment 23, a constitutional change requiring K-12 funding to increase by inflation plus 1 percent from 2001 through 2011 and thereafter by inflation. In 2009, the legislature reinterpreted Amendment 23 to apply only to base per-pupil funding, but not to the factors (variables) such as size, cost of living and number of at-risk students in a district. Also, the legislature established a new negative factor deemed "budget stabilization" to make across-the-board cuts to education spending. With the negative factor as a constant, all districts suffer. Now, as state revenues are increasing, the legislature must make it a priority to eliminate the negative factor and return to the intent of Amendment 23.

Annual Resolutions

3.25 Student count

CASB urges the General Assembly to direct the Colorado Department of Education to collaborate with district and charter school boards of education and superintendents, as well as their professional associations, to develop a system for counting student enrollment that is more equitable than the current single-day "October count" model but without substantially increasing the compliance burden on school personnel.

Rationale: An alternate student count system (e.g., adding a second enrollment count day in February) would allow districts to make mid-term adjustments when students come and go during the school year. Educating children isn't based on an annual decision. Month-to-month or day-to-day decisions are necessary and may require different resources. Many school districts recognize a significant amount of growth after the October count. Educational funding should be supported for those new students.

3.26 “Sin tax” initiatives

CASB opposes citizen-led initiatives to fund K-12 education with revenues from “sin taxes,” dollars generated from sources that school districts generally do not support expanding or promoting, e.g. recreational marijuana, alcohol sales and gambling.

Rationale: The voters have approved an amendment to the state Constitution that legalizes recreational marijuana use and promises to provide approximately \$40 million dollars for K-12 funding. Prior to that, there had been a history of proposing K-12 funding from “sin tax” revenue collections. This year, voters will consider a citizen-led initiative to provide additional funding directly to local school districts from revenues generated by expanded gaming activities in the state. Including education funding in these initiatives helps to persuade the public to pass such “sin taxes.” However, this fragmented approach to funding K-12 education constitutes bribing the electorate. Education stakeholders are rarely included in the decision to add these funding resources. This approach is not a solution to the state’s continual underfunding of K-12 education. Furthermore, these initiatives frequently prescribe how the generated monies should be used, end up supplanting (NOT supplementing) current school finance funding, and fall short of generating projected income.

Student Achievement

The core responsibility of a local school board is to adopt and implement policies and practices that increase student achievement.

Standing resolutions

4.1 Standards-based education

CASB endorses the Colorado Academic Standards and encourages local districts to develop and adopt local content standards that meet or exceed the Colorado Academic Standards and implement formative and summative assessments to cause improvement in student academic achievement that will allow Colorado students to compete with students throughout the world.

Rationale: In the 1990s, CASB delegates adopted a resolution endorsing local content standards and, subsequently in 1999, the delegates revised that resolution to endorse the state's model content standards. The current revisions are necessary to reflect the adoption of the Colorado Academic Standards (CAS) by the State Board in 2009, pursuant to CAP4K, in English language proficiency and 10 content areas: dance, drama and theater arts, mathematics, music, reading, writing and communicating, science, social studies, visual arts and world languages. In 2010, the CAS for mathematics and English language arts were revised to incorporate the Common Core Standards after the State Board determined that the Common Core Standards were aligned with the CAS and reflected Colorado's focus on college and career readiness and the values of the educators who developed the CAS. By law, all Colorado districts were required to implement the CAS, or standards that meet or exceed CAS, in the 2013-14 school year.

4.2 Purpose of educational accountability system

The purpose of the educational accountability system is to support districts and schools in ensuring that all students meet the state's academic standards and that those students who have done so continue to progress.

4.3 State data collection

An effective state data collection system must directly support student learning, align with all state-level data collection systems, eliminate redundancies and minimize the burden on local school districts while safeguarding the privacy of students, their parents and teachers.

4.4 Improvement of low-performing schools and districts

It is crucial that low-performing schools and districts receive all the necessary resources, support, time and flexibility needed to improve student achievement.

4.5 Dialogue between P-12 and higher education

Ongoing dialogue between early childhood education systems, P-12 schools and postsecondary institutions is necessary to ensure that all students have the opportunities and skills needed for success.

Legislative agenda

4.6 High school graduation requirements

CASB opposes any effort by state policymakers to set uniform or differentiated high school graduation requirements because it is a violation of the state constitutional principle of local control of instruction.

Rationale: In May 2013, pursuant to CAP4K legislation passed in 2008, the State Board adopted graduation guidelines, which were based on the recommendations of the graduation guidelines advisory council. Under the law, local boards are required to engage their communities and adopt graduation requirements that meet or exceed the State Board's guidelines prior to the 2014-15 school year. The current graduation guidelines, which were not subjected to the full rule-making process, establish minimum requirements for local board's graduation policies and leave little room for true community engagement on this issue. Notably, due to the phased-in approach taken by the State Board, no significant changes in most boards' graduation policies are required in 2014-15 to comply with the guidelines. CASB will continue to fight for the restoration of local control and the elimination of state graduation requirements.

4.7 High school exit exam

CASB opposes a mandated state or federal high school exit exam.

Rationale: Currently there is no Colorado law requiring that a diploma be contingent upon an exit examination score, but the State Board of Education's graduation guidelines do require local board policies to include "minimum academic competencies," most examples of which are scores on standardized assessments, including TCAP, state test, PARCC, ACT and SAT.

4.8 State assessment program

CASB urges state policymakers to provide sufficient resources and technical expertise to enable the Colorado Department of Education to develop new state assessments, including assessments in Spanish and for special education, that are diagnostic in nature, aligned with standards, provide timely results to inform instruction, staff evaluation and state accreditation, and measure the knowledge growth of each student, with student demographic information reported as a component of the system.

Rationale: The accreditation law calls for testing that will "demonstrate individual student progress over time and provide an accurate indicator of how well the public schools and school districts are educating the children of the state." These new assessments must not only be based on the state's academic content standards but also must focus on ensuring that students are prepared for life beyond high school, in higher education, technical college or entering the workforce. The new assessments also need to provide sufficient student data to enable school-to-school and district-to-district relative comparisons and be useful as part of the evaluation of educator effectiveness.

4.9 State accreditation

CASB urges the State Board of Education and the Colorado Department of Education to implement Colorado's accreditation system with appropriate technical and financial assistance in partnership with local boards of education.

Rationale: It is important that Colorado Department of Education works with local boards of education to see that the accreditation process enables school districts to effectively meet both their state and federal accountability requirements.

4.10 Evidence of school performance

CASB opposes the imposition of universal solutions and measurements in response to district-specific issues as outlined in current law. CASB urges the legislature to direct the Colorado Department of Education to study and reformulate the current accreditation system in order to provide a more accurate account of student performance which considers a full body of evidence about school performance; is differentiated to consider local factors and unique populations of students; takes improvement strategies and measures into account; and reflects the unique context in which school districts function.

Rationale: The current formula used to impose a state accreditation rating on school districts appears to have a strong correlation to the socio-economic status of the community in which a school or district resides. The current formula identifies students with multiple risk factors multiple times, significantly weighting and skewing the results of the calculation. Further, school districts that serve at-risk populations are held to a higher standard of accountability through the use of Adequate Growth Targets. The current formula discounts the unique and important differences among and between Colorado's schools and communities and unfairly penalizes school districts that serve the most vulnerable children in the state. Applying a metric that paints districts with one broad brush and creates further inequity among districts is inconsistent with Colorado's values.

4.11 State designated low-performing schools

CASB opposes any state or federal effort to remove any school, regardless of its performance record, from a local school district governed by a locally elected board of education.

Rationale: There are no quick fixes that address the significant challenges facing many of our schools. Instead of conversion to a charter school, the state should partner with the local district to provide the necessary resources and technical assistance to achieve the desired results.

4.12 Online schools

CASB supports thoughtful use of online schools and programs to supplement local school districts' current programs and ensure students' access to blended learning. Online schools and programs must be obligated to report data (as is required of traditional schools and programs) that allows local boards, online providers and families to make appropriate decisions about the best learning environment for local communities and individual students. CASB supports increased oversight and support for multi-district online authorizers in order to ensure that all students have access to high quality educational opportunities.

Rationale: There are issues unique to online schools that should be addressed through accreditation and oversight to ensure that students are well served by all programs offered in the state. This resolution was revised in 2013 to address CASB's concerns regarding the availability of data regarding noncompleter rates of online schools and programs. Specifically, CASB urges the Colorado Department of Education to track and report the noncompleter rates of online schools in the same manner as traditional publicly funded school systems. Students who choose into full-time online schools or programs outside their districts and then return to their home school district should be counted as noncompleters in the online school or online program's statistics, so families and school districts can be aware of the programs that are able to provide an appropriate education.

4.13 Home schooling

CASB supports legislation that holds parents of home-schooled children accountable for their child's reasonable academic progress and urges the General Assembly to enact meaningful education standards for home-based education programs and other measures, including notification to the student's home district of a home school program and record-keeping requirements. This would facilitate collaboration between the home school and the school district in which the child resides in order to best meet the child's needs.

Rationale: Home schooling is a viable alternative to available education opportunities and many parents provide an exemplary education for their children. However, school districts have also had experiences with home-schooled children who re-enroll in public school that indicate some children are not receiving appropriate educational services through their home-school experience. It is important for the state to reexamine its accountability program for home schools. The current requirement that home-schooled students only need to meet the 13th percentile on a nationally standardized test in order to remain in a home-based education program is not sufficient. Annual testing would provide an accountability framework comparable to public schools. Annual test scores would also be helpful if the child chooses to re-enroll in a public school so the school can determine an appropriate placement.

4.14 Public education in the 21st century

CASB urges state and local policymakers to forge a new working relationship in redesigning Colorado's public education system for the 21st century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education, in a manner that:

- a) eliminates bureaucratic mandates and fragmentation so that multilevel communication and interaction can take place to enhance student academic success;
- b) offers all students a rigorous, developmentally appropriate curriculum designed to provide opportunities and choice, regardless of the post-secondary path they choose;
- c) engages the assets of the full community;
- d) utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- e) provides psychological and health services, academic and career, technical and vocational education opportunities for all students, particularly at the middle and high school level;
- f) closes the achievement gap by focusing on quality teaching and learning opportunities;
- g) implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;

- h) provides sufficient resources at every level of the system to meet the challenge; and
- i) preserves the ability of local communities to address local needs and challenges in a creative manner.

Rationale: While school districts are making progress in closing the student achievement gap, too many students still fall below the proficiency level. Even when gaps are known, the education system is not always responsive because of lack of communication, scarce resources and low expectations. In an ideal world, schools would be organized around students' needs from early age and designed to enhance success at the post-secondary level with the required skills and knowledge for students to be successful in the 21st century. The intent of this resolution is to set a framework for dialogue about a next-generation system of education designed with the best interests of students in mind.

4.15 Broadband Internet access

CASB encourages state support to assure that quality, affordable broadband services are available to school districts across the state.

Rationale: The ability of any school to engage in 21st century learning activities is limited by access to broadband Internet services. Whereas the students in the smallest schools located in the most remote regions of Colorado are the most likely to benefit from distance learning opportunities made possible by broadband Internet, these same schools are the least likely in Colorado to be able to secure quality and affordable broadband services. Currently, even some metropolitan school districts must take extreme measures—e.g., shutting down all Internet use within the school or district—simply to permit necessary Internet-based functions, such as filing necessary reports with the state or attempting to secure student/class access. Moreover, with Colorado's new assessment framework, broadband Internet access is essential. Broadband Internet access must be universally available across the state of Colorado for the thorough and uniform delivery of education relevant for the 21st century.

4.16 Enforcement of attendance and truancy laws for kindergarten students

CASB supports legislation requiring students enrolled in kindergarten to be subject to the same attendance and truancy laws that apply to all students age 6 and older.

Rationale: Early childhood and kindergarten have proven to be the most productive ways of closing achievement gaps. Colorado does not require students to attend school until they are 6 years of age. If a parent decides to enroll their child in a district kindergarten class at the age of 5, there is no legal recourse for attendance or truancy. Changing state law to state that regardless of age, once a child is enrolled in a public school all attendance and truancy laws apply would provide districts with the ability to have the same recourse for kindergarten students as for all other students.

4.17 Turnaround efforts

CASB supports discretion at the State Board level to continue the accreditation of those school districts identified as priority improvement or turnaround status evidencing improvement or those with special circumstances for which one of the state's alternative solutions would not be clearly effective.

Rationale: State statute currently prohibits the State Board of Education from allowing a school district to be accredited if the district has been identified as priority improvement or turnaround for five consecutive years. Some districts in Colorado are now in year four of such status. Because of chronic underfunding, sufficient resources at the state level have not been directed to such districts. Within this context, removal of accreditation is an overly punitive and severe consequence that may not be in the best interests of the school district and its students.

4.18 State assessments

CASB supports the study and critical analysis of mandated assessments in Colorado. State assessments have an important role to play in the accreditation of schools and districts, but the administration of such tests should be limited so as not to be redundant, overly disruptive to the educational environment, or compromising of essential instructional time. Assessments for secondary students should be given as end-of-course exams rather than by grade level and no assessments should be mandated for students in the 12th grade.

Rationale: As the state assessments are rolled out to align with the Colorado Academic Standards, more instructional time is occupied with preparing for the tests, creating a viable schedule for the classes/students who have to take the tests, performing practice tests, providing essential accommodations for students with disabilities to take the tests, addressing student anxiety around testing, and administering the actual assessments. Some districts estimate they spend 20 days, approximately 15 percent of instructional time, involved in just the test-taking for state assessments. There is also excessive redundancy of testing. For example, the state requires juniors to take the ACT in the fourth quarter of their junior year, and then also requires an additional science assessment test (which is tested on the ACT) in the fall of their senior year, leaving one to wonder what exactly is being measured or what meaningful data is being gathered in that second round of testing. Additionally, some tests are given at grade level and do not always track with when a student completes the related course work. In 2014, the legislature convened a task force to study testing requirements. CASB supports a meaningful analysis of state testing and related issues and encourages state policymakers to carefully consider the recommendations of the committee when working to balance the benefits of the data to be gleaned from multiple tests with the benefits of helping Colorado's students become critical thinkers and lifelong learners.

Annual Resolutions

4.19 Reduce state assessments to federal minimums

CASB urges the state to reduce the number and frequency of testing and assessments by using minimum federal assessment testing requirements as a baseline in addition to local assessments that will also measure growth for state accreditation.

Rationale: Local boards of education are accountable to the local electorate for decisions regarding curriculum, selection of textbooks and materials, instructional delivery, personnel, fiscal management and local choice options. The current state assessments distracts and redirects much-needed resources away from classrooms; reduces critical instructional time in classrooms; and heavily burdens school districts with limited human resources and unfunded technology requirements. CASB understands and values the importance of measuring student growth, which must not be lost if/when the state scales back the required level of assessments to match federal minimums.

4.20 Opt out of state assessments

CASB urges the state to provide an opportunity for parents/students to opt out of state assessments without any negative consequences for local districts.

4.21 Alternative assessment system

CASB urges the General Assembly to provide an option for individual school districts to adopt, subject to State Board approval, an alternative assessment system incorporating nationally- or state-normed assessments.

Rationale: The purpose of such flexibility would be for districts to create assessment systems that are sensitive to local priorities while still providing the state a way to hold districts accountable for student performance and growth.

4.22 Collection and use of student data

CASB urges the legislature to impose stringent parameters around the collection, sharing and use of student data, including requiring parental approval prior to collecting sensitive data, and enforcing the protections of the Family Educational Rights and Privacy Act (FERPA). The legislature should not mandate the collection of data by Colorado Department of Education that compromises the privacy of students, parents or teachers, nor should this data collection be tied to receipt of state funds.

Rationale: Current state and federal laws provide significant protections around student and teacher data that must be honored by the state and local districts. Collection of data without articulation of why and how it will be used does not directly support student learning, increases risk of student and staff tracking and profiling, exposes students and staff to the unmanaged use and sale of data to unauthorized vendors or researchers, and increases the burden on already heavily tasked school districts. Student data collected by the state to track teacher performance may not be protected from disclosure because it does not include a student identifier. That data must remain confidential so that it can not be used to inappropriately label schools and/or districts.

4.23 School readiness assessments

CASB urges the General Assembly to provide school districts flexibility with regard to school readiness assessments and planning.

Rationale: In 2008, the legislature adopted CAP4K, which included a requirement that, beginning in the fall of 2013, local education providers administer approved school readiness assessments for all kindergarten students and ensure all children in publicly funded preschool or kindergarten receive an individual school readiness plan. To date, the State Board has approved only one readiness assessment, TS Gold, which is staff- and time-intensive and burdensome to implement, particularly for small rural districts with limited staff and resources. The Colorado Department of Education is currently advising districts to phase in this provision of CAP4K and additional assessments may be approved in fall 2014. Local districts should have the flexibility to identify and address students' school readiness needs.

Personnel

Personnel policies, practices and relationships that support the hiring, evaluation and retention of quality employees in an atmosphere of trust and shared accountability provide the working foundation for successful district operations and student learning.

Standing resolutions

5.1 Articulation of vision and goals to staff

Boards of education that clearly articulate district vision and goals to staff will be successful.

5.2 Staff professional development

CASB supports staff professional development, which includes an understanding of developmentally appropriate learning environments, curricula and assessments beginning with early childhood education as an important element for school improvement and a key factor for successful implementation of standards-based education and integration of technology into the classroom.

5.3 Employee evaluation

CASB encourages local boards of education to make employee evaluation a priority by providing the necessary resources to implement a quality evaluation system and monitoring the implementation of that system.

5.4 Establishing terms and conditions of employment

An essential function of the local board of education's constitutional authority is to establish the process by which terms and conditions of employment for school district employees are determined.

Legislative agenda

5.5 Incentives to enter teaching profession

CASB supports legislation that creates incentives to enter the teaching profession and remain in Colorado to teach.

Rationale: There are various models in place in other states and from other professions to encourage interested persons to pursue a profession where there is a genuine shortage. In some areas of Colorado, and in some subject areas, the provider shortage is acute. Rural areas in the state are particularly hard hit. An example of an incentive would be a state income tax credit that does not require additional state or local tax dollars to fund the program or redirect existing funds.

5.6 Teacher contracts

CASB supports legislation that would impose penalties on licensed school personnel who enter into contracts with more than one school district for the same academic year, as well as change the deadline date by which a licensed employee must give written notice to a school district that he or she will not fulfill the obligations of the employment contract.

Rationale: The current law, which allows teachers to resign up to 30 days before the start of the academic year, poses a hardship for school districts. The pool of teaching candidates in smaller districts for “hard-to-recruit” instructional areas such as English as a second language, upper-level secondary mathematics and science, foreign languages, special education and so forth, is significantly limited in comparison to larger districts. The closer to the opening of the school year late resignations are statutorily allowed, the more likely smaller districts will need to reduce or eliminate academic programs for students or rehire ineffective educators so students can meet college entrance course requirements. The statute should permit including a liquidated damages provision of a specified amount (e.g., \$1,500) that a teacher must pay if he or she terminates the contract without sufficient notice to the district.

5.7 Public employee retirement

CASB supports legislation that strengthens the actuarial funding of the Public Employee Retirement fund and ensures the long-term viability of the pension program for existing and future school district employees, while reducing the financial impact on school districts.

Rationale: PERA is an important benefit that attracts and retains quality professionals in the teaching and school district support professions. The long-term financial viability of PERA is crucial for school employees. At the same time, it is important that any adjustments made to the rates employers must pay to preserve the financial stability of the fund be done in a manner that does not cause undue hardship for employers, including school districts, during tough economic times.

5.8 Educator effectiveness

CASB supports the implementation of SB 10-191 in a fair and equitable fashion. Local school boards must retain the flexibility needed to design their own systems of evaluation that fit the needs of their community with guidance from the resource bank established by the Colorado Department of Education.

Rationale: The passage of SB 10-191 ushers in a new era of educator evaluations. Much of the work to design this system has been done by the state and is available for adoption, in whole or part, by local school boards. However, the local boards are ultimately responsible for the design and implementation of an educator evaluation system that meets their local needs.

5.9 Nonrenewing ineffective educators

CASB supports continued legislative efforts to clarify portions of SB 10-191 to protect the ability of school districts to retain, dismiss or nonrenew educators based upon a clear set of performance expectations. The process for nonrenewing an ineffective educator must be clear and fair to both the educator and the school district.

Rationale: Prior to the implementation of SB 10-191, once a teacher completed a three-year probationary period, the teacher attained “nonprobationary” status. If problems developed with a nonprobationary teacher’s performance and intervention was not successful, the school district’s only recourse was to initiate a dismissal process. Under SB 10-191, teachers may lose their nonprobationary status and be subject to nonrenewal as a probationary teacher if they receive two consecutive “ineffective” ratings. However, there is a difference of opinion as to the timing and process to be followed if/when a teacher receives his/her second consecutive ineffective rating. We recognize that many districts will choose to retain ineffective teachers and provide opportunities for those teachers to improve their performance. However, CASB will advocate for an interpretation/clarification of the law that allows districts flexibility to nonrenew ineffective teachers in a timely fashion.

5.10 Licensure redesign

CASB supports efforts to redesign the state educator licensing system to help widen the available applicant pool, elevate the profession and remove unnecessary costs and barriers to licensure and renewal. CASB opposes legislation linking educator licensure to local performance evaluation ratings.

Rationale: The proper role of state licensure is to ensure compliance with the requirements for entry into the profession. The state may consider modifications to the state licensure system designed to increase the pool of effective educators in our state. The changes being considered could include: eliminating unnecessary costs and barriers to licensure and renewal, establishing a licensure career ladder, aligning teacher preparation and induction programs with the practice standards adopted pursuant to SB 10-191 and conditioning licensure for teachers on “effectiveness” as determined by an educator’s individual performance evaluation. While CASB recognizes the benefit of many of these initiatives, we oppose any link between licensure and evaluations.

5.11 Teacher preparation and induction programs

CASB supports state initiatives to align teacher preparation and induction programs with the practice standards adopted pursuant to SB 10-191. CASB will work to ensure that the state provides adequate funding and other information-based resources to assist schools and districts as they work to accomplish such alignment in their local programs. CASB opposes any effort to eliminate alternative licensure programs as an alternative pathway to licensure and any mandates that limit local discretion with regard to the design of teacher preparation and induction programs.

Rationale: Recent research shows teacher preparation programs are not preparing teachers adequately to meet the needs of today’s students and standards-based systems. Further, the quality of induction programs varies significantly by district and even by school. The state has a meaningful role to play in synthesizing the research for effective induction and identifying new sources of revenue to support the implementation of such programs by local boards of education. Further, as the recipients of the products of state teacher preparation programs, CASB encourages collaboration between and among institutions of higher education and K-12 educators to ensure teacher preparation programs are equipping educators with the skills they need to be successful upon graduation.

5.12 Mandatory collective bargaining

CASB opposes state legislative intrusion into school districts' employment relationships through mandates related to collective bargaining.

Rationale: Colorado permits, but does not require, its local governments to bargain over terms of employment. CASB opposes any efforts to make collective bargaining mandatory.

Annual Resolutions

5.13 Mandatory public bargaining

CASB opposes any effort to require that collective bargaining negotiations and/or board deliberations related to those negotiations be open to the public.

Rationale: Decisions about how to hold collective bargaining sessions should be left to local boards. CASB opposes Proposition 104, a ballot measure that creates unique obligations for school boards in negotiations by requiring an open meeting any time "members of a board of education, school administration personnel, or a combination thereof" discuss a collective bargaining agreement with a representative of an employees' group. Proposition 104 also prohibits school boards from conferring in executive session about negotiations related to collective bargaining or employment contracts (other than an individual employment contract)—something that every other local or state public body is authorized to do.

5.14 Mitigate damages for probationary teachers

CASB urges the General Assembly to amend the Teacher Employment, Compensation and Dismissal Act to require the mitigation of damages available to teachers under the law.

Rationale: Under current law, a nonprobationary teacher who does not receive written notice of the board's nonrenewal action by June 1 is automatically deemed to be re-employed for the succeeding academic year at the salary the teacher would be entitled to receive under the district's salary schedule. This resolution calls for a statutory change in order to overturn a Colorado Supreme Court decision holding that a school district owed a teacher (who had not been properly nonrenewed) a full year's wages, even though the teacher secured a new position in another school district. When damages are mitigated, a court must reduce the amount awarded to an injured party by any amounts that would offset their injury. For example, if a teacher does not receive notice of nonrenewal by June 1st, but finds employment elsewhere, then the amount of damages the teacher could receive from the first school district would be the salary due under the salary schedule minus the amount of money the teacher earned in the new position. So, if a teacher would have earned \$45,000 on the salary schedule, but takes a new position making \$32,000, then the amount the teacher could be awarded under TECDA from the original district would be \$13,000 [\$45,000-\$32,000].

Community

Local boards should engage in strategic and long-range planning with significant involvement from the community to provide leadership and direction for the district and to regularly engage their constituents so that the board's policies and actions reflect the diverse communities they serve.

Standing resolutions

6.1 Role of parents

CASB believes in the fundamental principle that parents/guardians are the foundation of each student's education and this important role should be respected when a local board adopts curriculum and when CASB advocates on behalf of local boards.

6.2 Parental involvement

CASB supports partnerships between parents/guardians and schools that encourage parental/guardian involvement both in classrooms and outside of school.

6.3 Safe schools

CASB urges local school boards to work with parents, students, community organizations, youth and family serving agencies, behavioral (mental) health providers, the business community, law enforcement and the judiciary to develop and implement effective policies and programs that will ensure continued safe and violence-free schools.

6.4 Relationships with governmental and community agencies

CASB supports efforts to build relationships with local governmental entities and community organizations to strengthen, support and maximize the resources for public education.

6.5 Coordination of services

CASB supports voluntary coordination of school, human and social services, including with Colorado preschool programs, head start programs, child-care centers and local early childhood councils, to ensure that children and families receive necessary assistance so children enter school ready to learn, and to avoid duplication of services.

Legislative agenda

6.6 School organization process

Any decisions about school district consolidation or deconsolidation should only be made by local districts in conjunction with local communities.

Rationale: On occasion, state policymakers begin analyzing the size of school districts to determine what size is optimum for efficiency and effectiveness. There are also issues related to school district boundaries and size when enrollment is declining or when a district is experiencing rapid growth in one area. All of these concerns should be addressed at the local level through the planning that takes place in the school organization process, without the state imposing solutions on a local community.

6.7 Flexibility on CPP requirements

Any state legislation and regulations addressing the Colorado Preschool Program (CPP) must allow for local community flexibility to ensure that school districts have the authority to spend resources with high-quality community-based programs that meet local needs.

Rationale: The Colorado Preschool Program may be delivered in locally approved and chosen settings. This local decision-making authority must be retained.

6.8 Programs for nonviolent juvenile offenders

CASB supports appropriation of additional state funding provided to local school districts to address the needs of nonviolent juvenile offenders as an alternative to detention/incarceration.

Rationale: Detaining juveniles in facilities operated by the Division of Youth Corrections poses significant direct and indirect costs, including costs to society resulting from juveniles receiving limited educational services while incarcerated. Investing additional resources into educational programs designed to provide meaningful education and job skills to nonviolent juvenile offenders will reduce the rate of recidivism and the direct costs of future incarceration while increasing the safety and economic health of our communities.

6.9 CPP advisory council

CASB supports state legislation that would include at least one local school board member on each school district Colorado Preschool Program (CPP) Advisory Council if a member expresses interest in serving on the council.

Rationale: Duties of the CPP Advisory Council include those that board members can excel at, such as connecting and coordinating with community providers (private child care, Head Start), parental involvement and implementation of the program. There are many examples of board members serving on advisory committees that recommend actions to the board (e.g., wellness, policy, budget). It is important that this council include locally elected school board members who serve as representatives of the community and bring a wide range of expertise to education policy issues.

Annual Resolution

6.10 Regional building permits and inspections

CASB urges the General Assembly to adopt legislation allowing school districts the option to utilize local building departments that provide permits and inspection services where available, rather than requiring electrical and plumbing inspections to be performed by the state.

Rationale: Under current law, the inspection of electrical and plumbing systems in public schools must be performed by state inspectors employed by the Department of Regulatory Agencies (DORA), while building and fire inspections may be delegated by the state to local departments. Allowing districts to obtain electrical and plumbing permits from regional building departments will alleviate the current backlog at state inspection offices and allow districts to complete projects in a timely and cost-effective manner.

Federal Issues

P-12 public schools should be governed at the local level. Any federal education requirements should be limited, fully funded and judiciously made.

Standing resolutions

7.1 Local control

CASB opposes efforts to shift control over public schools away from local school boards, whether by federal or state legislative action, regulation, court decision or initiative. CASB supports efforts to restore decision-making authority to locally elected boards of education.

7.2 Role of federal government

The federal government's role is to conduct and support research to develop and promote best practices and to communicate information so that states and local school boards can determine how best to improve student achievement. The fundamental role of the federal government in education is to help ensure equal educational opportunities for every child. The federal government should not set achievement standards or impose a national assessment.

7.3 Implementation of federal mandate

Implementation of any federal program or other requirement that is not fully funded should become optional at the district level.

Rationale: The federal government should not hold schools to compliance requirements that it does not fully fund.

7.4 Reimbursement for federal impact

The federal government should reimburse, in a timely manner, local districts for any costs, lost revenue or other financial impact resulting from the implementation of federal activities.

Rationale: Impact Aid provides a payment in lieu of taxes (PILT) to local school districts for lost tax revenue due to the presence of tax-exempt federal property (such as a military base) and/or increased expenditures due to enrollment of federally connected children. Impact Aid provides funding to about 15 school districts in Colorado and the use of the funds is determined by the locally elected school board.

Legislative agenda

7.5 Federal investment in education

CASB supports full funding for federally mandated programs.

Rationale: The federal government's practice of imposing requirements without providing sufficient funding significantly increases the pressure on school districts' operating budget to the detriment of other programs. By way of example, federal funding for the Individuals with Disabilities Education Act (IDEA) has consistently fallen far short of the 40 percent contribution amount established when the law was enacted. Additionally, federal dollars should be distributed in a manner that allows all districts to satisfy federal requirements. Competitive grants should only be used to encourage districts to explore and implement innovative approaches to education.

7.6 Choice with accountability

CASB supports educational choice with uniform accountability for all publicly funded educational institutions.

Rationale: A level playing field requires uniform accountability for all publicly funded educational institutions. Fair and uniform accountability among all schools, including online and charter schools, is necessary to effectively compare and identify those educational opportunities that best support student achievement.

7.7 Eligibility for free and reduced-price school lunch

Eligibility for free and reduced-price school lunches should be calculated on the basis of all bona fide income or loss.

Rationale: Families in many rural school districts combine their farm and ranch activities with hourly wage jobs to provide a more stable income. Unfortunately, the procedure for qualifying for free and reduced-price lunches excludes losses from farm and ranch activities when they are combined with an hourly wage job. This puts these families at a disadvantage for qualifying for free or reduced-price school lunches.

7.8 ESEA/NCLB

CASB supports the reauthorization of the federal Elementary and Secondary Education Act/ No Child Left Behind Act (ESEA/NCLB) in a manner that ensures transparency and affords states and local districts flexibility to develop education systems that ensure all students will develop the 21st century skills and abilities necessary for success in a global economy. Critical amendments include:

- a) incorporating growth for all students over time (longitudinal growth) as the primary measure of school success;
- b) creating financial incentives to allow local boards of education to address local impediments to student growth, including staffing and technology;
- c) allowing states flexibility (with accountability) to determine how best to assess and measure learning progress for special education students in accordance with their individual education plans;
- d) providing flexibility in assessing the progress of English language learners until they become proficient in English;

- e) providing support and resources to schools not meeting annual growth goals rather than sanctions; and
- f) providing flexibility for local boards to select supplemental service providers for academic intervention services.

Rationale: Current ESEA/NCLB requirements have become barriers to the implementation of state reforms and other local innovations by creating a two-tiered system of accountability (federal and state) that is confusing and often results in conflicting outcomes. While we support the ESEA/NCLB waivers granted to the state by the federal government, we do not believe that waivers are an effective form of governance. ESEA/NCLB should be re-authorized and amended to allow the state and local boards of education flexibility to design and implement state-level education reforms and local innovations and/or corrective actions in a manner that meets the specific needs of the students in each district.

7.9 Expansion or elimination of military facilities

CASB urges Congress and the military to involve local school boards and communities when considering the expansion or elimination of military installations, such as the proposed expansion of the Piñon Canyon Maneuver Site, so that locally elected officials, including school board members, along with the public have an opportunity to not only voice their opinions but also to fully explore the economic impacts such expansion would have on the community.

Rationale: The expansion, reduction or elimination of military installations inevitably impacts the local community. In some cases the impact is positive, but in others it is negative and threatens the viability of entire communities. Regardless, when the federal government is making land use decisions, the local community should be included early in the process and should have a meaningful role.

7.10 Preserving Secure Rural Schools (SRS) funding

CASB urges Congress to pass a 10-year reauthorization of the Secure Rural Schools and Community Self-Determination Act (SRSCA) to ensure that rural school districts with National Forest Lands within their boundaries continue to get support from the federal government to help offset the loss of tax revenue that would be used to fund local schools.

Rationale: In 1908, rural communities entered into a contract through which counties that housed National Forest Land received a 25 percent share of revenues from forest harvests to fund critical rural services, including education. This revenue sharing program worked well until the 1990s, when natural resource policies dramatically reduced timber harvests on National Forest Lands. In 2000, Congress reaffirmed its commitment to the contract by passing and funding the Secure Rural Schools and Community Self-Determination Act (SRSCA). In 2008, the SRSCA was re-authorized for an additional four years but with rural community payments decreasing by 10 percent annually. The SRSCA was re-authorized for fiscal year (FY) 2013 but the full funding amount for FY 2013 for all counties that elect to receive a share of the state payment is 95 percent of the FY 2012 amount. It is time for a strategic, long-term plan to resume and continue SRSCA funding in a manner that provides rural forested communities and schools with funding to offset the loss of tax revenue that would otherwise come to the community.

7.11 Federal funding directly allocated to local boards of education

CASB supports the ability of local school boards of education, boards of cooperative services or consortiums of school boards to directly seek federal funding should the state of Colorado refuse to accept federal education funds.

7.12 Flexibility of federal title funding

CASB urges Congress to allow local school districts the flexibility to use federal title funding in a manner that best suits the needs of the district. Formulaic requirements tie the hands of local school districts.

Rationale: Requirements placed on the use of federal funds often prevent districts from using the funding in the most efficient and effective manner.

7.13 Honor existing state regulation regarding the use of student restraint

CASB opposes federal regulations regarding the use of physical restraint where states have adequate protections in place.

Rationale: In response to concerns regarding the protection of students from physical restraint or improper seclusion at school, the Colorado Department of Education convened a task force including legislators, educators, parents of students with disabilities, advocates for children and families, and specialized providers. This task force met for more than three years and developed a comprehensive set of rules regulating the use of restraint in Colorado's schools. The state and other agencies have spent considerable time and expense providing training regarding these rules and safe practices for students. Developing new federal regulations fails to honor the collaborative work accomplished in Colorado (and many other states) and will create confusion and the need for additional training and administrative expenditures.

Annual Resolutions

7.14 School board involvement in federal policy

School board members should actively engage in federal policy discussions by inviting congressional representatives into their districts to highlight local successes and provide a clear understanding of the challenges created by overreaching federal policies and unfunded mandates.

Rationale: School board members must engage their federal representatives to provide them with a clear understanding of the impact of overreaching federal policies and the failure to fully fund costly federal mandates, including the Individual with Disabilities Education Act (IDEA). Despite a commitment to fund 40 percent of excess special education costs, the federal government has never funded IDEA at a rate higher than 19 percent and its current funding level is at 16 percent. Board members, and their communities, must advocate for their schools and urge their federal representatives to do the same in Congress.

7.15 Eliminate federal nutrition requirements

CASB supports the restoration of local flexibility for school districts struggling to comply with federal nutritional requirements. Congress should support school districts that are assuming greater responsibility for the health and nutrition of students through administrative and regulatory flexibility, adequately funded incentives and grants that enable them to further expand their local commitment.

Rationale: It is imperative that federal policy assures that school districts are supported, not undermined, by unfunded mandates or under-resourced requirements. The Healthy, Hunger-Free Kids Act of 2010 imposes numerous new responsibilities on school districts without sufficient federal funding and resources. The bill unreasonably limits food choices available to students, impacts school fundraisers and will require districts to redirect financial resources to the school food authority and/or shift additional costs to students and their families through increased meal prices. The unfunded or underfunded mandates will inevitably result in the loss of programs and/or jobs at the local level.

7.16 Modernize and expand the E-Rate program

CASB supports the expansion and modernization of the E-Rate program so that all schools can provide students with the 21st century skills necessary to be competitive in a global economy. Any effort to modernize the program must increase E-Rate resources rather than redirecting inadequate resources away from current program participants. CASB also calls for a permanent exemption for E-Rate from the Anti-Deficiency Act.

Rationale: The Federal E-Rate program helps schools and libraries build technology infrastructure and provides discounted telecommunications and Internet services for students in low income and rural areas. E-Rate is a vital source of assistance in maintaining Internet connectivity, bringing new learning opportunities to students and enhancing distance learning in rural areas. However, current demand is more than double the resources available and, other than inflationary adjustments in 2010, there has been no increase in the 2.24 billion cap on E-Rate resources since the program's inception in 1996.

In June 2013, the administration announced ConnectED, an initiative to connect 99 percent of America's students to the Internet through high-speed broadband and high-speed wireless within five years. The FCC is currently engaged in rulemaking designed to modernize and leverage the E-Rate program to meet that goal and to get Internet connectivity and educational technology into all classrooms. Ensuring that schools and libraries have access to 21st century broadband will require substantial and ongoing increases in resources, not just the redirection of existing resources in a manner that will do no harm to current program recipients.

A permanent exemption from the Anti-Deficiency Act (ADA) is necessary to ensure that E-Rate funding commitments are not suspended (as they were in 2004) due to application of the ADA. The suspension of funding obligations from August to November 2004 affected over 4,000 applicants and some schools lost their Internet connection. Each year since 2004, Congress has exempted the program from the ADA in order for USAC to be able to release funding waves at a much faster rate, and in 2011 Congress exempted the E-rate program from the ADA for a two-year period.

Mission Statement

Advancing excellence in public education through effective leadership by locally elected boards of education.

Vision Statement

The Colorado Association of School Boards through leadership, service, training and advocacy prepares local boards of education to advance a system of public schools where all students are challenged to meet their full potential.



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Board suggestions for resolutions to be considered at CASB's Fall Delegate Assembly Conference, Oct. 16-17, 2015.

Please submit by Friday, Aug. 28, 2015

1. If you would like to submit a resolution for the Legislative Resolutions Committee to consider, please outline your resolution here.

Note: Proposed resolutions do not need to be submitted in final form. CASB legal staff will draft a proposed resolution to reflect your board's recommendations, then submit it to your board for final approval. If your board needs help formulating a resolution, contact CASB at 303-832-1000. To the extent it is available, please include background information as rationale for your proposed resolution.

2. Rationale Statement