



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

Mission Statement

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

AGENDA
REGULAR BOARD OF EDUCATION MEETING
December 10, 2015
6:30 p.m.
Education Service Center – Board Room

Fantastic 49 - 6:00 p.m.

- | | |
|---|-----------------------------|
| ● Outstanding School Psychologist of the Year | ● Young Champion Ambassador |
| ● Alumni – Still Building Pathways | ● Snow Day Good Deed |

6:30 p.m.

1.00 Call to Order and Roll Call

2.00 Welcome and Pledge of Allegiance

3.00 Approval of Agenda

4.00 Consent Agenda

- 4.01 Approval of Matters Relating to Licensed Personnel
- 4.02 Approval of Matters Relating to Educational Support Personnel
- 4.03 Approval of Matters Relating to Schedule B Personnel
- 4.04 Approval of DAAC Membership
- 4.05 Approval of Minutes of Regular Board of Education Meeting 11/12/15 and Special Board of Education Meeting 11/18/2015
- 4.06 Approval of Matters Relating to Administrative Personnel

5.00 Board Update

- 5.01 Chief Officer Update

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

7.00 Action Items

- 7.01 Action on Innovation Plans
 - a. Falcon Elementary School
 - b. Meridian Ranch Elementary School
- 7.02 Action on Banning Lewis Preparatory Academy Charter Expansion Application
- 7.03 Action on New Course Proposals
 - a. Farm and Ranch Management at Falcon High School
 - b. Animal Science at Falcon High School
 - c. Introduction to Communication Studies at Sand Creek High School
 - d. International Baccalaureate Sports, Exercise and Health Science at Sand Creek High School
- 7.04 Action on Human Resources Staffing Plan
 - a. Job Description, Human Resources Manager

7.05 Approval of 2016-2017 and 2017-2018 Board of Education Meeting Dates

7.06 Action on Mill Levy Override Teacher Compensation Proposal

7.07 Approval of 2016 Mill Levy Rate

7.08 Action on Policy Review and Revision

a. ACC, ACC-E, ACC-R Intimidation, Harassment and Hazing

b. ADC Tobacco-Free Schools

c. BDB Board Officers

d. BDFD District Safe & Drug-Free Schools Advisory Council

e. BEDB Agenda

f. EBCC Bomb Threats

g. ECA/ECAB Security/Access to Buildings

h. KDB-R Public's Right to Know/Access to Information

7.09 Items Removed from Consent Agenda

8.00 Information Items

8.01 Expulsion Information

8.02 Student Study Trips

9.00 Discussions Items

9.01 Restorative Practices Overview

9.02 Operations Performance Report

a. Safety and Security (5 minutes)

b. Facilities (5 minutes)

9.03 Amended Budget Update (10 minutes)

9.04 Board Annual Planning Workshop (10 minutes)

9.05 Election Planning (10 minutes)

10.00 Other Business

10.01 Executive Session

Pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification for Chief Education Officer evaluation and review

11.00 Adjournment

DATE OF POSTING: December 4, 2015

Donna Richer

Executive Assistant to the Board of Education

BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Rebecca Engasser, Human Resources
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</u> <u>district</u> in Colorado to learn, work and lead	Major impact
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: Yes

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

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

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

DATE: November 23, 2015



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	December 10, 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

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, Director of Human Resources

DATE: November 23, 2015



BOARD OF EDUCATION AGENDA ITEM 4.03

SPECIAL BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Susan Junkins, HR Specialist
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Schedule B Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

FUNDING REQUIRED: Yes

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

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

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

DATE: December 01, 2015



BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Barbara Seeley, Executive Assistant to CEO
TITLE OF AGENDA ITEM:	District Accountability Advisory Committee Appointment
ACTION/INFORMATION/DISCUSSION:	Consent-Action

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

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

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

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

RATIONALE: The enclosed membership application includes the name of one alternate DAAC member for the 2015-2017 school years for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

RELEVANT DATA AND EXPECTED OUTCOMES: Recommended alternate DAAC member: Marie Kruhn-Skyview Middle School. DAAC members have already committed to the responsibilities of their charge through state statute and will report out their accomplishments in June 2016.

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A



BOE Regular Meeting December 10, 2015
Item 4.04 continued

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

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 30, 2015

BOARD OF EDUCATION AGENDA ITEM 4.05

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board Meeting 11/12/2015 and Special Board of Education Meeting 11/18/2015
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: Tammy Harold, Board Secretary

DATE: November 23, 2015



BOARD OF EDUCATION AGENDA ITEM 4.06

SPECIAL BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Rebecca Engasser, Human Resources
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 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, Director of Human Resources

DATE: December 1, 2015

BOARD OF EDUCATION AGENDA ITEM 7.01a

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Malinda Keck, Principal – Falcon Elementary School of Technology
TITLE OF AGENDA ITEM:	Innovation Plan Update, Falcon Elementary School of Technology
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Falcon Elementary School of Technology adopted their innovation plan at the end of the 2011-2012 school year. Our innovation plan contained waivers from District 49. Falcon Elementary School of Technology has reached the end of its three-year approval of our innovation plan. The purpose of this discussion item is to review the components of the approved plan with the Board of Education, provide data and insight into the progress that FESoT has made, and request future action so that the plan can move to its next phase.

RATIONALE: Provide District 49 Board of Education information related to the progress Falcon Elementary School of Technology has made since the adoption of the Innovation Plan and to make recommendation of next steps for our school to move forward.

RELEVANT DATA AND EXPECTED OUTCOMES: Please see attached Innovation Plan and Self-Assessment for Three-Year Review Summary.

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	Falcon Elementary School of Technology has worked closely with our community members through our PTA and SAC meetings. We have updated our parents on the progress of our plan and our next steps.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Falcon Elementary School of Technology is a Title 1 school focused on student success. As a school of technology, we have implemented a 1:1 iPad model in grades 2-5.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Through the curriculum waivers in the plan, Falcon Elementary School of Technology has incorporated new programs in order to develop a culture of respect focused on student learning.
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to affirm the existing innovation plan with the recommended adjustments for Falcon Elementary School of Technology.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 23, 2015

Falcon Elementary School of Technology
Innovation Plan
Revised and updated 2015-2016 school year

This application is to re-designate Falcon Elementary School of Technology (FESoT) with innovation status, beginning the 2015-2016 school year.

Planning and Development Committee Members

Administrators: Malinda Keck, Aimee Crespín

1. FALCON ELEMENTARY SCHOOL of TECHNOLOGY MISSION AND VISION

A. Mission

The staff of Falcon Elementary School of Technology is committed to the continuous improvement of educational practices and unwavering dedication to excellence.

B. Vision

In order to embrace the challenges of the future, FESoT values:

Respectful Relationships

Empowered Learners

Student-Centered Curriculum

Positive School Climate

Engaging Instruction

Collaborative Environment

Twenty-First Century Skills

Falcon Elementary School of Technology is a place where students and families want to come and staff and teachers want to stay.

2. INNOVATIONS TO BE IMPLEMENTED

1. Autonomy of Curriculum

District 49 and the Colorado Academic Standards serve as the foundation for our instruction. Currently, we are piloting two reading programs:

1st & 2nd grade: McGraw Hill – Wonders;

3rd, 4th, & 5th grade: Benchmark Literacy.

Kindergarten is in their second year of using StarFall.

CraftPlus encompasses our school wide writing continuum which is used as a guide for writing instruction. The Engage NY math program is enhanced with mathematical reasoning, problem solving and critical thinking to help students develop mathematical ideas. Science and Social Studies is embedded across content areas.

Continuation of our Innovation status would permit FESoT the ability to restructure our curriculum to focus on the skills, and learning styles of our students; which would enable us to provide a variety of learning opportunities to our students. This freedom will allow us to make instructional decisions that are in alignment with our Colorado Academic Standards and allow us to provide rigorous, appropriate grade level instruction to reach the needs of our diverse learners. Our Falcon Elementary Advisory Committee will review, analyze and select new curriculum based on student needs. Student data and academic growth will aide in determining the curriculum components that support student achievement. This team would be responsible for bringing new curriculum changes to the School Accountability Committee (SAC) for recommendation. The following areas will be utilized in determining the appropriate curriculum:

- (1) Colorado Academic Standards and Common Core State Standards
- (2) Data Driven Instruction
- (3) Common Formative Assessments
- (4) Response to Intervention
- (5) Professional Learning Communities

Our educational philosophy at FESoT is based on the belief of holding **all** of our students to high expectations by encouraging **all** students to participate in opportunities for learning enrichment. We are dedicated to providing academic success and to increase student achievement. Student data drives our decisions to promote growth and provide support to ensure student success. Falcon Elementary School of Technology will comply with all requirements related to Individuals with Disabilities Education Improvement Act (IDEIA) to ensure individual learning needs of all students are met. We will utilize Professional Learning Communities to make sound decisions around curriculum while ensuring that state standards are met in order to build mastery for all students. Assessments will be used to test mastery of the standards and this data will be used to determine the appropriate interventions, remediation and enrichment needed to support student achievement. FESoT requests a waiver granting control over the following areas:

- Curriculum development
- Instructional resources and materials selection and adoption
- Curriculum review
- Curriculum adoption
- Textbook selection and adoption

3. LISTING OF PROGRAMS, POLICIES, AND OPERATIONAL DOCUMENTS AFFECTED BY INNOVATION

Each of these policies would be waived to allow FESoT decision-making authority to choose academic programs that meet the needs of the students. The change in these policies would give this decision-making authority to Falcon Elementary School of Technology.

- a. Board Policy IG (Previously IGA) – Curriculum Development
- b. Board Policy IJ – Instructional Resources and Materials
(Selection & Adoption removed from title)
- c. ~~Board Policy IGF – Curriculum Review (Policy now falls under IG)~~
- d. ~~Board Policy IJJ – Textbook Selection and Adoption (Policy now falls under IJ)~~

4. IMPROVEMENTS IN ACADEMIC PERFORMANCE FESoT EXPECTS TO ACHIEVE IN IMPLEMENTING INNOVATION

Our Unified Improvement Plan outlines specific areas of focus regarding student achievement in the areas of reading, writing, math, and science. As a school, we have seen inconsistencies in our data. We continue to make necessary adjustments to our curriculum but more importantly, have implemented strategies and support for teachers to improve their craft such as Classroom Instruction That Works Professional Development. We have tightened up our PLC (Professional Learning Communities) conversations and expectations and have developed processes for identifying students needing the Response to Intervention (RtI)/Multi-Tiered Systems of Support (MTSS) Process.

Our UIP Major Improvement Strategies and Title 1 Action Steps support the need to remain innovative in the area of autonomy of curriculum. It allows us to make informed decisions to support our students.

- UIP Major Improvement Strategy #1: Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade.
- UIP Major Improvement Strategy #2: Develop and Implement effective, timely intervention strategies for reading and writing.

Reading:

During the 15-16 school year, FESoT is piloting 2 reading programs: Grades 1 & 2 – McGraw Hill: Wonders; Grades 3-5 – Benchmark Literacy. Both are aligned with our Colorado Academic Standards and include high levels of technology integration. Our kindergarten team is in their second year of StarFall implementation. As a school, we will have semi-monthly “pilot sharing” conversations at our staff meetings. We have a template we are using to help us to determine if and how the reading programs meet

the needs of the Common Core shifts. We will also use student data and benchmark data to determine student achievement and growth.

Writing:

We implemented Every Child a Writer for the 2011-12 school year. Our TCAP data showed a significant area of concern with writing. Upon implementation of the program, we monitored data closely and found that there were many “holes” in the program, which required supplementation. Vertical alignment occurred in our building to create a writing continuum to ensure students needs were met across grade levels. We felt the need to find a program that supported our writing continuum and implemented CraftPlus in 2014-15.

An action step in our Title 1 plan includes a Math/Writing Interventionist who supports students during their writing time to give students individualized intervention support. Based on common formative assessments and student observation, we are seeing an improvement in student writing.

Math:

It was necessary to review the Math program that was being used, as it did not support our new Common Core Standards. For the 2013-14 school year, staff piloted Georgia Math as well and Engage NY. Based on data and alignment of standards, we determined that Engage NY met our student’s needs and provided rigorous instruction in alignment with Common Core Standards. This has also been a Zone-Wide implementation, which has allowed for PLC conversations to occur across buildings within our zone.

With additional control of the curriculum, the staff at FESoT will be able to further develop these action steps and utilize a research-based curriculum that meets the educational needs of our students. Future curriculum changes will always be guided by data driven instruction and the use of common formative assessments during our Professional Learning Community conversations.

5. SCHOOL BUDGET FROM THE PREVIOUS YEAR AND A PROPOSED BUDGET FOR THE INNOVATIONS BEING IMPLEMENTED

The attached budget illustrates last years’ (2014-15) budget as well as our current year’s budget (2015-16) plan. The budget process for FESoT will become a collaborative effort between administration, staff, and the School Advisory Committee to determine true budget amounts for the upcoming school year. All of the Innovation factors will be taken into account to ensure the programs are implemented with fidelity and that we are meeting the instructional needs of our students. This budget is subject to change as new figures come in from the state and district level, along with changes in costs related to various purchases of instructional materials and staff development for the upcoming year.

Budget Line Item	2014-2015	Current 2015-2016
Repairs & Maintenance (copies)	3404.22	3600
In State Travel/Workshops	47.30	1000
Instr. Mileage	401.84	800
Classroom Supplies	5447.63	6000
Books	7467.59	1000
Electronic Media	4442.95	500
Technology Equipment	7052.84	1570
Maintenance	153.50	880
Library Admin. Supplies	309.14	200
Library Books	0	300
Library Media Electronic Media Materials (Follette)	1470.56	1470.56
Art Class Supplies	250	500
School Sponsored Stipend	0	5400
PE Class Supplies	267.20	500
Music Prof Serv	0	
Music Class Supplies	0	500
Counseling Supplies	57.70	300
Operating Lease (copiers/printers)	4186.16	4566.72
Telecommunications (cell phones)	2102.70	1800
Admin. Postage	646.67	650
Admin In State Travel/Workshops	0	2000
Admin. Out of State Travel	684.34	650
Admin. Supplies	6094.17	6500
Admin. Elec. Media (SDMS)	209.60	250
Furniture & Fixtures	119.37	500
Sch Admin – Tech Equip	1224.04	0
Admin. Dues & Fees	600	1200
Computer Lease - Interest	75.86	0
Computer Lease - Principal	1106.74	0
Contingency	0	1852.72
Total	\$47,822.12	\$44,490

6. INCREASED EFFICIENCIES AS A RESULT OF THE INNOVATIONS

As an Innovation School, we will work with our parents, community and staff to set a budget that accurately represents the goals of our school and the specific needs we have. Curriculum decisions will be based on student need and not by a cycle of adoption. By delegating authority to our school to choose our own curriculum, we eliminate the possibility of wasted money on materials that are not used to their full extent.

7. ADMINISTRATOR, TEACHER, AND SCHOOL ACCOUNTABILITY SUPPORT

On November 9, 2015, the teachers employed at Falcon Elementary School of Technology voted 92% for and 8% against, **in favor** of the Falcon Elementary School of Technology Innovation Plan.

On November 9, 2015, the Falcon Elementary School of Technology SAC (School Advisory Committee) voted 86% for and 14% against, **in favor** of the Falcon Elementary School of Technology Innovation Plan.

The Principal and Assistant Principal are in full support of Falcon Elementary School of Technology's Innovation Plan.

8. REVIEW, REVISION, RENEWAL OF INNOVATION STATUS

The Innovation Plan, once adopted, is considered for renewal every three years per the Colorado Innovative School Act. At that time, FESoT can alter, revise, or rescind their Innovation Plan or Status with the consent of a majority of the teachers, majority of the School Advisory Committee, and a majority of the administrators employed. This is articulated in full in Section 22-32.5/110, District of Innovation – review of innovation schools and innovation school zones. No collective bargaining agreement exists in District 49.

9. LISTING OF STATUTORY, REGULATORY AND DISTRICT POLICY REQUIREMENTS THAT NEED TO BE WAIVED


District Policies

We request the following District Policies to be waived:

District Policy	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
IGA	Curriculum Development	FESoT will develop curriculum which meets/exceeds Colorado Academic Standards. Licensed staff will review curriculum. Results will be reported to our Advisory Team, Colleagues and Administration.	FESoT Building Advisory Teams will develop and utilize a collaborative process to create curriculum and monitor its effects on student achievement. Administration will have full oversight of this process.
District Policy	Description	Action Called for by Innovation Plan	Replacement Policy or Practice
IJ	Instructional Resources and Materials Selection and Adoption	FESoT will have authority to determine educational materials and resources used in classrooms.	FESoT will adopt and purchase instructional resources and materials used in classrooms. Final approval of the instructional materials will rest with the Advisory Team, all Licensed Staff, and Administration.

10. DESCRIPTION OF HOW THE WAIVED STATUTES AND POLICIES SHALL BE HELD ACCOUNTABLE TO THE STATE FOR COMPLIANCE

If the listed waivers for FESoT are approved, then FESoT will establish a protocol for oversight and accountability to ensure compliance with the state. In the area for Innovation: Autonomy of Curriculum, FESoT will ensure that appropriate groups within the school community are involved for accountability. FESoT staff will explore the education decisions related to these Innovations and report their findings and ideas to various teams within the building. Ultimately the Advisory/Leadership Team at FESoT will make decisions as to the systems that will be implemented within the building. This team is composed of teachers from each grade level. The administration will then take the ideas to the School Advisory Committee/Staff to ensure accountability to the Mission and Vision of the building. The SAC Committee will also ensure that the components relate to the objectives of the Innovation Plan.

School and Principal	<i>Falcon Elementary School of Technology</i> <i>Malinda Keck, Principal</i>	
Approval date for	June 25, 2012 by the District 49 Board of Education	
Which district policies were waived as part of your schools innovation plan?	<ul style="list-style-type: none"> ➤ Board Policy IGA – Curriculum Development ➤ Board Policy IJ – Instructional Resources and Materials Selection and Adoption ➤ Board Policy IGF – Curriculum Review ➤ Board Policy IGD – Curriculum Adoption ➤ Board Policy IJJ – Textbook Selection and Adoption 	
Which state policies were waived as part of your schools innovation plan?	<ul style="list-style-type: none"> ➤ No state policies were waived as part of our school’s innovation plan. 	
What academic performance targets were identified in the original innovation plan?	<p>Falcon Elementary School of Technology’s innovation plan was developed in order to “permit FESoT the ability to restructure our curriculum to focus on the skills, and learning styles of our students; which would enable us to provide a variety of learning opportunities to our students”. Our plan states, “With additional control of the curriculum, the staff at FESoT will be able to further develop these actions steps (UIP) and utilize a research based curriculum that meets the educational needs of our students”.</p> <p>The plan also indicates that all curriculum changes will be guided by data driven instruction and the use of common formative assessments during Professional Learning Community conversations.</p>	

School and
Principal

Falcon Elementary School of Technology
Malinda Keck, Principal



Falcon Elementary School of Technology is proud to be a Title 1 school serving 305 students and their families. We have a 1:1 iPad implementation in grades 2-5. Out of our 305 students, we have 53 students on IEP's for SSN, SED, SLD or Speech. Our school includes 2 center- based programs: Significant Support Needs Program (SSN) and Significant Emotional Disabilities (SED) Program. Currently, we have 27 students in our English Language Development (ELD) program.

Falcon Elementary School Historical TCAP Data Results

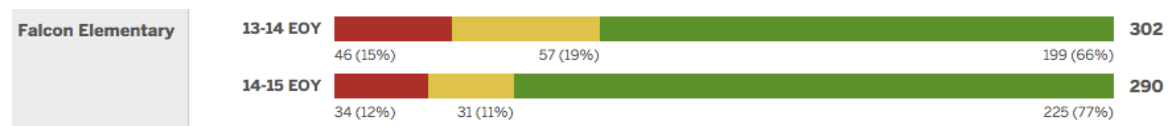
School Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
READING	69%	74%	78%	74%	71%	68%
MATH	69%	72%	75%	76%	75%	73%
WRITING	50%	52%	57%	48%	48%	52%
SCIENCE	60%	61%	67%	57%	50%	CMAS

As a school, we have seen inconsistencies in our data. We continue to make necessary adjustments to our curriculum but more importantly, have implemented strategies and support for teachers to improve their craft such as Classroom Instruction That Works Professional Development. We have tightened up our PLC (Professional Learning Communities) conversations/expectations and have developed processes for identifying students needing the RtI Process through Hawk Kid Talk. Our UIP Major Improvement Strategies and Title 1 Action Steps support the need to remain innovative in the area of autonomy of curriculum. It allows us to make informed decisions to support our students.

Curriculum decisions made over the past three years:

Reading: UIP Major Improvement Strategy #1: Provide an intentional focus on primary literacy instruction to achieve a goal of 100% reading proficiency by 3rd grade.

Falcon Elementary School mCLASS: DIBELS Data



Beginning during the 2015-16 school year, FESoT is piloting 2 reading programs: Grades 1 & 2 – McGraw Hill: Wonders; Grades 3-5 – Benchmark Literacy. Both are aligned with Colorado Academic Standards (CAS) and include high levels of technology integration. Our kindergarten team is in their second year of StarFall implementation. As a school, we will be incorporating semi-monthly “pilot sharing” conversations at our staff meetings. We have a template we are using to help us to determine if and how the reading programs meet the needs of the Common Core shifts. We will also use student data and benchmark data to determine student achievement and growth.

Writing: UIP Major Improvement Strategy #2: Develop and implement effective, timely intervention strategies for reading and writing. We implemented Every Child a Writer for the 2011-12 school year. Our TCAP data showed a significant area of concern with writing. Upon implementation of the program, we monitored data closely and found that there were many “holes” in the program, which required supplementation. Vertical alignment occurred in our building to create a writing continuum to ensure students’ needs were met across grade levels. We determined the need to find a program that supported our writing continuum and implemented CRAFTPlus in 2014-15. An Action Step in our Title 1 plan includes a Math/Writing Interventionist who supports students during their writing time to give students individualized intervention support. Based on common formative assessments and student observation, we are seeing an improvement in student writing.

Math: It was necessary to review the math program that was being used, as it did not support our new Colorado Academic Standards, which are aligned with the Common Core State Standards. For the 2013-14 school year, staff piloted Georgia Math as well as Engage NY. Based on data and alignment of standards, we determined that Engage NY met our students’ needs and provided rigorous instruction in alignment with Common Core State Standards. This has also been a Zone-wide implementation, which has allowed for PLC conversations to occur across buildings within the Falcon Zone.



School and Principal	<i>Falcon Elementary School of Technology</i> <i>Malinda Keck, Principal</i>						
What other academic performance data might inform the Board's decision?	<p>Our data for the 13-14 school year indicated that our K-5 students generated 117 Office Disciplinary Referrals whereas in 2014-15 we only had 66 Referrals.</p> <p style="text-align: center;">Falcon Elementary School Office Disciplinary Referrals</p> <table border="1"> <thead> <tr> <th>School Year</th><th>2013-14</th><th>2014-15</th></tr> </thead> <tbody> <tr> <td># of Office Referrals</td><td>117</td><td>66</td></tr> </tbody> </table> <p>We implemented Capturing Kids Hearts school-wide in conjunction with PBIS (Positive Behavior Interventions and Support) and behavior referrals have significantly declined. This has led to more opportunities for students to “be in their seats” in order to engage in academic learning/instruction.</p>	School Year	2013-14	2014-15	# of Office Referrals	117	66
School Year	2013-14	2014-15					
# of Office Referrals	117	66					
As the school principal, which recommendation do you make to the Board?	<p><input checked="" type="checkbox"/> Affirm the existing innovation plan (<i>With adjustments to specific policy designations as some Board Policies have changed names since implementation – see next questions for adjustments</i>)</p> <p><input type="checkbox"/> Revoke the school's innovation status</p> <p><input type="checkbox"/> Remove the school from the innovation zone</p> <p><input type="checkbox"/> Revise the innovation plan</p>						
If you recommend revisions, which policy waivers do you seek to retain?	<p>Below are the new board policy designations reflecting the correct policy letter designation and title.</p> <ul style="list-style-type: none"> ➤ Board Policy IG (Previously IGA) – Curriculum Development ➤ Board Policy IJ – Instructional Resources and Materials (Selection & Adoption removed from title) ➤ Board Policy IGF – Curriculum Review (Policy now falls under IG, listed above) ➤ Board Policy IJJ – Textbook Selection and Adoption (Policy now falls under IJ, listed above) 						
If you recommend revisions, which policy waivers do you seek to add?	No additional policy waivers are being requested at this time.						
Which, if any, of the proposed new waivers require approval from the State Board of Education?	N/A						

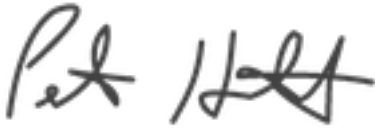
Falcon Elementary School of Technology requests that their Innovation plan be placed on the December 10th, 2015 Board Meeting Agenda as an Action Item to affirm the existing innovation plan with the recommended adjustments so that FESoT can continue with the implementation of the stated innovations.

FALCON ELEMENTARY SCHOOL OF TECHNOLOGY 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 Falcon Elementary School of Technology (FEST) Innovation Plan 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 at FEST 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

BOARD OF EDUCATION AGENDA ITEM 7.01b

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Kim Leon, Principal- Meridian Ranch Elementary
TITLE OF AGENDA ITEM:	Innovation Plan Update, Meridian Ranch Elementary
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Meridian Ranch Elementary adopted our innovation plan in October of 2012 with final board approval on November 8th, 2012. The innovation plan contained waivers from District 49 Policy. Meridian Ranch Elementary has reached the end of its three-year approval of the innovation plan. The purpose of the discussion item is to review the components of the approved plan with the Board of Education, provide data and insight to the progress of the plan, and request revisions to move our innovation plan into the next phase.

RATIONALE: To provide District 49 Board of Education updated information regarding Meridian Ranch Elementary innovation plan and make recommendations for next steps of the plan.

RELEVANT DATA AND EXPECTED OUTCOMES: Please see attached summary.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	N/A
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Meridian Ranch Elementary has dug deep into our data over the past couple of years and worked with our SAC and PTA to not only celebrate our strengths within that data but also work in collaboration to support growth areas. This collaboration has led us to a more refined and focused innovation plan.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Meridian Ranch Elementary School has refined it's instructional practices, adopted new curriculum, and attended extensive training in primary literacy as well as Classroom Instruction that Works strategies This provides teachers with the necessary tools and training to meet our rigorous goals.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Through the curriculum waiver in the plan, Meridian Ranch Elementary has adopted a curriculum that provides targeted and explicit primary literacy instruction for our communities needs.
Rock #5 — Customize our educational systems to launch each student toward success	N/A


FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the revised innovation plan for Meridian Ranch Elementary School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 23, 2015

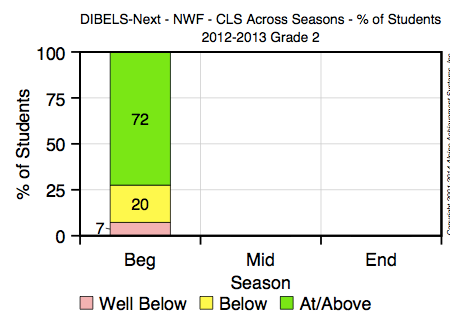
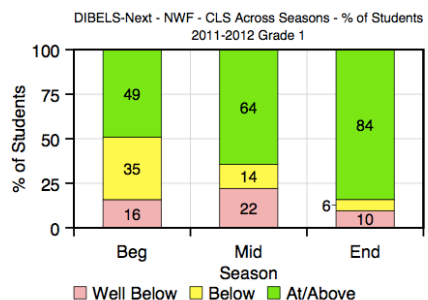
School and Principal	<p><i>Meridian Ranch Elementary School</i> <i>Kim Leon, Principal</i></p>	
Approval date for original plan:	November 8th, 2012 by the District 49 Board of Education	
Which district policies were waived as part of your schools innovation plan?	<ul style="list-style-type: none"> • Board Policy IGA – Curriculum Development • Board Policy IJ – Instructional Resources and Materials Selection and Adoption • Board Policy IGD – Curriculum Adoption • Board Policy IHA – Basic Instructional Program • Board Policy GCA- Professional Staff Positions 	
Which state policies were waived as part of your schools innovation plan?	<ul style="list-style-type: none"> • Section 22-32-109 (t) Determine educational program and prescribe textbooks 	
What academic performance targets were identified in the original innovation plan?	No Academic performance targets were identified in the original innovation plan. State assessments, quarterly assessments, individual progress monitoring were going to be used to measure academic success but lacked a target proficiency.	

School and Principal

Meridian Ranch Elementary School
Kim Leon, Principal

Over the past 3 years, MRES has shown some positive increase in our data but not enough. Our mission/vision and the innovation plan needed better alignment, driven by data, and a more collective commitment culture in the building. This last year through our data dig we found that there was a large gap in achievement and growth between males and females in writing. There was an achievement gap of more than 22% of females being proficient vs. male proficiency. Over the same time period of time 10% more girls were meeting their median growth goal than boys. Our second challenge is in Math. Our median growth percentile in TCAP for 4th and 5th grade declined from 58% in 2012, to 57% in 2013, to 52% in 2014 and the growth target information in Scantron followed suit going from 70% of students of a particular cohort meeting their growth target in 2011, to 67% in 2012, and to 57% 2013. Our last challenge is in K-2 Early Literacy. The number of students who are proficient in NWF at the end of first grade declined at the beginning of 2nd grade, which is below that cohort's scores from prior years and below our standard. There was a dramatic drop in 2011-2012 with only 35% proficient. From 2012-2013 there was a decrease in proficiency from 1st to 2nd grade in NWF of 12%. Below is the data that shows these priority performance challenges.

	2012 TCAP Writing % of P/A (grades 3-5)	2013 TCAP Writing % of P/A (grades 3-5)	2014 TCAP Writing % of P/A (grades 3-5)
Girls	71	71	73
Boys	47	49	50



2011-2012			Met Target	Growth Category				
Location	Count	Enrolled	(%)	Far Below	Below	Above	Far Above	Mean SS
Meridian Ranch	279	1705	60%	40	72	75	92	2357
Aggregate	279	1705	60%	40	72	75	92	2357
2012-2013			Met Target	Growth Category				Testing Period 1(7/25/12 to 9/14/12)
Location	Count	Enrolled	(%)	Far Below	Below	Above	Far Above	Mean SS
Meridian Ranch	270	1705	57%	36	80	95	59	2350
Aggregate	270	1705	57%	36	80	95	59	2350
2013-2014			Met Target	Growth Category				Fall(7/29/13 to 9/30/13)
Location	Count	Enrolled	(%)	Far Below	Below	Above	Far Above	Mean SS
Meridian Ranch	429	1705	52%	50	155	178	46	2272
Aggregate	429	1705	52%	50	155	178	46	2272

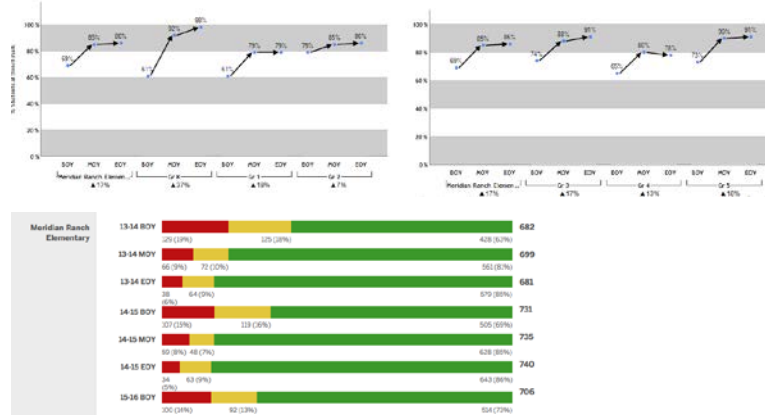
To what degree is the school achieving or making adequate progress toward achieving the academic performance results identified in the school's innovation plan?

In Reading, the main causes of our declining NWF scores were as follows: lack of focus on Phonics across all grade levels, professional development in early literacy skills such as phonics and phonemic awareness, and not progress monitoring NWF in DIBELS after BOY in 2nd grade. In Math, a revolving door with curriculum has been a challenge. The prior curriculum lacked the rigor necessary for students to reach mastery of the Common Core Standards. There has also been some inconsistency with vertical alignment. In Writing, our root causes include a lack of training and commitment to the curriculum. There are also inconsistencies with multiple programs and how they train teachers. The most glaring root cause is the lack of motivation for boys to want to write.

School and Principal

Meridian Ranch Elementary School
Kim Leon, Principal

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



For the past 2 years MRES has worked very hard to identify our selves through our mission/vision. If you don't stand for anything, your fall for everything and we desperately needed focus and data targeted purpose. By having the freedom to choose our own materials to meet the CAS, we began by putting in a 911 plan for the first year. We quickly implemented Burst to support K-5 students that were struggling. We trained, observed and held all staff accountable for high rates of progress monitoring. We quickly began to see high initial growth and were recognized by the state as one of the top 17 schools for growth in DIBELS Next.

During the second year, we realized teachers needed support with the common core shifts and the structures of teaching reading. Taking advantage of a FREE CDE class, we had well over 14 primary teachers and admin volunteer to attend the CDE Reading Academy. It became clear through our data that we desperately needed a targeted, systematic, and explicit approach to our primary literacy teaching. We began a long curriculum review process, which led to our adoption of CKLA by 100% vote of yes from MRES staff. Although we do not have any data just yet from the adoption of CKLA, our early progress monitoring is giving us positive jumps in students that were at some risk and those that are more intensive for earlier than any previous years.

As you can see from the graphs above, our growth from last year was pretty impressive. However, we are most concerned yet optimistically excited to continue to close the gaps for our struggling readers. This data represents BOY scores of the 2015-16 school year compared to our EOY scores for the 2014-15 school year:

- 1st grade- BOY 72% green composite from a 98% green composite at EOY Kinder= 26% slide
- 2nd grade- BOY 79% green composite from a 79% green composite at EOY First= 0% slide
- 3rd grade- BOY 76% green composite from a 86% green composite at EOY Second= 10% slide
- 4th grade- BOY 66% green composite from a 91% green composite at EOY Third= 25% slide
- 5th grade- BOY 78% green composite from a 78% green composite at EOY Fourth= 0% slide

With the ability to continue to implement, observe, and hold ourselves accountable to a high fidelity curriculum adoption, MRES will be ensuring a relentless focus on learning by doing whatever it takes to ensure learning for all!

As the school principal, which
recommendation do you make
to the Board?

- ☐ Revoke the school's innovation status
- ☐ Remove the school from the innovation zone
- ☒ Revise the innovation plan

School of Innovation
Self-Assessment for Three-Year Review



School and Principal	<p><i>Meridian Ranch Elementary School</i> <i>Kim Leon, Principal</i></p>
If you recommend revisions, which policy waivers do you seek to retain?	<p>Below are the new board policy designations reflecting the correct policy letter designation and title.</p> <ul style="list-style-type: none"> ○ Board Policy IG (Previously IGA) – Curriculum Development ○ Board Policy IJ – Instructional Resources and Materials (Selection & Adoption removed from title) ○ Board Policy IGF – Curriculum Review (Policy now falls under IG, listed above) ○ Board Policy IGD – Curriculum Adoption (Policy now falls under IG, listed above) ○ Board Policy IHA – Basic Instructional Program <p>MRES wishes to remove the following policies:</p> <ul style="list-style-type: none"> • Board Policy GCA- Professional Staff positions • Section 22-32-109 (t) Determine educational program and prescribe textbooks
If you recommend revisions, which policy waivers do you seek to add?	No additional policy waivers are being requested at this time.
Which, if any, of the proposed new waivers require approval from the State Board of Education?	N/A

Meridian Ranch Elementary School requests that their Innovation plan be placed on the December 2015 Board Meeting Agenda as an Action Item to affirm the existing innovation plan with the recommended adjustments so that MRES can continue with the implementation of the stated innovations.

MERIDIAN RANCH ELEMENTARY SCHOOL
APPLICATION TO BE DESIGNATED AS AN INNOVATION SCHOOL

A. MISSION STATEMENT:

Mission (What we do)

Our collective commitment is to provide a relentless focus on learning and to do “Whatever It Takes” to ensure success for all students.

VISION STATEMENT:

Vision (Where we want to be)

MRES strives to be a school of excellence where:

- Every student is inspired, challenged, and cared for by exceptional educators.
- Families are welcomed, respected, and valued.
- Our community is united, strengthened, and prepared for an exceptional future.

GOALS/BELIEFS:

- **Ensure high academic achievement for ALL students**
- **Raise expectation for accountability**
- **Accelerate the path to exceptional educators**

With a focus on 21st century skills, our curriculum will address local, national, and global application of all learnings to create students prepared for a competitive global world.

All classrooms rely on data-driven, standards-based instruction that incorporates the use of differentiated intervention and extension activities as appropriate. To determine student independent achievement levels, we will use state assessments, quarterly assessments, individual progress monitoring. The Response to Intervention process will be used for more intense differentiation. As an added layer to our RtI, we have also added a research-based program(Sonday) to address the large gaps in early literacy foundations.

On-going focused professional development is fundamental to the successful implementation of our goals/beliefs. Building professional development will be focused on our UIP (Unified Improvement Plan) goals, research-based strategies, and ensuring a high fidelity implementation of our curriculum/programs. We strive to create a cohesive school culture through collaborative planning and team PLC meetings. All team members will be assigned to teams, which encourages a collective responsibility and interdependence amongst all staff.

At Meridian Ranch we are committed to building a learning community that is centered upon respect for children, parents and colleagues. All faculty members will share our mission/vision and social contract agreements in order to collaboratively address school improvement goals.

We agree to be highly professional, positive, flexible team players who will support our student-centered learning environment based on the components of PBIS.

B. INNOVATIONS:

1. Curriculum/Instruction/Assessment

- a.** Board Policy IG (Previously IGA) – Curriculum Development
- b.** Board Policy IJ – Instructional Resources and Materials (Selection & Adoption removed from title)
- c.** Board Policy IHA – Basic Instructional Program

Periodically, District 49 makes changes to the scope and sequence, textbook or assessment system required in district schools. These periodic changes may or may not meet the needs of students at Meridian Ranch Elementary School based on identified priority needs and/or current goals identified in the Unified Improvement Plan. We reserve the right to adopt these changes in scope and sequence, textbook and assessments as they pertain to meeting the needs of our students. Meridian Ranch Elementary, with consideration of community input, will determine the best instructional program and curriculum for our students based on current levels of student achievement and needs and then implement within current budget parameters.

Indicators of success:

Curriculum will be monitored weekly through data driven PLC meetings. Data conversations will include four questions:

What do we want students to learn?

How do we know they have learned it?

What do we do if they don't learn it?

What do we do if they already know it?

Progress monitoring as well as state assessments will be analyzed to determine curriculum adjustments that may need to be made.

We expect that 90% of all third grade students will be proficient or higher on the EOY DIBELS assessment.

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

Factors essential to student success are addressed within the plan to include: alignment and focus of instruction and assessment from Kindergarten to 5th grade to best meet the needs of our students.

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

- a.** Board Policy IG (Previously IGA) – Curriculum Development

- b.** Board Policy IJ – Instructional Resources and Materials (Selection & Adoption removed from title)
- c.** Board Policy IHA – Basic Instructional Program

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

MRES has already paid for the ELA curriculum and math curriculum. Recurring costs for the ELA and math curriculum will be the replenishment of consumables, which have already been budgeted for.

F. ESTIMATE OF THE COST SAVINGS AND INCREASED EFFICIENCIES AS A RESULT OF INNOVATIONS:

At the current time there are no tangible savings.

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

a. ADMINISTRATORS

Approved by school administrators on November 2, 2015

b. TEACHERS

33 to 1 vote approved by teachers on November 2, 2015

c. SCHOOL ADVISORY COUNCIL

Unanimously approved by the SAC on November 6th, 2015

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

Curriculum	D49 Policy IG, IHA, IJ	Waives the need for all program changes/curriculum adoption (textbooks) to be approved by the BOE and/or allows the school and/or schools within the zone to develop, adopt and monitor their own curriculum.	Meridian Ranch Elementary school will be responsible for assessing current instructional, curriculum and assessment needs and then implement within budget parameters.
------------	------------------------	---	--

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

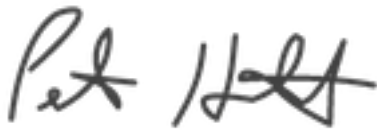
**J. WRITTEN RESOLUTION FROM THE FALCON BOARD OF EDUCATION APPROVING PLAN
AND SEEKING DESIGNATION AS A DISTRICT OF INNOVATION:**

MERIDIAN RANCH 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 Meridian Ranch Elementary School (MRES) Innovation Plan 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 at MRES 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

El Paso County School District 49

For 07/01/14 - 06/30/15

Expenditure Summary Report

FUEXS01A

Periods 00 - 13

Expense Report-School Managed

Expense Report-School Managed

Account No/Description

Adjusted Budget	Y-T-D Encumb	Period Expended	Y-T-D Expended	Available Balance	Percent Used
-----------------	--------------	-----------------	----------------	-------------------	--------------

5-10-134-11-0010-0390-000-0000	MRES- INSTR-CONTRACT SVS	638.77	.00	115.00	115.00	523.77	18.00
5-10-134-11-0010-0430-000-0000	MRES- INSTR-REPAIRS/MAINT	8,475.00	.00	5,051.60	5,051.60	3,423.40	59.61
5-10-134-11-0010-0581-000-0000	MRES- INST-WORKSHOP	3,285.00	.00	3,200.00	3,200.00	85.00	97.41
5-10-134-11-0010-0583-000-0000	MRES-MILEAGE	350.00	.00	201.60	201.60	148.40	57.60
5-10-134-11-0010-0610-000-0000	MRES- INST-SUPPLIES	337.28	.00	35.00	35.00	302.28	10.38
5-10-134-11-0010-0640-000-0000	MRES- INST-BOOKS	19,268.94	.00	18,369.13	18,369.13	899.81	95.33
5-10-134-11-0010-0650-000-0000	MRES - ELECTRONIC MEDIA	.00	.00	.00	.00	.00	.00
5-10-134-11-0010-0734-000-0000	MRES-TECH EQUIP	2,536.74	.00	2,536.74	2,536.74	.00	100.00
5-10-134-11-0010-0735-000-0000	MRES-INST-EQUIP UNDER \$5000	1,749.00	.00	1,742.99	1,742.99	6.01	99.66
5-10-134-11-0010-0852-000-0000	MRES GENERAL MAINTENANCE WORK	975.00	.00	.00	.00	975.00	.00
0010 GENERAL ELEMENTARY ED		37,615.73	.00	31,252.06	31,252.06	6,363.67	83.08
5-10-134-11-0040-0581-000-0000	MRES-PRESCHOOL TRVL	4.00	.00	.00	.00	4.00	.00
5-10-134-11-0040-0610-000-0000	MRES-PRESCHOOL-SUPPLIES	348.32	.00	388.71	388.71	-40.39	111.60
5-10-134-11-0040-0810-000-0000	MRES-PRESCHL-DUES/FEES	121.19	.00	87.01	87.01	34.18	71.80
0040 REG PRESCHOOL		473.51	.00	475.72	475.72	-2.21	100.47
5-10-134-11-0080-0640-000-0000	MRES-LIBRARY-BOOKS	112.87	.00	.00	.00	112.87	.00
5-10-134-11-0080-0650-000-0000	MRES-LIBRARY-SOFTWARE	1,500.00	.00	1,470.56	1,470.56	29.44	98.04
0080 LIBRARY		1,612.87	.00	1,470.56	1,470.56	142.31	91.18
5-10-134-11-0200-0610-000-0000	MRES-ART-SUPPLIES	800.00	.00	328.81	328.81	471.19	41.10
0200 ART		800.00	.00	328.81	328.81	471.19	41.10
5-10-134-11-0530-0610-000-0000	MRES-LITERACY-SUPPLIES	.00	.00	.00	.00	.00	.00
0530 LITERACY		.00	.00	.00	.00	.00	.00
5-10-134-11-0830-0610-000-0000	MRES-PHYS ED-SUPPLIES	600.96	.00	600.56	600.56	.40	99.93
0830 PHYSICAL EDUCATION		600.96	.00	600.56	600.56	.40	99.93
5-10-134-11-1200-0610-000-0000	MRES-MUSIC-SUPPLIES	800.00	.00	833.83	833.83	-33.83	104.23
1200 MUSIC		800.00	.00	833.83	833.83	-33.83	104.23
5-10-134-11-1300-0610-000-0000	MRES-SCIENCE-SUPPLIES	.00	.00	.00	.00	.00	.00
1300 NATURAL SCIENCE		.00	.00	.00	.00	.00	.00
5-10-134-11-1600-0610-000-0000	MRES-TECH ED SUPPLIES	.00	.00	.00	.00	.00	.00
1600 TECHNICAL EDUCATION		.00	.00	.00	.00	.00	.00
5-10-134-12-1701-0610-000-3130	MRES - SPED -POSTAGE	744.96	.00	503.00	503.00	241.96	67.52
1701		744.96	.00	503.00	503.00	241.96	67.52
5-10-134-12-1791-0581-000-3130	MRES-SPED PRESCHL TRVL	.00	.00	.00	.00	.00	.00
5-10-134-12-1791-0610-000-3130	MRES-SPED-PRESCHL-SUPPLIES	.00	.00	.00	.00	.00	.00
5-10-134-12-1791-0810-000-3130	MRES-SPED PRESCH-DUES/FEES	.00	.00	.00	.00	.00	.00
1791 SPECIAL EDUCATION PRESCHOOL		.00	.00	.00	.00	.00	.00

Run Date 11/11/15 11:20 AM

El Paso County School District 49

Page No 2

For 07/01/14 - 06/30/15

FUEXS01A

Periods 00 - 13

Expenditure Summary Report

Expense Report-School Managed

Expense Report-School Managed

Account No/Description	Adjusted Budget	Y-T-D Encumb	Period Expended	Y-T-D Expended	Available Balance	Percent Used
5-10-134-21-2120-000-0000						
MRES-COUNSELING-SUPPLIES	.00	.00	.00	.00	.00	.00
2120 GUIDANCE	.00	.00	.00	.00	.00	.00
5-10-134-22-2213-0320-000-0000	200.00	.00	.00	.00	200.00	.00
MRES-PROF DEV/CONSULTING						
5-10-134-22-2213-0581-000-0000	.00	.00	.00	.00	.00	.00
MRES-STAFF DEVEL-TRAVEL/WKSHPS						
5-10-134-75-2213-0581-000-0000	.00	.00	.00	.00	.00	.00
MRES-IB-TRAVEL/WORKSHOPS						
5-10-134-75-2213-0582-000-0000	.00	.00	.00	.00	.00	.00
MRES-IB O/S TRAVEL/WORKSHOPS						
5-10-134-75-2213-0583-000-0000	.00	.00	.00	.00	.00	.00
MRES-IB-MILEAGE						
5-10-134-75-2213-0734-000-0000	.00	.00	.00	.00	.00	.00
MRES-IB-TECH EQUIP						
2213 INSTRUCTIONAL STAFF DEVELOPMENT	200.00	.00	.00	.00	200.00	.00
5-10-134-24-2410-0120-506-0000	280.00	.00	.00	.00	280.00	.00
MRES-SECRETARY-SUB PAY						
5-10-134-24-2410-0442-000-0000	6,025.00	.00	6,123.20	.00	-98.20	101.63
MRE-OPERATING LEASE						
5-10-134-24-2410-0531-000-0000	1,900.00	.00	1,782.40	1,782.40	117.60	93.81
MRES-TELECOMMUNICATIONS						
5-10-134-24-2410-0533-000-0000	255.04	.00	.00	.00	255.04	.00
MRE-Admin Postage						
5-10-134-24-2410-0550-000-0000	270.00	.00	.00	.00	270.00	.00
MRES-SCH ADMIN-PRINTING						
5-10-134-24-2410-0581-000-0000	1,490.00	.00	1,305.40	1,305.40	184.60	87.61
MRES-CONFERENCES/WORKSHOPS						
5-10-134-24-2410-0610-000-0000	100.00	.00	99.48	99.48	.52	99.48
MRES-O/S TRAVEL						
5-10-134-24-2410-0650-000-0000	18,567.06	.00	17,968.96	17,968.96	598.10	96.78
MRES-SCH ADMIN SUPPLIES						
5-10-134-24-2410-0733-000-0000	510.00	.00	500.82	500.82	9.18	98.20
MRES-Furniture & Fixtures						
5-10-134-24-2410-0734-000-0000	1,701.96	.00	1,427.40	1,427.40	274.56	83.87
MRES-SCH ADMIN-TECH EQUIP						
5-10-134-24-2410-0810-000-0000	1,279.00	.00	1,279.00	1,279.00	.00	100.00
MRES-SCH ADMIN-DUES/FEES						
5-10-134-24-2410-0895-000-0000	.00	.00	.00	.00	.00	.00
MRES-PCARD RECON						
2410 SCHOOL ADMINISTRATION	32,378.06	.00	30,486.66	30,486.66	1,891.40	94.16
5-10-134-51-5100-0833-000-0000	667.00	.00	75.86	75.86	591.14	11.37
MRES-COMPUTER LEASE-INTEREST						
5-10-134-51-5100-0913-000-0000	4,168.00	.00	1,106.74	1,106.74	3,061.26	26.55
MRES-COMPUTER LEASE-PRINCIPAL						
5100 DEBT SERVICE	4,835.00	.00	1,182.60	1,182.60	3,652.40	24.46
5-10-134-90-9000-0840-000-0000	2,230.66	.00	.00	.00	2,230.66	.00
MRES-CONTINGENCY						
5-10-134-90-9000-0841-000-0000	.00	.00	.00	.00	.00	.00
MRES - PRIOR YEAR CARRYFORWARD						
9000 RESERVES	2,230.66	.00	.00	.00	2,230.66	.00
10 GENERAL FUND	82,291.75	.00	67,133.80	67,133.80	15,157.95	81.58

Run Date 11/11/15 11:15 AM

For 07/01/15 - 06/30/16

Periods 00 - 13

E1 Paso County School District 49

Expenditure Summary Report

Page No 1

FJEXS06A

Periods 00 - 13		Expense Report-School Managed				Expense Report-School Managed			
Account No/Description		Original Budget	Adjusted Budget	Y-T-D Encumbrance	Period Expended	Y-T-D Expended	Available Balance	Percent	
6-10-134-11-0010-0390-000-0000	MRES-INSTR-CONTRACT SVS	650.00	650.00	.00	.00	.00	650.00	.00	
6-10-134-11-0010-0430-000-0000	MRES-INSTR-REPAIRS/MAINT	8,500.00	8,500.00	3,792.57	1,304.19	1,304.19	3,403.24	59.96	
6-10-134-11-0010-0581-000-0000	MRES-INST-WORKSHOP	3,000.00	3,000.00	.00	.00	.00	3,000.00	.00	
6-10-134-11-0010-0583-000-0000	MRES-MILEAGE	350.00	350.00	.00	.00	.00	350.00	.00	
6-10-134-11-0010-0610-000-0000	MRES-INST-SUPPLIES	100.00	100.00	.00	100.00	100.00	.00	100.00	
6-10-134-11-0010-0640-000-0000	MRES-INST-BOOKS	19,500.00	19,500.00	.00	2,447.20	2,447.20	17,052.80	12.55	
6-10-134-11-0010-0650-000-0000	MRES - ELECTRONIC MEDIA	.00	.00	.00	.00	.00	.00	.00	
6-10-134-11-0010-0650-000-3206	MRES-READ ACT program	.00	.00	.00	.00	.00	.00	.00	
6-10-134-11-0010-0734-000-0000	MRES-TECH EQUIP	2,300.00	2,300.00	.00	1,073.44	1,073.44	1,226.56	46.67	
6-10-134-11-0010-0735-000-0000	MRES-INST-EQUIP UNDER \$500	1,000.00	1,000.00	.00	360.20	360.20	639.80	36.02	
6-10-134-11-0010-0852-000-0000	MRES GENERAL MAINTENANCE W	1,700.00	1,700.00	.00	.00	.00	1,700.00	.00	
0010 GENERAL ELEMENTARY ED		37,100.00	37,100.00	3,792.57	5,285.03	5,285.03	28,022.40	24.47	
6-10-134-11-0040-0581-000-0000	MRES-PRESCHOOL TRVL	4.00	4.00	.00	.00	.00	4.00	.00	
6-10-134-11-0040-0610-000-0000	MRES-PRESCHOOL-SUPPLIES	691.00	257.95	.00	58.79	58.79	199.16	22.79	
6-10-134-11-0040-0810-000-0000	MRES-PRESCHL-DUES/FEES	378.00	153.28	.00	14.63	14.63	138.65	9.54	
0040 REG PRESCHOOL		1,073.00	415.23	.00	73.42	73.42	341.81	17.68	
6-10-134-11-0080-0640-000-0000	MRES-LIBRARY-BOOKS	120.00	120.00	.00	.00	.00	120.00	.00	
6-10-134-11-0080-0650-000-0000	MRES-LIBRARY-SOFTWARE	1,500.00	1,500.00	.00	1,470.56	1,470.56	29.44	98.04	
0080 LIBRARY		1,620.00	1,620.00	.00	1,470.56	1,470.56	149.44	90.78	
6-10-134-11-0200-0610-000-0000	MRES-ART-SUPPLIES	1,000.00	1,000.00	.00	158.60	158.60	841.40	15.86	
0200 ART		1,000.00	1,000.00	.00	158.60	158.60	841.40	15.86	
6-10-134-11-0530-0610-000-0000	MRES-LITERACY-SUPPLIES	.00	.00	.00	.00	.00	.00	.00	
0530 LITERACY		.00	.00	.00	.00	.00	.00	.00	
6-10-134-11-0830-0610-000-0000	MRES-PHYS ED-SUPPLIES	1,000.00	1,000.00	.00	285.02	285.02	714.98	28.50	
0830 PHYSICAL EDUCATION		1,000.00	1,000.00	.00	285.02	285.02	714.98	28.50	
6-10-134-11-1200-0610-000-0000	MRES-MUSIC-SUPPLIES	1,000.00	1,000.00	.00	32.71	32.71	967.29	3.27	
1200 MUSIC		1,000.00	1,000.00	.00	32.71	32.71	967.29	3.27	
6-10-134-11-1300-0610-000-0000	MRES-SCIENCE-SUPPLIES	.00	.00	.00	.00	.00	.00	.00	
6-10-134-11-1300-0612-000-0000	MRES-Science Chemicals	.00	.00	.00	.00	.00	.00	.00	
1300 NATURAL SCIENCE		.00	.00	.00	.00	.00	.00	.00	
6-10-134-11-1600-0610-000-0000	MRES-TECH ED SUPPLIES	.00	.00	.00	.00	.00	.00	.00	
1600 TECHNICAL EDUCATION		.00	.00	.00	.00	.00	.00	.00	
6-10-134-12-1701-0610-000-3130	MRES - SPED - POSTAGE	750.00	750.00	.00	.00	.00	750.00	.00	

Run Date 11/11/15 11:15 AM
 For 07/01/15 - 06/30/16
 Periods 00 - 13

El Paso County School District 49

Expenditure Summary Report

Page No 2

FJEXS06A

Account No/Description	Expense Report-School Managed			Expense Report-School Managed		
	Original Budget	Adjusted Budget	Y-T-D Encumbrance	Y-T-D Expended	Available Balance	Percent
1701	750.00	750.00	.00	.00	750.00	.00
6-10-134-12-1791-0581-000-3130	MRES-SPED PRESCHL TRVL	.00	.00	.00	.00	.00
6-10-134-12-1791-0610-000-3130	MRES-SPED-PRESCHL-SUPPLIES	.00	.00	.00	.00	.00
6-10-134-12-1791-0810-000-3130	MRES-SPED PRESCH-DUES/FEES	.00	.00	.00	.00	.00
1791 SPECIAL EDUCATION PRESCHOOL	.00	.00	.00	.00	.00	.00
6-10-134-21-2120-0610-000-0000	MRES-COUNSELING-SUPPLIES	.00	.00	.00	.00	.00
2120 GUIDANCE	.00	.00	.00	.00	.00	.00
6-10-134-22-2213-0320-000-0000	MRES-PROF DEV/CONSULTING	400.00	400.00	.00	400.00	.00
6-10-134-22-2213-0581-000-0000	MRES-STAFF DEVEL-TRAVEL/WK	.00	.00	.00	.00	.00
6-10-134-75-2213-0581-000-0000	MRES-IB-TRAVEL/WORKSHOPS	.00	.00	.00	.00	.00
6-10-134-75-2213-0582-000-0000	MRES-IB O/S TRAVEL/WORKSHO	.00	.00	.00	.00	.00
6-10-134-75-2213-0583-000-0000	MRES-IB-MILEAGE	.00	.00	.00	.00	.00
6-10-134-75-2213-0734-000-0000	MRES-IB-TECH EQUIP	.00	.00	.00	.00	.00
2213 INSTRUCTIONAL STAFF DEVELOPMENT	400.00	400.00	.00	.00	400.00	.00
6-10-134-24-2410-0120-506-0000	MRES-SECRETARY-SUB PAY	280.00	280.00	.00	280.00	.00
6-10-134-24-2410-0442-000-0000	MRE-OPERATING LEASE	6,025.00	6,025.00	3,513.30	2,509.50	2.20
6-10-134-24-2410-0531-000-0000	MRES-TELECOMMUNICATIONS	1,900.00	1,900.00	.00	592.73	1,307.27
6-10-134-24-2410-0533-000-0000	MRE-Admin Postage	250.00	250.00	.00	.00	250.00
6-10-134-24-2410-0550-000-0000	MRES-SCH ADMIN-PRINTING	370.00	370.00	.00	.00	370.00
6-10-134-24-2410-0581-000-0000	MRES-CONFERENCES/WORKSHOPS	1,500.00	1,500.00	.00	209.95	1,290.05
6-10-134-24-2410-0582-000-0000	MRES-O/S TRAVEL	.00	.00	.00	.00	.00
6-10-134-24-2410-0610-000-0000	MRES-SCH ADMIN SUPPLIES	14,500.00	14,500.00	.00	5,426.55	9,073.45
6-10-134-24-2410-0650-000-0000	MRES - ADMIN - ELEC MEDIA	510.00	850.00	.00	850.00	.00
6-10-134-24-2410-0733-000-0000	MRES-Furniture & Fixtures	.00	.00	.00	.00	.00
6-10-134-24-2410-0734-000-0000	MRES-SCH ADMIN-TECH EQUIP	1,000.00	1,000.00	.00	203.78	796.22
6-10-134-24-2410-0810-000-0000	MRES-SCH ADMIN-DUES/FEES	1,300.00	1,300.00	.00	1,040.00	260.00
6-10-134-24-2410-0895-000-0000	MRES-PCARD RECON	.00	.00	.00	1,084.72	-1,084.72
2410 SCHOOL ADMINISTRATION	27,635.00	27,975.00	3,513.30	11,917.23	11,917.23	12,544.47
6-10-134-51-5100-0833-000-0000	MRES-COMPUTER LEASE-INTERE	75.86	75.86	.00	.00	75.86
6-10-134-51-5100-0913-000-0000	MRES-COMPUTER LEASE-PRINCI	1,106.74	2,536.39	.00	2,406.39	130.00
5100 DEBT SERVICE	1,182.60	2,612.25	.00	2,406.39	2,406.39	205.86
6-10-134-90-9000-0840-000-0000	MRES-CONTINGENCY	18,179.90	16,410.25	.00	.00	16,410.25
6-10-134-90-9000-0841-000-0000	MRES - PRIOR YEAR CARRYFOR	.00	.00	.00	.00	.00
9000 RESERVES	18,179.90	16,410.25	.00	.00	16,410.25	.00
10 GENERAL FUND	90,940.50	90,282.73	7,305.87	21,628.96	21,628.96	61,347.90
						32.05

BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Andy Franko
TITLE OF AGENDA ITEM:	Banning Lewis Preparatory Academy Charter Expansion
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The Banning Lewis Ranch Academy Board of Directors has submitted an application to expand its existing charter from grades K-8 to grades K-12. The application has been reviewed, the applicant has submitted response to questions from the review, and district administration has drafted and executive summary for the board.

RATIONALE:

- District 49's RFP for charter school applications prioritized high school proposals.
- D49's RFP states the commitment to programs offering technology and tools for student-based learning. BLPA proposes to provide a traditional brick and mortar school program as well technology integration and an online curriculum to offer a complete array of high school courses based on the needs of students.

RELEVANT DATA AND EXPECTED OUTCOMES: Executive Summary Attached

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	BLPA has community support and has the recommendation of the DAAC.
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 expansion contributes to the robust portfolio of schools in D49.
Rock #5 — Customize our educational systems to launch each student toward success	Provides a charter high school option for students on a college preparatory pathway.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Subject to the district providing approval to a proposed management agreement between BLPA and ACCEL Schools, approve the charter school expansion request from Banning Lewis Preparatory Academy, using the recommended contract provisions and contingencies, to open for the 2017-18 school year by amending the current Banning Lewis Ranch Academy contract.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2015

Banning Lewis Preparatory Academy

Charter School Expansion Application

Executive Summary

Recommendation: Subject to the district providing approval to a proposed management agreement between BLPA and ACCEL Schools, approve the charter school expansion request from Banning Lewis Preparatory Academy, using the recommended contract provisions and contingencies, to open for the 2017-18 school year by amending the current Banning Lewis Ranch Academy contract.

District 49 received an application to expand the grade levels being offered at Banning Lewis Ranch Academy by contractual amendment. The expansion application was reviewed by district staff, the DAAC subcommittee for charter schools and external charter school experts. The application's first hearing was November 18, 2015 and the Board of Education will rule by resolution on December 10, 2015.

The average score given the expansion application by Charter School Solutions (3 reviewers) was 2.85 while district staff (10 reviewers) scores averaged 3.00. Three members of the DAAC subcommittee for charter schools reviewed the expansion application and their scores averaged 2.28.

District administrative staff met with the applicants on November 1, 2015 to conduct a capacity interview. Questions were asked of the BLPA applicant team. In addition to providing verbal responses, written documentation was submitted by the November 9, 2015 due date.

Key Components of the Expansion Application

- The expansion would add grades 9-12 to the existing K-8 charter beginning in 2017.
- Oakwood Homes is partnering with BLPA to provide a facility that would house students in grades 6-12. The secondary site would allow for additional growth at the current facility.
- Banning Lewis Ranch Academy (BLRA) is currently transitioning from a management contract with Mosaica Education to a management contract with ACCEL Schools, a subsidiary of Pansophic Learning. ACCEL Schools focuses on partnering with nonprofit charter schools providing education management services.

Considerations

- District 49's RFP for charter school applications prioritized high school proposals.
- D49's RFP states the commitment to programs offering technology and tools for student-based learning. BLPA proposes to provide a traditional brick and mortar school program as well technology integration and an online curriculum to offer a complete array of high school courses based on the needs of students.
- The applicants have submitted template documents for a vendor evaluation tool and a board self-evaluation tool.

Recommended Contract Provisions and Contingencies

- The school will develop a K-12 dashboard, developed by the governing board, to monitor progress in the areas of academics, finance/operations and governance aligning with expectations of the other charter schools in the district. This dashboard should be shared with the district by January 1, 2017.
- The school will maintain a performance level on its SPF in order to continue adding grade levels, in particular high school grade levels.
- The school will either comply with the Educator Effectiveness Act or provide an acceptable replacement plan and rationale with a request for waiver. Principal and teacher evaluations must meet the intent of the Educator Effectiveness Act.
- All governing board members will complete the online board training modules designed for Colorado charter school board members, within one year of joining the board.
- Replacement policies will be developed and submitted to the district by July 1, 2016 for all waivers from state statute or district policy that reference a replacement policy. Any waivers not approved by the BOE or SBOE will not be implemented and the school will utilize district/state policies in such instances.
- By June 30, 2016 the governing board shall provide evidence of a school strategic plan that includes the opening process and initial operation needs, minimally for the 2016-2018 school years.
- A draft agreement with ACCEL Schools that includes:
 - Performance metrics for academics, finances, business operations and any other key contract areas that are specific and measurable and linked to performance requirements with a clause that permits the governing board to sever the agreement without penalty if the management company is not performing at expected levels.
 - Annual evaluation by the governing board and individuals that are not employees of the management company using an instrument similar to what was provided in response to

capacity interview questions.

- The school's agreement with ACCEL Schools shall comply with all provisions of the ESP guidelines attached to the state's model contract language and/or be approved by the D49 BOE.
- The school's Unified Improvement Plan will continue to monitor academic performance gaps of Students Needing to Catch Up until the gap has been eliminated.
- The school will provide D49 with an amended 5 year budget illustrating the finalized enrollment projections which allow for financial sustainability. Financial sustainability should be demonstrated by, but not limited to, defining FF&E expenditure allocations and fund source, maintaining a Debt Service + Education Service Provider fee ratio at a rate of 25% or less, and a "Break Even" enrollment number for grade levels being serviced in each given year.
- Consideration of the current BLRA land lease term will be made by both the school and BLRA.
- Should BLPA secure bond funding for a facility to be built on dedicated land, consideration will be made to align the land lease to the term of the bonds.



Evaluation Summary Report for

BLPA-CSS

School Application #: 2015-6290-Banning Le

Report Date: October 13, 2015

School Name: BLPA-CSS Lead Evaluator: Denise Mund

Category	Tony Fontana	Denise Mund	Brian Anderson	Average
B. Vision and Mission Statements	3.50	3.50		3.50
C. Goals, Objectives, and Pupil Performance Standards	3.33	3.33		3.33
D. Evidence of Support	2.33	3.33		2.83
E. Educational Program	2.46	3.15		2.81
F. Plan for Evaluating Pupil Performance	1.67	2.67		2.17
G. Budget and Finance	2.43	2.29	2.64	2.45
H. Governance	2.88	2.29		2.59
I. Employees	2.40	1.60		2.00
J. Insurance Coverage	3.00	3.00	4.00	3.33
k. Parent and Community Involvement	2.00	3.40		2.70
L. Enrollment Policy	3.00	3.00		3.00
M. Transportation and Food Service	3.00	3.00		3.00
N. Facilities	2.20	3.00	4.00	3.07
O. Waivers	2.67	2.67		2.67
P. Student Discipline, Expulsion, or Suspension	3.00	3.50		3.25
Q. Serving Students with Special Needs		3.00		3.00
R. Dispute Resolution Process	3.00	2.50		2.75
S. School Management Contracts	3.00	3.00		3.00
T. Existing School Operators or Replicators	2.25	2.60	3.40	2.75
U. Virtual or Online Schools				0.00
Calculated Average Score:	2.67	2.89	3.51	2.85

Ranking:

3

3

3

3

School Name: BLPA-CSS Lead Evaluator: Denise Mund

Strengths:

NA

Concerns & Questions:

NA



Evaluation Summary Report for

BLPA #2

School Application #: 2015-4200-BLPA #2

Report Date: October 28, 2015

School Name: BLPA #2 Lead Evaluator: Denise Mund

Category	Martina Meadows	Paul Andersen	Zach Craddock	Melissa Andrews	Louis Fletcher	Average
B. Vision and Mission Statements	3.00	4.00			3.00	3.33
C. Goals, Objectives, and Pupil Performance Standards	3.00		3.50		3.00	3.17
D. Evidence of Support	2.40		2.67		3.00	2.69
E. Educational Program	2.77				3.00	2.89
F. Plan for Evaluating Pupil Performance	2.00				2.83	2.42
G. Budget and Finance					3.42	3.42
H. Governance						0.00
I. Employees		3.00				3.00
J. Insurance Coverage						0.00
k. Parent and Community Involvement						0.00
L. Enrollment Policy						0.00
M. Transportation and Food Service						0.00
N. Facilities						0.00
O. Waivers						0.00
P. Student Discipline, Expulsion, or Suspension						0.00
Q. Serving Students with Special Needs	2.20					2.20
R. Dispute Resolution Process						0.00
S. School Management Contracts						0.00
T. Existing School Operators or Replicators						0.00
U. Virtual or Online Schools						0.00

Calculated Average Score:	2.56	3.5	2.89
Ranking:	2	3	3

School Name: BLPA #2 Lead Evaluator: Denise Mund

Strengths:

na

Concerns & Questions:

na



Evaluation Summary Report for

BLPA-CSS

School Application #: 2015-6290-Banning Le

Report Date: October 13, 2015

School Name: BLPA-CSS Lead Evaluator: Denise Mund

Category	Tony Fontana	Denise Mund	Brian Anderson	Average
B. Vision and Mission Statements	3.50	3.50		3.50
C. Goals, Objectives, and Pupil Performance Standards	3.33	3.33		3.33
D. Evidence of Support	2.33	3.33		2.83
E. Educational Program	2.46	3.15		2.81
F. Plan for Evaluating Pupil Performance	1.67	2.67		2.17
G. Budget and Finance	2.43	2.29	2.64	2.45
H. Governance	2.88	2.29		2.59
I . Employees	2.40	1.60		2.00
J. Insurance Coverage	3.00	3.00	4.00	3.33
k. Parent and Community Involvement	2.00	3.40		2.70
L. Enrollment Policy	3.00	3.00		3.00
M. Transportation and Food Service	3.00	3.00		3.00
N. Facilities	2.20	3.00	4.00	3.07
O. Waivers	2.67	2.67		2.67
P. Student Discipline, Expulsion, or Suspension	3.00	3.50		3.25
Q. Serving Students with Special Needs		3.00		3.00
R. Dispute Resolution Process	3.00	2.50		2.75
S. School Management Contracts	3.00	3.00		3.00
T. Existing School Operators or Replicators	2.25	2.60	3.40	2.75
U. Virtual or Online Schools				0.00
Calculated Average Score:	2.67	2.89	3.51	2.85

Ranking:

3

3

3

3

School Name: BLPA-CSS Lead Evaluator: Denise Mund

Strengths:

NA

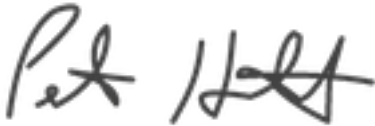
Concerns & Questions:

NA

BANNING LEWIS PREPARATORY ACADEMY REVIEW AND PLAN

After consultation with the other chief officers, legal counsel, independent consultants and senior educational leaders in District 49, I recommend that the District 49 Board of Education accept the Banning Lewis Preparatory Academy (BLPA) expansion plan as submitted. I further recommend that the Board affirm the contingencies and conditions contained in Mr. Franko's submission related to the district's approval of the expansion plan. As Mr. Franko and I learned recently at a meeting including Colorado and national charter authorizing experts, the strategy of approval with conditions is considered a best practice for ensuring that charter schools open or expand with a high probability of success.

The expansion efforts that will result in opening BLPA fulfill the District 49's strategic priority to operate a portfolio of distinct and exceptional schools. We have been aware for several years of the significant demand for a high school in the model of the content focus and smaller community at our local charter schools. The proposed school will begin to fulfill that demand. Since the board of BLRA has demonstrated effective governance for many years, I am confident they will continue to support a school that strengthens our district and provides more high-quality options for our community.

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

Peter Hilts, Chief Education Officer



BOARD OF EDUCATION AGENDA ITEM 7.03a

BOARD MEETING OF:	December 10 2015
PREPARED BY:	Cheryl DeGeorge, Principal, Falcon High School
TITLE OF AGENDA ITEM:	Falcon Zone Farm and Ranch Management Course Proposal
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: This is a follow on course to the Introduction to Agriculture class currently offered at Falcon High School. It is part of the Agricultural Pathway that we are building at Falcon High School. This class will provide students with practical experience in applying principles of economics, business, marketing, and finance to the management of farm/ranch operation.

RATIONALE: This course will consist of in-class work and field experience through a partnership with local ranches, banks, and ranch supply businesses. Students will continue their exploration of Agriculture from a business perspective. Students will study topics to include but not be limited to: acquiring and organizing management information, depreciation and asset valuation, balance sheets, income statements, economic principles, enterprise budgeting, cash flow budgeting, farm business analysis, managing risk and uncertainty, and managing income taxes. Class objectives will also reflect what students are learning as part of the field experience. This is an articulated program and fits nicely with the pathways at FHS.

RELEVANT DATA AND EXPECTED OUTCOMES: Over 20 students signed up for the first class in this pathway and many additional students have expressed interest in this particular pathway. Informal student surveys indicated that Animal Science and Farm and Ranch Management were the two highest areas of interest for students in the Introduction class.

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	Approval of additional CTE courses supports the continued need for development of various academic pathways for Falcon High School Students
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: Supported through CTE Funding (\$1500.00 year one, \$500.00 per year going forward)
AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at the previous work session, I move to approve the Farm and Ranch Management course at Falcon High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 23, 2015

Farm and Ranch Management

Syllabus

Course Description:

This course will consist of in-class work and field experience through a partnership with local ranches, banks, and ranch supply businesses. Students will continue their exploration of Agriculture from a business perspective. Students will study topics to include but not be limited to: acquiring and organizing management information, depreciation and asset valuation, balance sheets, income statements, economic principles, enterprise budgeting, cash flow budgeting, farm business analysis, managing risk and uncertainty, and managing income taxes. Class objectives will also reflect what students are learning as part of the field experience.

Core Competencies:

- Describe management and how to acquire and organize management information
- Compute depreciation using the various methods of calculation
- Complete an operation description, farm business goals, a resource inventory, crop and livestock inventories and a depreciation schedule
- Construct, interpret and analyze a balance sheet, income statement, and cash flow
- Describe economic principles applied to a farm or ranch including a knowledge of production functions, optimum input and output levels, costs, profits, input substitutions and enterprise combinations
- Construct, interpret and analyze an enterprise budget
- Calculate break evens and costs of production and estimate fixed costs
- Construct and interpret a partial budget and then make choices based on the profitability of possible changes
- Describe sources of capital, the use of credit, and sources of loan funds
- Manage types of loans available to agricultural producers
- Analyze a farm business including measuring liquidity, solvency, profitability, and efficiency
- Explain managing risk and uncertainty of income taxes

Course Outline:

- I. Farm Management in the 21st Century
 - A. Management
 1. What is Management
 2. Setting Goals
 - B. Acquiring and Organizing Management Information
 1. Resource inventory
 2. Purpose and use of records
 3. Choosing an accounting system
 4. Crop and livestock inventory
 - C. Depreciation and Asset Valuation
 1. Valuing assets
 2. Depreciation
 - D. Balance Sheet
 1. Balance sheet format

- 2. Liquidity and solvency ratio analysis
- E. Income Statement
 - 1. Introduction to income statement
 - 2. Profitability ratio analysis
- F. Economic Principles – Choosing Production Levels, Choosing Input and Output Combinations and Cost Concepts in Economics
 - 1. Production functions
 - 2. Choosing an optimum level of input use
 - 3. Opportunity, variable and fixed costs
 - 4. Choosing an optimum level of output
 - 5. Production decisions
 - 6. Input and enterprise combinations
- G. Enterprise Budgeting
 - 1. Crop enterprise budgeting
 - 2. Livestock enterprise budgeting
 - 3. Enterprise analysis and break evens
- H. Partial Budgeting
- I. Cash Flow Budgeting
 - 1. Completing a cash flow
 - 2. Uses of a cash flow
- J. Capital and the Use of Credit
 - 1. Sources of capital
 - 2. Types of loans
 - 3. Sources of loan funds
- K. Farm Business Analysis
 - 1. Diagnosing a farm income problem
 - 2. Suggested remedies for a farm income problem
- L. Managing Risk and Uncertainty
 - 1. Sources of risk
 - 2. Risk-bearing ability
 - 3. Decision making under risk
 - 4. Marketing alternatives
- M. Managing Income Taxes
 - 1. Tax accounting methods
 - 2. Tax management strategies

Assessments:

Assessments (e.g. unit exams, unit projects, etc.) will constitute 85% of the student's overall achievement grade. Upon return to the student, all assessments will contain both a grade as well as clear and concise teacher feedback in order to inform both student and parent of the justification for the grade received. In addition, rubrics (when applicable) will accompany/be made available for the assessment with the intention of providing additional clarity of the feedback received.

Coursework:

Coursework (e.g. assignments, quizzes, etc.) will comprise 15% of a student's overall achievement grade.

Upon return to the student, all summative coursework will contain both a grade as well as clear and concise teacher feedback, in order to inform both student and parent of the justification for the grade received. In addition, rubrics (when applicable) will accompany/be made available for the coursework, with the intention of providing additional clarity of the feedback received.

Absence/Make-up Policy:

Students are allowed TWO class days to complete coursework items for each class day in which an absence occurs. In the event the assessment/coursework was assigned prior to and ultimately due the class period in which the absence occurred, the student will be expected to make up the assessment/coursework the day upon his/her return to class.

Coursework:

- Weekly article review – students will select an article related to farming and ranching, read it, and complete a review sheet. The first 15 minutes of class will be dedicated to this assignment. Article reviews will be due the following week.
- Coursework - may be given and collected for a grade. Some coursework will require additional time and effort outside of class (homework). It will be the responsibility of the student to ensure that each assignment is completed and turned in on time.
- Unit assessments – each unit will have additional assessments that will be assigned accordingly. These assessments may be individual or group assignments, presentations, or exams/quizzes.

Grading:

See the Falcon High School website for the Competency Grading Rubric

Classroom Rules and Expectations:

- Show up to class on time and prepared each day.
- Be an active participant in your own learning.
- Set high expectations for yourself and give 100% to meet your expectations.
- Be respectful to all classmates, the teacher, guests, equipment, and facilities.
- Keep safety in mind at all times, especially around equipment and tools. Save horseplay for after school.
- Leave the classroom and facilities as neat as you found them.
- Cell phones and iPods are not allowed in the classroom, unless instructed to use them by the teacher.
- **ABSOLUTELY** no tobacco, drugs or alcohol at any time anywhere on school property or on field trips. It's the law!
- **No pocket knives.**

Proper Clothing to be Worn When Working:

- Clothing should fit properly and not be loose fitting
- Pants and long sleeved shirts should be worn to protect arms and legs
- Jewelry should be removed and stored in a safe place
- Boots or shoes should cover the entire foot

- Long hair must be tied back in a pony-tail
- Safety glasses/goggles must be worn at all times.
- Gloves should be worn to protect hands from burns, sharp materials, or hazardous materials.
- Ear plugs should be worn when working near loud equipment
- Face masks should be worn when working with hazardous materials

***We reserve the right to make adjustments to the course and schedule when in the best interest of the class.**

BOARD OF EDUCATION AGENDA ITEM 7.03b

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Cheryl DeGeorge, Principal, Falcon High School
TITLE OF AGENDA ITEM:	Falcon Zone Animal Science Course Proposal
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: This is a follow on course to the Introduction to Agriculture class currently offered at Falcon High School. It is part of the Agricultural Pathway that we are building at Falcon High School. This class will provide students with the opportunity to study the basic fundamentals of livestock production pertaining to breeding, genetics, nutrition, health and physiology of beef, sheep, swine, dairy and horses. Some small animal studies will also be included.

RATIONALE: This course will consist of in-class work and field experience through a partnership with a local equestrian center and veterinary clinic. Students will continue their exploration of Agriculture, fundamentals of livestock production pertaining to breeding, genetics, nutrition, health and physiology of beef, sheep, swine, dairy and horses. Some small animal studies will also be included. They will identify the scientific connection between each of the learning objectives to include, but not limited to: issues and trends affecting the field of animal science, livestock nutrition, animal health, reproduction, breeding, and genetics. Class objectives will also reflect what students are learning as part of the field experience. This is an articulated program and fits nicely with the pathways at FHS.

RELEVANT DATA AND EXPECTED OUTCOMES: Over 20 students signed up for the first class in this pathway and many additional students have expressed interest in this particular pathway. Informal student surveys indicated that Animal Science and Farm and Ranch Management were the two highest areas of interest for students in the Introduction class.

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	Approval of additional CTE courses supports the continued need for development of various academic pathways for Falcon High School Students
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: Supported through CTE Funding (\$7500.00 year one, \$500.00 per year going forward)
AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the addition of the Animal Science course at Falcon High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 23, 2015

Animal Science Syllabus

Course Description:

This is a follow on course to the Introduction to Agriculture class currently offered at Falcon High School. It is part of the Agricultural Pathway that we are building at Falcon High School. This class will provide students with the opportunity to study the basic fundamentals of livestock production pertaining to breeding, genetics, nutrition, health and physiology of beef, sheep, swine, dairy and horses. Focuses on the Animal Science Industry in general and each species industry in regard to history, current situation, and future direction. Some small animal studies will also be included.

Core Competencies:

- Explain the global perspective of animal science
- Explain the structure of animal science in the United States
- Explain current trends in consumption and consumer habits
- Explain current trends in production and marketing of various species
- Describe the economic impact of the animal science industry
- Construct, interpret and analyze an enterprise budget
- List and define the six essential nutrients and the functions of nutrients and feeds
- Identify list and explain the parts and functions of the digestive tract of each farm species discussed.
- Compare and contrast monogastric and ruminant digestive tracts
- Explain when deficiency symptoms are likely to occur with the essential nutrients
- Define the basic terms associated with the immune system and their functions
- List the three ways that diseases are classified and the common routes of medication
- List and define the common livestock biological and explain the factors involved in keeping livestock healthy
- Identify and define the function of the parts of the male and female reproductive tract for the animal discussed
- Explain the fundamental principles of genetics
- List and explain the major breeding systems utilized in animal agriculture
- Explain the production cycle of each species and the common reproductive management schemes for each species.

Course Outline:

- I. Class Orientation
- II. History and Development of Animal Science Industry
- III. Animal Science Industry
 - A. Livestock and poultry density
 - B. Animal genetics industry
 - C. The feed industry
 - D. Veterinarians and animal health
 - E. Facilities and equipment
 - F. Markets, processors, restaurants and food retailers

- G. Government Agencies and private organizations
- IV. Animal Nutrition
 - A. Nutrients and their sources
 - B. The digestive and metabolic systems
 - C. Nutrition of nonruminants and ruminants
 - D. Nutrition of horses and ponies
 - E. Evaluation of feeder animals
 - F. The feeding enterprise
- V. Animal Reproduction and Genetics
 - A. Physiology of reproduction
 - B. Management regime and reproductive efficiency
 - C. Genetics
 - D. Heritable and genetic improvement
 - E. Evaluation of breeding animals
 - F. Mating systems
- VI Animal Health
 - A. Economic and safety concerns
 - B. Disease
 - C. Predation
 - D. Toxins and poisons
 - E. Immunity and vaccination
 - F. Typical herd health programs
 - G. The role of veterinarians
- VII Beef and dairy industry
- VIII. Pork industry
- IX. Poultry Industry
- X. Meat as food
- XI. Horse Industry and companion animals
- XII. Introduction to Small Animal Health
 - A. Some breeds and characteristics

Assessments:

Assessments (e.g. unit exams, unit projects, etc.) will constitute 85% of the student's overall achievement grade. Upon return to the student, all assessments will contain both a grade as well as clear and concise teacher feedback in order to inform both student and parent of the justification for the grade received. In addition, rubrics (when applicable) will accompany/be made available for the assessment with the intention of providing additional clarity of the feedback received.

Coursework:

Coursework (e.g. assignments, quizzes, etc.) will comprise 15% of a student's overall achievement grade.

Upon return to the student, all summative coursework will contain both a grade as well as clear and concise teacher feedback, in order to inform both student and parent of the justification for the grade received. In addition, rubrics (when applicable) will accompany/be made available for the coursework, with the intention of providing additional clarity of the feedback received.

Absence/Make-up Policy:

Students are allowed TWO class days to complete coursework items for each class day in which an absence occurs. In the event the assessment/coursework was assigned prior to and ultimately due the class period in which the absence occurred, the student will be expected to make up the assessment/coursework the day upon his/her return to class.

Coursework:

- Weekly article review – students will select an article related to farming and ranching, read it, and complete a review sheet. The first 15 minutes of class will be dedicated to this assignment. Article reviews will be due the following week.
- Coursework - may be given and collected for a grade. Some coursework will require additional time and effort outside of class (homework). It will be the responsibility of the student to ensure that each assignment is completed and turned in on time.
- Unit assessments – each unit will have additional assessments that will be assigned accordingly. These assessments may be individual or group assignments, presentations, or exams/quizzes.

Grading:

See the Falcon High School website for the Competency Grading Rubric

Classroom Rules and Expectations:

- Show up to class on time and prepared each day.
- Be an active participant in your own learning.
- Set high expectations for yourself and give 100% to meet your expectations.
- Be respectful to all classmates, the teacher, guests, equipment, and facilities.
- Keep safety in mind at all times, especially around equipment and tools. Save horseplay for after school.
- Leave the classroom and facilities as neat as you found them.
- Cell phones and iPods are not allowed in the classroom, unless instructed to use them by the teacher.
- **ABSOLUTELY** no tobacco, drugs or alcohol at any time anywhere on school property or on field trips. It's the law!
- **No pocket knives.**

Proper Clothing to be Worn When Working:

- Clothing should fit properly and not be loose fitting
- Pants and long sleeved shirts should be worn to protect arms and legs
- Jewelry should be removed and stored in a safe place
- Boots or shoes should cover the entire foot
- Long hair must be tied back in a pony-tail
- Safety glasses/goggles must be worn at all times.
- Gloves should be worn to protect hands from burns, sharp materials, or hazardous materials.
- Ear plugs should be worn when working near loud equipment

- Face masks should be worn when working with hazardous materials

***We reserve the right to make adjustments to the course and schedule when in the best interest of the class.**

BOARD OF EDUCATION AGENDA ITEM 7.03c

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Sand Creek High School
TITLE OF AGENDA ITEM:	Proposed new courses
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: SCHS is launching a new School of Business. An essential part of this is our Business Communication pathway/plans of study. The beginning course for this would be Introduction to Communication Studies.

RATIONALE: Differentiating our instructional pathways will allow us to better serve student needs.

RELEVANT DATA AND EXPECTED OUTCOMES: Communication is an ELA Common Core standard so this pathway helps us meet the requirements for this standard. This pathway will increase college and career readiness and appeal to a range of students that we currently do not serve. Communications skills are necessary for the 21st century learner.

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 SCHS School of Business will be the best and most relevant preparation for students to further their college and career aspirations. Who doesn't want to work for the best program?
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	The School of Business will provide a distinctive opportunity for students to find relevance and engagement in their educational experience.
Rock #5 — Customize our educational systems to launch each student toward success	The School of Business classes will be taught under the Personalized Learning initiative and platform. This will allow for student voice, choice, path and pace.

FUNDING REQUIRED: none needed

AMOUNT BUDGETED: Zone FTE

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at the previous work session, I move to approve Introduction to Communication Studies as a new course at Sand Creek High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 23, 2015

INTRODUCTION TO COMMUNICATIONS STUDIES

SCHS

TOPICAL OUTLINE:

- I. Introduction to the interpersonal communication process**
 - A. Models of communication**
 - B. Elements of the interpersonal process**
 - C. The fundamental nature of communication**
 - D. Characteristics of the competent communicator**
 - E. The role of technology in effective communication**
 - F. Barriers to effective communication**
- II. Communication and the self**
 - A. Definition and analysis of self-concept**
 - B. Evaluation of self-concept**
- III. Perception**
 - A. Stages in the perceptual process**
 - B. Influences on perception**
 - C. Accuracy and inaccuracy of perception**
 - D. Perception checking for greater understanding**
 - E. Using empathy to improve communication**
- IV. Emotions**
 - A. The nature of emotions**
 - B. Emotional expression in interpersonal relationships**
- V. Listening**
 - A. The listening process**
 - B. Types of listening in interpersonal contexts**
 - C. Barriers to effective listening**
 - D. Effective listening behaviors**
- VI. Language**
 - A. Nature of language**
 - B. Impact of language**
- VII. Nonverbal communication**
 - A. Definition of nonverbal communication**
 - B. Types of nonverbal communication**
 - C. Practical applications of nonverbal communication**
 - D. The role of culture in nonverbal communication**
- VIII. Communication and relationships**
 - A. Relational development, maintenance, and deterioration**
 - B. Guidelines for effective self-disclosure**
 - C. Supportive and defensive styles of communication**
- IX. Conflict management**
 - A. Nature of conflict**
 - B. Conflict styles**
 - C. Conflict resolution**
- X. Gender (as it relates to)**
 - A. Self**
 - B. Emotions**
 - C. Perception**

- D. Listening**
- E. Language**
- F. Nonverbal communication**
- G. Relationships**
- H. Conflict**
- XI. Culture (as it relates to)**
 - A. Self**
 - B. Emotions**

DRAFT *DRAFT* *DRAFT* *DRAFT* *DRAFT* *DRAFT* *DRAFT* *DRAFT*

	The School of Business at Sand Creek High School		
	Business Communication		
Requirement	<u>Sales</u>	<u>Public Relations</u>	<u>Marketing</u>
Grade 9	Intro to Business/ Intro to Communication	Intro to Business/ Intro to Communication	Intro to Business/ Intro to Communication
Grade 10	Principles of Finance/Business Elective	Principles of Finance/Business Elective	Principles of Finance/Business Elective
Grade 11	Job Shadow/Electives	Job Shadow/Electives	Job Shadow/Electives
Grade 12	Internship/Electives/CE	Internship/Electives/CE	Internship/Electives/CE
Electives	Marketing I Customer Service (cert) DECA Advertising, Sales, and Promotion Business Communication Intro to Social Media	Public Speaking Intercultural Communication Human Resource Management Business Communication	Marketing I Marketing II Graphic Design I Graphic Design II Digital Marketing/SEO Sports and Entertainment Marketing Advertising, Sales, and Promotion Business Communication Intro to Social Media

DRAFT *DRAFT* *DRAFT* *DRAFT* *DRAFT* *DRAFT* *DRAFT* *DRAFT*

BOARD OF EDUCATION AGENDA ITEM 7.03d

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Nicole Sides
TITLE OF AGENDA ITEM:	New Course Proposal: IB DP Sports, Exercise and Health Science
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Sand Creek High School will continue to strengthen its Advanced Academic Pathway and IB program. According to our current career cluster survey, this area is our second most desired career path by students.

RATIONALE: Because of the draw down of our AP offerings, we need to increase our one year higher level science offerings. Most IB DP classes are two years but we want to meet the needs of students who may only want a one-year course.

RELEVANT DATA AND EXPECTED OUTCOMES: An increase in students taking the IB at SCHS and it will serve the needs and interests of a student population that we are currently not serving.

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	As in all of our pathways, we intend to be the best at what we do and what we offer for students. Our programs will be in high demand and will produce high engagement and achievement.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	This class will be a one-year SL (standard level) offering in the IB Diploma Program that resides in our Advanced Academic pathway. It will also enhance our Sports and Entertainment marketing courses in the Business Pathway and our emerging Sports Science pathway.
Rock #5 — Customize our educational systems to launch each student toward success	This class will help facilitate our aims for student voice, choice, path and pace.

FUNDING REQUIRED: Existing FTE

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the addition of the International Baccalaureate Sports, Exercise and Health Science course at Sand Creek High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: 11/23/2015

IB DP Sports, Exercise and Health Science SL

Course Description:

Part of the International Baccalaureate Diploma Programme, this is a yearlong class. The SEHS course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. The SEHS course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered. The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education. This unique class will prepare students for the IB exam. NOTE: Non-IB Diploma Program students may take this course and examine for college credit. HEAR, NCAA

International Baccalaureate Diploma Programme Subject Brief

Sciences:

Sports, exercise and health science – Standard level

First assessments 2014 – Last assessments 2020

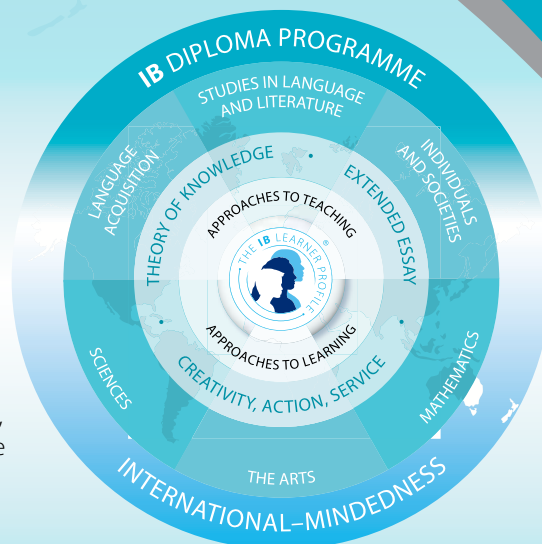
The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours). In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

These IB DP subject briefs illustrate four key course components.

- I. Course description and aims
- II. Curriculum model overview

- III. Assessment model
- IV. Sample questions



I. Course description and aims

The IB DP course in sports, exercise and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

The aims of the sports, exercise and health science SL course are to:

- provide stimulating and challenging opportunities for scientific study and creativity within a global context
- provide a body of knowledge, methods and techniques that characterize science and technology
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills
- develop and apply the students' information and communication technology skills in the study of science
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

II. Curriculum model overview

Component	Recommended teaching hours
Core	80
Topic 1: Anatomy	7
• The skeletal system	
• The muscular system	
Topic 2: Exercise physiology	17
• Structure and function of the ventilatory system	
• Structure and function of the cardiovascular system	
Topic 3: Energy systems	13
• Nutrition	
• Carbohydrate and fat metabolism	
• Nutrition and energy systems	
Topic 4: Movement analysis	15
• Neuromuscular function	
• Joint and movement type	
• Fundamentals of biomechanics	
Topic 5: Skill in sport	15
• The characteristic and classification of skill	
• Information processing	
• Principles of skill learning	
Topic 6: Measurement and evaluation of human performance	13
• Statistical analysis	
• Study design	
• Components of fitness	
• Principles of training programme design	

Option	30
Students are required to study any two of four options.	
A. Optimizing physiological performance	15
B. Psychology of sport	15
C. Physical activity and health	15
D. Nutrition for sport, exercise and health	15
Internal assessment	40

III. Assessment model

Demonstrate an understanding of:

- scientific facts and concepts
- scientific methods and techniques
- scientific terminology
- methods of presenting scientific information.

Apply and use:

- scientific facts and concepts
- scientific methods and techniques
- scientific terminology to communicate effectively
- appropriate methods to present scientific information.

Construct, analyse and evaluate:

- hypotheses, research questions and predictions
- scientific methods and techniques
- scientific explanations.

Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.

Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	76
Paper 1	30 multiple-choice questions on the core syllabus.	.75	20
Paper 2	A: Students answer one data-based question and several short-answer questions on the core. B: Students answer one of three extended-response question on the core.	1.25	32
Paper 3	Several short-answer questions (all compulsory) in each of the two options studied.	1	24
Internal		40	24
Investigations	A mixture of short- and long-term investigations.	30	
Group 4 project	Interdisciplinary project. Assessed for personal skills only.	10	

IV. Sample questions

1. At rest, the arterio-venous oxygen difference is approximately 5 mL of oxygen per 100 mL (dL) of blood. What happens to this figure when someone participates in moderately intense exercise?
2. Outline the general characteristics that are common to muscle tissue.
3. Caffeine is one nutritional ergogenic aid that may be used by athletes during competition.
 - Identify two other nutritional ergogenic aids.
 - Discuss the possible contributions of caffeine to an athlete's training and competition performance.
 - Define the term glycemic index.
 - Explain the relevance of GI with regard to the performance of endurance athletes during and after competition.

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

For further information on the IB Diploma Programme, visit: <http://www.ibo.org/diploma/> Complete subject guides can be accessed through the IB Online Curriculum Center (OCC), the IB university and government official system, or purchased through the IB store: <http://store.ibo.org>

To learn more about how the IB Diploma Programme prepares students for success at university, visit: www.ibo.org/recognition or email: recognition@ibo.org

Signed in as: Audra Lane

Sand Creek High School - Colorado Springs

[\[My Account\]](#)

Reports

View Report

[Print](#) | [Save](#) | [Export](#) | [Return to Your Reports](#)

Career Cluster Survey

This report presents the ranking of Career Clusters suggested by the Career Cluster Survey. The percentages may add up to more than 100% because user results may include more than one top Career Cluster.

Created : November 11, 2015

Site : Sand Creek High School - Colorado Springs

Reporting Data : Last refreshed on 11/10/2015 at 08:00:00PM (PST)

Time-Frame : Jul 01, 2015 - Nov 11, 2015

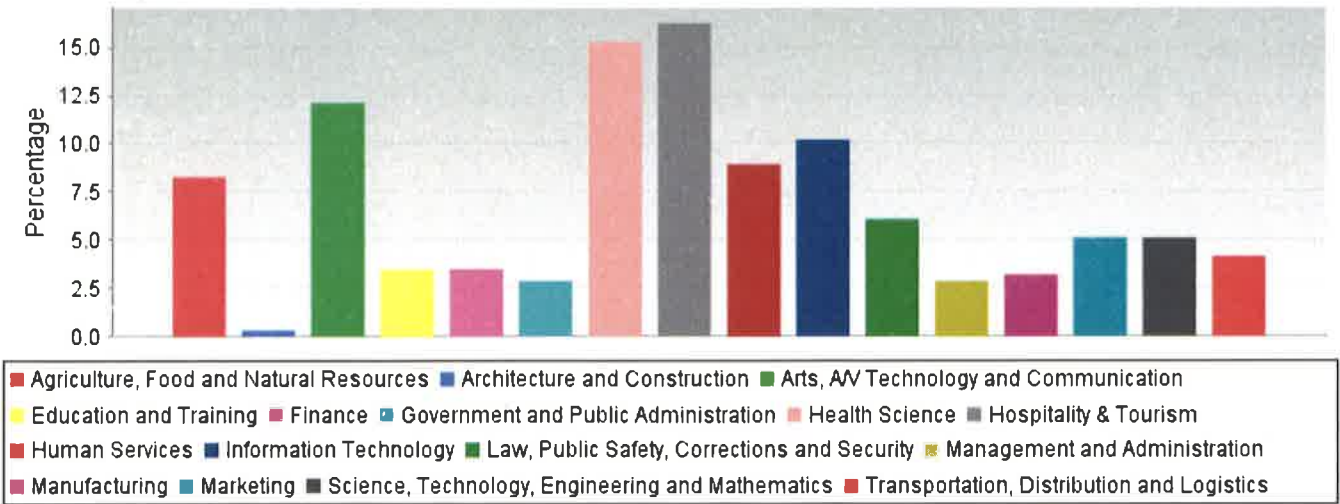
Include only active accounts within this time frame

Total Accounts : 1048

Usage

	Number of accounts	Completed the Career Cluster Survey	%
Total	1,048	314	30%

Completed the Career Cluster Survey



Sand Creek High School - Colorado Springs

Completed the Career Cluster Survey : 314 (100%)

Cluster	Count	%
Hospitality & Tourism	51	16.2%
Health Science	48	15.3%
Arts, A/V Technology and Communication	38	12.1%

BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Human Resources Department Staffing Plan
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Over the past several years, the administration focused efforts on refining the district's human resources (HR) function and increasing capacity and expertise in HR's areas of service. A recent vacancy in the HR staff provided an opportunity to evaluate and improve the department staffing model. The new organizational structure organizes the work to maximize support to key employee groups, yet anticipates continued cross training and teamwork.

The staffing plan also includes new or revised job descriptions. The director of human resources asks the Board to approve the job descriptions.

RATIONALE:

Agile organizations seize opportunities to adjust and maximize resources. The HR department staffing plan seeks to do that. The plan also provides an opportunity to add leadership capability and capacity; this supports continuous improvement and succession planning.

RELEVANT DATA AND EXPECTED OUTCOMES:

The proposed staffing plan will increase the capacity of the HR department with limited increase in personnel cost. The plan also expands our leadership capability by adding new a new level of experience and expertise.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	As a matter of building trust with stakeholders, the staffing plan seeks to maximize fiscal and human resources.
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 staffing plan builds upon HR's focus on providing excellent service to district staff and 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: \$15,000

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: With prior discussion at the work session, I move to approve the Human Resources staffing plan and Human Resources Manager job description as recommended by the Administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: November 23, 2015

HUMAN RESOURCES MANAGER

Job Title:	Human Resources Manager
Initial:	December 2015
Revised:	
Work Year:	260 Days
Office:	Business
Department:	Human Resources
Reports To:	Director of Human Resources
FLSA Status:	Exempt
Pay Range:	Prof/Tech Range 3

Related Organization Chart



SUMMARY

The Human Resources Manager (HRM), under the direction of the Director of Human Resources (DoHR), provides leadership in various areas of human resources (HR) including supervising employment activities, advising supervisors in all aspects of performance management, acting on employee complaints or grievances, ensuring compliance with employment laws and regulations, recommending and coordinating employee training activities, maintaining employee records.

ESSENTIAL DUTIES & RESPONSIBILITIES

- Manages various Human Resources functions including staffing, staff licensure and qualification, performance management, employee relations, job analysis and job description development/maintenance, and employee communications
- Supervises the hiring process for assigned employee groups through oversight of personnel requests and job postings, screening and interviewing processes, reference checks, criminal background checks, job offers, and employee orientation
- Supervises salary placement for new hires and ongoing salary adjustments/movement on the pay schedule for assigned employee groups
- Effectively implements employee relations strategies, ensuring consistent interpretation and implementation of policies and procedures throughout the organization
- Conducts internal investigations as directed by the Director of HR; reports findings to the Director for disposition and other stakeholders as required
- Provides education, advice and support to leaders on the legal requirements, documentation and initiation of discipline and discharge procedures
- Designs and delivers HR-related training to district stakeholders on an as-needed basis; may include development of program-specific curriculum and relevant resource material

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.

- Leads recruitment efforts for assigned employee groups, including attending job fairs and conferences, developing advertising, reviewing résumés, and networking
- Serves as a backup for the DoHR in various matters as directed
- Leads the development of procedures and processes to ensure the HR department provides efficient and effective services to stakeholders
- Performs other related duties as assigned or requested

Supervisory Responsibilities:

Directly supervises two or more Human Resources staff members. Supervisory responsibilities include selection and training; planning, assigning and directing work; observing and evaluating performance; staff development; corrective communication and discipline. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.

Budget Responsibilities:

This position may assist with budget development, but has no direct budget responsibility.

QUALIFICATIONS

Education & Training:

Bachelor's degree, preferably in Human Resource Management or other business related area

Experience:

REQUIRED

- Three to five years of exempt level Human Resources experience required
- Experience in staffing, employee relations, and the application of employment laws to real work situations
- Working knowledge of major employment laws and regulations

PREFERRED:

- Prior supervisory experience
- Experience advising senior leaders regarding policies, laws, regulations and personnel matters
- Experience developing and delivering effective training programs
- Experience performing workplace investigations
- Experience in position control, job analysis/design, and job description development

Knowledge, Skills & Abilities

- Strong customer focus
- Ability to assess and provide solutions to complex personnel problems
- Demonstrated ability to present information clearly, confidently and effectively
- Strong collaboration and partnering skills
- Strong sense of right and wrong as it relates to business ethics and treating people respect fully
- Ability to work well with others in a diverse educational community
- Demonstrated knowledge of MS Office and web-based computer applications
- Exceptional written and verbal communication skills
- Ability to effectively manage multiple priorities requiring critical thinking and complex problem solving

Certificates, Licenses, & Registrations:

Human Resources (PHR, SPHR, SHRM-CP, SHRM-SCP) certification preferred

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.

OTHER WORK FACTORS

The physical demands, work environment factors and mental functions described herein are representative of those that an employee will experience while performing 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.

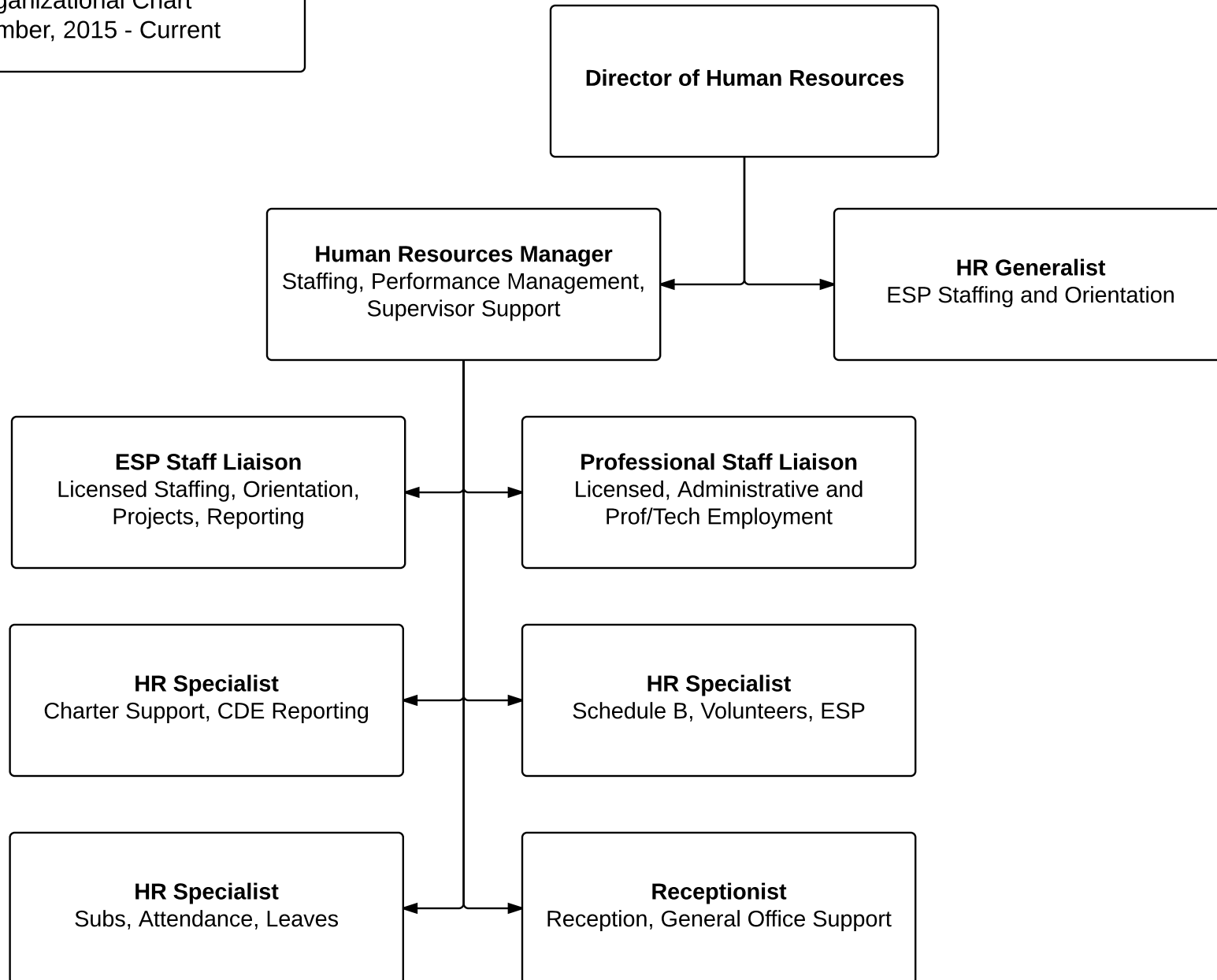
Work Environment:

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.

School District 49 - Human Resources
Organizational Chart
December, 2015 - Current



School District 49 - Human Resources
Organizational Chart
December, 2015 - Proposed

Director of Human Resources

Core Responsibilities:

- HR Strategy
- Personnel Policy
- Admin Staffing and Performance Management
- Leadership Development
- Compensation
- Legal Compliance
- Recruiting

Core Responsibilities:

- Licensed Staff,
- Prof-Tech
- Substitutes
- Charters
- Legal Compliance
- Recruiting

Human Resources Manager
Staffing, Performance Management,
Supervisor Support

HR Generalist

Licensed Staffing, Orientation,
Projects, Reporting

HR Specialist

Charter Support, CDE Reporting

HR Specialist

Subs, Attendance, Leaves

Human Resources Manager
Staffing, Performance Management,
Supervisor Support

HR Generalist

ESP Staffing and Orientation

HR Specialist

Schedule B, Volunteers, ESP

Receptionist

Reception, General Office Support

Core Responsibilities:

- ESP Staff
- Schedule B
- Volunteers
- At-will Employment
- Legal Compliance



BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Donna Richer, BOE Executive Assistant
TITLE OF AGENDA ITEM:	2016-2017 and 2017-2018 Board of Education Meeting Dates
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Regular Board of Education meetings have typically been held on the second Thursday of the month and work sessions have been held on the fourth Wednesday of the month.

November work sessions have been moved up due to the holiday break. Work sessions in May, July and December have not been scheduled due to graduations and breaks.

RATIONALE: The staff and public are accustomed to regularly scheduled Board of Education meetings.

RELEVANT DATA AND EXPECTED OUTCOMES: By approving board meetings in advance and aligning that approval with the school calendar, it provides continuity and encourages planning.

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	Regularly scheduled Board of Education meetings invite strong community participation.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After prior discussion and revision, I move to approve the attached list of 2016-2017 and 2017-2018 Board of Education meeting dates.

APPROVED BY: Tammy Harold, Board Secretary

DATE: November 23, 2015



BOARD OF EDUCATION 2016-2017 Meeting Dates

Regular Meeting Schedule

July 14, 2016
August 11, 2016
September 8, 2016
October 13, 2016
November 10, 2016
December 15, 2016
January 12, 2017
February 9, 2017
March 9, 2017
April 13, 2017
May 11, 2017
June 8, 2017

Work Session Schedule

July – no meeting scheduled
August 24, 2016
September 28, 2016
October 26, 2016
November 16, 2016
December – no meeting scheduled
January 25, 2017
February 22, 2017
March 22, 2017
April 26, 2017
May – no meeting scheduled
June 28, 2017

Location of meetings:

**Board Room
Education Service Center
10850 East Woodmen Road
Peyton, CO 80831**

Time of meetings:

6:30 p.m.

For further information, please call Donna Richer at 719-495-1128 or email dricher@d49.org.

Please note: The regular Board of Education meetings are scheduled on the second Thursday of the month and work session meetings are scheduled for the fourth Wednesday of the month unless otherwise noted.

Adopted:



BOARD OF EDUCATION 2017-2018 Meeting Dates

Regular Meeting Schedule

July 13, 2017
August 10, 2017
September 14, 2017
October 12, 2017
November 9, 2017
December 14, 2017
January 11, 2018
February 8, 2018
March 8, 2018
April 12, 2018
May 10, 2018
June 14, 2018

Work Session Schedule

July – no meeting scheduled
August 23, 2017
September 27, 2017
October 25, 2017
November 15, 2017
December – no meeting scheduled
January 24, 2018
February 28, 2018
March 28, 2018
April 25, 2018
May – no meeting scheduled
June 27, 2018

Location of meetings:

**Board Room
Education Service Center
10850 East Woodmen Road
Peyton, CO 80831**

Time of meetings:

6:30 p.m.

For further information, please call Donna Richer at 719-495-1128 or email dricher@d49.org.

Please note: The regular Board of Education meetings are scheduled on the second Thursday of the month and work session meetings are scheduled for the fourth Wednesday of the month unless otherwise noted.

Adopted:

BOARD OF EDUCATION AGENDA ITEM 7.06

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Peter Hiltz and Brett Ridgway
TITLE OF AGENDA ITEM:	MLO Teacher Compensation Proposal
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE: As part of the MLO election in 2014, District 49 targeted teacher compensation as one of four strategic investments. After working with a larger teacher town hall and a teacher compensation task force composed of representatives from each school, the Chief Officers propose the attached process for investing MLO dollars to restore years that some teachers lost when wages were frozen from 2009-10 through 2011-12.

RELEVANT DATA AND EXPECTED OUTCOMES: The proposed process will restore all teachers who were impacted by wage freezes or “discounted” hiring status over a graduated cycle that phases in during the current and two subsequent budget cycles. Therefore, all teachers should be on their original step trajectory when they begin the 17-18 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	<p>The proposal was presented to and endorsed by the MLO Oversight Committee on December 1, 2015.</p> <p>Investing MLO dollars in teacher compensation will support trust because that is what we said we would do. Increasing sensitivity to teacher preferences is culturally consistent and matches our strategy to be the best district to learn, work, and lead.</p>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best</u> district in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: \$560,000 (\$1.9 million over three years) **AMOUNT BUDGETED:**

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the mill levy override teacher compensation proposal as recommended by the Administration subject to future state appropriations necessary to fulfill the plan.

APPROVED BY: Brett Ridgway, CBO and Peter Hiltz, CEO

DATE: December 9, 2015

Teacher Compensation Proposal

Background

Last spring, we arrived at a clear consensus from the TCTF (confirmed by principals) that the top priority for teacher compensation was to address salary freezes that were implemented in 2009-10, 2010-11, and 2011-12 as well as compensatory hiring discounts in 2012-13 and 2013-14. After considering options such as refunding lost years versus re-positioning teachers on the salary schedule, members of the TCTF generally agreed that re-positioning teachers (restoring the frozen steps) was the best option that we could afford.

At the same time, the TCTF observed that D49's basic salary structure (the step and lane schedule) still lags competing districts. So, the TCTF also set increasing the overall compensation as a shared top priority. Both "Restoring Lost Steps" and "Raising the Grid" were strongly supported by the TCTF.

Since funding full step increases and raising the grid by \$500 was a larger investment (that created a permanent financial obligation) our best option was to fund that out of the district general fund.

Meanwhile, we began calculating MLO receipts and projecting the state contribution (PPR) to figure out the amount available to invest in "Restoring Lost Steps." That calculation became very complex as our actual enrollment began coming in below projections. Many of the items in our budget could be funded from either general funds, or the 2014 MLO funds. For example, the step and \$500 increase from last spring *could have* been funded from the MLO (and future MLO collections), but we committed to fund that package from general funds and reserve MLO money for an additional compensation investment.

Meanwhile, we deferred other legitimate MLO expenses (security, technology, and programming) in the hopes that growing enrollment would generate additional PPR (general funds) for those items and we would be able to reserve more money for compensation. We were also hopeful for a different outcome in the *Dwyer* case—in which the CO Supreme Court upheld (4-3) the legality of the negative factor and guaranteed that state cuts to K-12 education will continue indefinitely. The negative factor is a budgeting mechanism that the legislature devised to remain technically compliant with Amendment 23's requirement to increase "base" funding for education while still reducing total state funding for K-12 education by nearly \$1 billion per year. We attribute over \$90 million in lost revenues for District 49 to the negative factor.

Opportunity

As a result, we have approximately \$500,000 (25%) of discretionary MLO monies that we can invest in additional teacher compensation this fiscal year. Now that we have a clearer picture of enrollment funding, and now that the CO supreme court has upheld the negative factor cuts to education funding, we know better where we stand. We can't predict how the national or state economies will perform, but if current projections are reasonably close to accurate, we believe there is an opportunity to develop a sustainable plan that addresses lost steps for teachers. It is important to note that our community emphasized clearly in the planning sessions for the 2014 election that teacher compensation was the priority. One of the most persuasive phrases in our polling and focus groups was the phrase, "Provided, however, that no bond proceeds will be spent on district administration." Consequently, while other sources of money may be used for MLO purposes, MLO funds may only be used for the specific purposes of educational programming, security, technology, and teacher compensation.

Plan

So, our recommendation is that we embark on a three-year plan to re-position teachers who were impacted by the salary freezes and discounts.

1. In the first year (15-16), we would use MLO funds to re-position by one year those teachers that experienced three years of impacts.
2. In the second year (16-17), we would shift the year 1 costs to the general fund, repurposing MLO funds to re-position by one year all teachers who were impacted for three or two years.
3. We would repeat that pattern in year three (17-18), shifting year 2 costs to the general fund and repurposing MLO funds to re-place by one year all teachers who were impacted for three, two, or one year(s).
4. Finally, in the fourth year (18-19), we would shift the year 3 spend into the general fund.

Said another way, this means that:

- Teachers who were impacted three times would move two steps per year for three years, beginning in the current year.
- Teachers who were impacted two times would move two steps per year for two years, beginning in 2016-17.
- Teachers who were impacted one time would move two steps for one year, beginning in 2017-18.
- Beginning in 2018-2019, all teachers who were impacted by the salary freezes and discounts would be restored to their “natural” location on the salary schedule.

The plan would begin funding the triple-impacted teachers in the current year, by spreading the impact of the additional step over the course of the year. Once approved by the board, teachers would receive the accrued step differential for August, September, October, etc. in the first pay period after approval. The remaining step differential would be distributed over the rest of the pay periods through August, 2016. In future years, the re-positioning step increases would be included from the first pay period of the fiscal year.

The attached spreadsheet and visualization show some of the history and financial context that support this plan. We welcome your questions and comments related to the proposed plan.

El Paso County School District 49

Historical Payroll Analysis

To thoroughly analyze the situation, we reviewed individual employees from the last seven years to understand their unique situation, impacts of the freeze/discount, and eligibility for repositioning.

- Background Items:
- Policy GCBA-R was amended March 8, 2012 to introduce 'discounting' of new hires. This effectively started with the 2012/13 hiring cycle.
 - District-wide salary freezes were instituted starting with the 2009/10 school(fiscal) year.
 - The freeze continued for three years (2009/10, 2010/11, 2011/12) until normal step advances were again granted beginning 2012/13
 - Educational Advancements were never withheld, even during the three years of step freezes.
 - One-time payments were awarded to all returning full-time (\$500) and part-time (\$250) employees in December 2010
 - D49's freeze ended one year earlier than all other city districts. Other city districts have done a variety of one-time payments, and some partial catch-ups, but none have either 'made whole' or 'full reimbursed' lost wages.

All Employees										
oldest activity	year	current activity	oldest activity of current activity							
			2015	2014	2013	2012	2011	2010	2009	
	288	2015	1,588	288	190	139	139	81	62	689
	275	2014	1,516	-	269	170	164	100	64	749
	251	2013	1,498	-	-	241	217	117	81	842
	289	2012	1,409	-	-	-	263	146	88	912
RIF	195	2011	1,331	-	-	-	-	174	115	1,042
	211	2010	1,492	-	-	-	-	-	184	1,308
	1,606	2009	1,556	-	-	-	-	-	-	1,556
	3,115	Total								

Break out total Employee counts by year by job class										
majority employee job class - distribution of current activity										
	200	000	100	300	400	500	600	non-2	Total	
53%	840	10	73	38	302	86	239	748 47%	1,588	
53%	807	3	67	34	280	84	241	709 47%	1,516	
54%	803	15	62	34	258	87	239	695 46%	1,498	
54%	755	9	60	25	239	84	237	654 46%	1,409	
54%	715	4	56	27	217	84	228	616 46%	1,331	
52%	770	2	61	31	272	85	271	722 48%	1,492	
53%	819	2	66	31	287	88	263	737 47%	1,556	

Analysis of Freeze/Discount Impacts		\$ 000's		Re-position Options:					#	% no impact
		Make Whole	Fully Reimburse	Cumulative	Triple	Double	Single			
200's (Teachers)	job classes: full impact	6,813	6,345	1,057.7	328.1	350.4	379.2	384		
	part impact	1,939	1,850	495.9	137.7	139.5	218.7	212		
	no impact - (224 recent hires + [18 capped persons + 2 resigned this year from freeze era])							244		
	Total	8,752	8,195	1,553.6	465.8	489.8	598.0	840		29%
100's (Admin)	job classes: impacted	530	492	79.0	26	26	27	16		
	no impact							57		78%
	Total	530	492	79.0	26.0	26.0	27.0	73		
300's (Prof / Tech)	job classes: impacted	313	291	51.0	18.0	18.0	15.0	11		
	no impact							27		71%
	Total	313	291	51.0	18.0	18.0	15.0	38		
400's (Para's)	job classes: impacted	920	852	131.0	42.0	42.0	47.0	77		
	no impact							225		75%
	Total	920	852	131.0	42.0	42.0	47.0	302		
500's (Support)	job classes: impacted	704	654	111.0	35.0	35.0	41.0	45		
	no impact							41		48%
	Total	704	654	111.0	35.0	35.0	41.0	86		
600's (Trades, Svcs)	job classes: impacted	2,053	1,903	301.0	95.0	95.0	111.0	105		
	no impact							144		58%
	Total	2,053	1,903	301.0	95.0	95.0	111.0	249		
All Oth (non-teachers)	job classes: impacted	4,521	4,192	673.0	216.0	216.0	241.0	254		
	no impact	-	-	-	-	-	-	494		66%
	Total	4,521	4,192	673.0	216.0	216.0	241.0	748		
All current employees	impacted	13,273	12,387	2,226.6	681.8	705.8	839.0	850		
	no impact	-	-	-	-	-	-	738		46%
	Total	13,273	12,387	2,226.6	681.8	705.8	839.0	1588		

Break out Current Employees by Job Class, by Oldest Activity Date										
oldest activity		200	000	100	300	400	500	600	non-2	Total
2015	47%	134	5	9	3	80	11	46	154 53%	288
2014	47%	90	1	6	6	50	8	29	100 53%	190
2013	54%	75	0	7	3	27	9	18	64 46%	139
2012	61%	85	0	6	2	20	5	21	54 39%	139
2011	54%	44	1	5	0	18	0	13	37 46%	81
2010	56%	35	0	5	2	6	4	10	27 44%	62
2009	55%	377	3	35	22	101	49	102	312 45%	689
Total	53%	840	10	73	38	302	86	239	748 47%	1,588
freeze-era		55%	456	4	45	24	125	53	376 45%	832
discounted-era		58%	160	0	13	5	47	14	118 42%	278
recent hires		47%	224	6	15	9	130	19	254 53%	478

freeze-era partials	52
2012/13 hires discounted 3 steps	85
Triple/Double Partial	137
2013/14 hires discounted 1 step	75
Total Partial	212

Salary Freeze Impacts

Triple

Double

Single

3X
Hiring
Discount

1X
Hiring
Discount

Step Increases Resumed + \$500 to base in 15-16 (Lane Increases were never frozen)

of Teachers▶

819

770

715

755

803

807

840

08-09

09-10

10-11

11-12

12-13

13-14

14-15

15-16

of All Other Employees▶

737

722

616

654

695

709

748

1-Time
Pay \$500

RIF

-\$2 M
Rescission

-\$7 M
State Cut

-\$13 M

-\$17 M

-\$21 M

-\$20 M

-\$20 M

Negative Factor Reductions in D49 State Share

History

Future

- Most teachers and other staff members felt the full impact of the cuts and freezes.
- Some, because they were capped in a lane, or had a break in service, felt a partial impact.
- All staff felt impacts based on the years they were hired and employed.
- There is no resource or plan to re-position employees other than teachers.

MLO \$ Available for Teacher Comp.

Full Impact

Partial Impact

Full Refund + Interest \$8.752

Full Refund \$8.195

Total to Re-Place All \$1.554

Re-Place Triple Impact \$.466

Re-Place Double Impact \$.490

Re-Place Single Impact \$.598

0 1 2 3 4 5 6 7 8 9 10

Teacher Re-Positioning Cost (in Millions)

Proposed Phased Re-Placement Plan (Re-Positioning 1 year per year)

Year	Source: MLO \$	Source: Gen Fund \$
15-16 Triple Impact	.466	
16-17 Double Impact	.490	.466
17-18 Single Impact	.598	+ .490
18-19 Plan Complete		+ .598



BOARD OF EDUCATION AGENDA ITEM 7.07

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Certification of Mill Levies for Property Tax Year 2015
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Each year, the District must certify to the El Paso County Commissioners, the property tax mill levy. The Mill Levy to be assigned is for the tax year 2015, that will be collected in 2016 as part of the District's 2015-16 fiscal year. The Mill Levy can have many components, but for District 49, there are only four components: Total Program (General Fund) Voter-Approved Override (Mill Levy Override related to the District's issuance of Certificates of Participation to construct new facilities according to the November 2005 election), Abatement, and the Bond Redemption Fund.

RATIONALE: The Total Program (General) portion of the Mill Levy is set by the Colorado Department of Education according to the School Finance Act of 1994 and so there is no 'decision' to be made. The Abatement portion of the Mill Levy is directed by another section of statute that requires abatements issued in one tax year to be covered by property owners in the subsequent tax year. The abatements are quantified and communicated by El Paso County so, again, there is no 'decision' to be made. The Bond Redemption Fund portion of the Mill Levy are necessary to fulfill the terms of Voter-approved ballot measures related to building construction, and the cost to service the related debt instruments (Bonds) in the District.

In November 2014, the voters of District 49 approved a measure put forth by the District that would allow the District to utilize a portion of the then already-approved annual Mill Levy Override revenues originally established by the November 2005 election. The MLO passed in November 2005 was capped at \$7.5mm of annual collections to service MLO certificates that had been issued to fund the construction program of 2006-2010. To this point, the District has never collected the full \$7.5mm authorized amount, instead preferring to keep a consistent mill rate for the taxpayers and allowing the collection to grow only as the District's Assessed Value grows. With the growth in Assessed Value for this year, the proposed collection actually gets very close to the \$7.5mm using the same mill rate of 9.982 that has been assessed for the last

In September 2015, the District undertook a refinancing of all then-outstanding bond instruments in order to affect savings for the District Taxpayers by utilizing lower borrowing costs (i.e. interest rates) that were available in the municipal bond market. The refinancing strategy had the effect of both lowering overall repayment costs as well as shortening the repayment term. As such, the maximum bond levy collection for 2015, authorized by previous constituent elections, totals \$7,639,375. That collection total, applied to the current Total Assessed Value, targets the Bond Redemption Fund Mill Rate at 10.159 mills, which is a reduction from the long established rate of 11.212 mills of 1.053 mills.

The General, Abatement, and Override portions of the Mill Levy combine to determine the total General Funds' Mill Levy.

RELEVANT DATA AND EXPECTED OUTCOMES: The Total Program Levy should be 24.459 mills, the Abatement Levy should be 0.217 mills, the Override Levy should be 9.800 mills, and the Bond Redemption Levy should be 10.159 mills; all applied to a Gross Assessed Value of property in the district of \$ 751,972,470.

It is also interesting and appropriate to note that the 'what if' assessment that considers what the total assessment would be in the absence of state support would project to 220.264 mills – an amount that is nearly 5x the proposed actual assessment.



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>Explaining and having clarity on assessing taxes to our constituents.</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: N/A

AMOUNT BUDGETED: \$ 33,564,291

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to certify, to the El Paso County Commissioners, a Mill Levy to property owners within the district totaling 44.635 mills, comprised of a General Funds Levy of 34.476 mills, and a Bond Redemption Fund Mill Levy of 10.159 mills.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 3, 2015

Colorado Department of Education (CDE)
District Certification of Mill Levies for Property Tax Year 2015
(to be collected in 2016)

<u>EL PASO</u> Primary County		<u>FALCON SD 49</u> School District
CATEGORY	CDE Preliminary Mill Levy as of November 23, 2015	School District Final Mill Levy Certified As of December 15, 2015
1. Total Program	24.459	<u>24.459</u>
2. Categorical Buyout	0.000	
3. Overrides:		
a. Voter-approved	9.982	<u>9.800</u>
b. Hold harmless	0.000	
c. Excess hold harmless	0.000	
4. Abatement	0.217	<u>0.217</u>
5. Total General Fund (sum of lines 1 through 4)	34.658	
6. Bond Redemption Fund		<u>10.159</u>
7. Transportation Fund	0.000	
8. Special Building and Technology Fund	0.000	
9. Full Day Kindergarten Fund	0.000	
10. Other (Loan, Charter School)	0.000	
11. Total (sum of lines 5 through 10)		<u>44.635</u>
<u>Assessed Valuation</u> 2015	As of November 23, 2015	As of December 10,
Gross Assessed Valuation	751,362,030	<u>751,972,470</u>
(less) Tax Increment Financing (TIF)		
Net Assessed Valuation	751,362,030	<u>751,972,470</u>
Abatements/Refunds (Total across all counties)	163,245.52	<u>163,245.52</u>
<u>Information for certification to county treasurer:</u>		
Full funding mill levy	228.240	<u>220.264</u>
Funding received from state	132,068,448.50	<u>132,068,448.50</u>
<u>Brett Ridgway</u> Form completed by	<u>719.495.1130</u> Phone Number	

COMPLETE AND RETURN TO MARY LYNN CHRISTEL BY DECEMBER 18, 2015:

Public School Finance Unit
Colorado Department of Education
201 E. Colfax Avenue; Room 206
Denver, CO 80203 Fax: (303)866-6663



BOARD OF EDUCATION AGENDA ITEM 7.08

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Ongoing review of Board policies to ensure compliance with current laws and regulations and to ensure policies align with practices that best serve the district.

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

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
11.a	ACC, ACC-E, ACC-R	Intimidation, Harassment and Hazing	L. Fletcher	Repeal, included in other board policies
11.b	ADC	Tobacco-Free Schools	D. Watson	Revise designation to match CASB
11.c	BDB	Board Officers	D. Richer	Recommended revisions
11.d	BDFD	District Safe & Drug-Free Schools Advisory Council	D. Watson	Revise per CASB
11.e	BEDB	Agenda	D. Richer	Add student representative update
11.e	EBCC	Bomb Threats	D. Watson	Repeal for security reasons
11.f	ECA/ECAB	Security/Access to Buildings	D. Watson	Recommended revisions
11.g	KDB-R	Public's Right to Know/Access to Information	M. Meister	Recommended revisions

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the District.
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 December 10, 2015
Item 7.08 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion at the previous work session, I move to approve the seven policies, two regulations and one exhibit included in agenda item 7.08.

REVIEWED BY: Peter Hilts, Chief Education Officer

DATE: November 23, 2015

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Intimidation, Harassment and Hazing
Designation	ACC
Office/Custodian	Education/Director of Culture & Services

The Board of Education recognizes the importance of providing students the opportunity to be in a safe environment that is free from intimidation, harassment, hazing or any act or crime of violence while participating in any District/school sponsored program, including school athletic programs and school clubs. Participation in these activities is a privilege not a right. Accordingly, the Board is committed to providing safe and positive learning and athletic programs. Intimidation, harassment, and hazing are unethical and unacceptable conduct that have no place in District 49 and will not be tolerated.

Definitions

"Intimidation" means to create a feeling of fear or inadequacy in another person or threaten verbal or physical violence.

"Harassment" means to engage in persistent behavior that threatens, torments, or insults another person.

"Hazing" means any activity by which a person recklessly or intentionally endangers the health or safety of or causes a risk of bodily injury to an individual for purposes of initiation or admission into or affiliation with any student organization; except that "hazing" does not include customary athletic events or other similar contests or competitions, or authorized training activities conducted by members of the armed forces of the state of Colorado or the United States.

"Student" means any person who is registered in or in attendance at any school or program sponsored by the District regardless of whether school is in session.

"Crimes of Violence" as defined by Colorado revised Statute 18-1.3-406(2)(a)(I), are those crimes that have been committed, conspired to be committed, or attempted to be committed by a person during which, or in the immediate flight there from, the person:

- A. Used, or possessed and threatened the use of, a deadly weapon; or
- B. Caused serious bodily injury or death of any other person except another participant.

"Crime of violence" also means any felonious unlawful sexual offense in which the defendant caused bodily injury to the victim or in which the defendant used threat, intimidation, or force against the victim.

Each Coach or sponsor is responsible for providing a copy of this policy to each student who participates in a co- or extra-curricular activity at the start of the first meeting, practice session or activity. Each Coach or sponsor shall verbally explain to the student the prohibition against hazing, intimidation, or harassment and the potential consequences. A signed copy of this policy by the student and parent/legal guardian must be on file before a student begins participation in a school sponsored activity.

It is a violation of this policy for any student or staff member to engage in any act of intimidation, harassment or hazing while on District grounds or at a District/school sponsored event. Any incident believed to constitute a

~~“crime of violence” will be reported as a violation of state law and will be reported to the proper law enforcement agency.~~

- ~~• Adopted: July 8, 2010~~

~~LEGAL REFS:~~

- ~~• C.R.S 18-9-124 (*Hazing penalties legislative declaration*)~~
- ~~• C.R.S 22-32-109.1(2) (a) (*Safe Schools Plan*)~~

~~CROSS REFS:~~

- ~~• JIC Student Conduct~~
- ~~• JICDA Code of Conduct~~
- ~~• JICDD Violent or Aggressive Behavior~~
- ~~• JICDE Bullying Prevention and Behavior~~
- ~~• JK Student Discipline~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Intimidation, Harassment and Hazing
Designation	ACC-E
Office/Custodian	Education/Director of Culture & Services

~~This form is to be used for all students participating in any Co-Curricular or Extra Curricular activity.~~

~~I have been provided an explanation of District Policy ACC which prohibits hazing, intimidation, harassment or any act or crime of violence to others.~~

~~I understand that these behaviors are unethical and unacceptable conduct that have no place in District 49 and will not be tolerated. I understand the consequences for this behavior and that this form must be on file with the school prior to my participation in any activity.~~

~~Student's Name~~ _____

~~School~~ _____

~~Grade~~ _____ ~~Co-Curricular~~ _____ ~~or Extra Curricular~~ _____

~~Activity~~ _____

~~Student's Signature~~ _____

~~Parent/Legal Guardian's Signature~~ _____

~~Coach/Sponsor's Signature~~ _____

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Intimidation, Harassment and Hazing
Designation	ACC-R
Office/Custodian	Education/Director of Culture & Services

The Board of Education recognizes the importance of providing students the opportunity to be in a safe environment that is free from intimidation, harassment, hazing or any act or crime of violence while participating in any district/school sponsored program, including school athletic programs and school clubs. Participation in these activities is a privilege not a right. Accordingly, the Board is committed to providing safe and positive learning and athletic programs. Intimidation, harassment, and hazing are unethical and unacceptable conduct that have no place in District 49 and will not be tolerated.

Each coach or sponsor is responsible for providing a copy of policy ACC to each student who participates in a co- or extra-curricular activity at the start of the first meeting, practice session or activity. Each coach or sponsor shall verbally explain to the student the prohibition against hazing, intimidation, or harassment and the potential consequences. A signed copy of policy ACC by the student and parent/legal guardian must be on file before a student begins participation in a school-sponsored activity.

A person commits “Intimidation” “Harassment” or “Hazing” if he or she engages in any of the following behaviors:

- Any type of physical abuse such as whipping, beating, striking, branding, electrical shocks, placing harmful substances on or in the body, or other similar activity; or
- Any type of physical activity such as sleep deprivation, exposure to the elements, confinement in a small place, or other activity that creates or results in an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; or
- Any other forced physical activity which could adversely affect the physical health or safety of the individual; or
- Any activity involving consumption of food, liquid alcoholic beverages, illegal substances (prescription or non-prescription drugs), or other substances that subjects a student to an unreasonable risk of harm; or
- Activity that includes, causes, requires a student to perform a duty or task, which involves the commission of a crime or act of intimidation, harassment or hazing;
- Forced prolonged exclusion from social contact, or forced conduct which could adversely affect the mental health or dignity of the individual;
- Follows a person in a manner which causes fear, concern or alarm;
- Threatens, taunts, or challenges another person with physical harm;

This list is not all inclusive and is not intended to contain all commission of acts that may violate Policy ACC.

Investigation of Reports of “Intimidation”, “Harassment”, or “Hazing”

Any incident believed to constitute intimidation, harassment or hazing shall be reported promptly to the Principal, Innovation Leader and Chief Education Officer for investigation and further action. The investigation shall be timely and thorough and the findings and conclusions shall be written and provided to the office of the Chief Education Officer. If appropriate, the Principal shall report the incident to the appropriate law enforcement agency for possible legal consequence and notify the office of Chief Education Officer. Principals are directed to initiate suspension and/or expulsion review proceedings when infractions seriously disrupt the

learning environment, undermine a sense of civility, or present a danger to the safety and welfare of students and staff.

It shall be a violation of Board Policy ACC for a person to retaliate against a student or other person for reporting a suspected incident of intimidation, harassment, or hazing or cooperating in any investigation or disciplinary proceeding regarding any reported incident.

Disciplinary Action

It is not a defense in a disciplinary proceeding under policy ACC that the person against whom the hazing was directed consented to the hazing activity.

If the investigation concludes a student committed an act of hazing or otherwise violated policy ACC, that student will be subject to appropriate disciplinary action, including but not limited to suspension or expulsion from school and or exclusion from co or extra curricular activities.

If the investigation concludes that a student or staff member has committed an act of intimidation, harassment or hazing, sanctioned or otherwise violated by this policy, that person will be subject to appropriate disciplinary action in accordance with District policy and state law.

Acts of “Intimidation”, “Harassment”, or “Hazing” may also be considered a “Crime of Violence” in the State of Colorado and therefore, may be reported as a violation of state law and may be prosecuted under C.R.S. 18-9-124.

“**Crimes of Violence**” as defined by Colorado revised Statute 18-1.3-406(2)(a)(I), are those crimes that have been committed, conspired to be committed, or attempted to be committed by a person during which, or in the immediate flight there from, the person:

- A. Used, or possessed and threatened the use of, a deadly weapon; or
- B. Caused serious bodily injury or death of any other person except another participant.

“**Crime of violence**” also means any felonious unlawful sexual offense in which the defendant caused bodily injury to the victim or in which the defendant used threat, intimidation, or force against the victim.

- Adopted: July 8, 2010
- Revised: May 12, 2011
- Revised: June 30, 2011

LEGAL REFS:

- C.R.S 18-9-124 *Hazing penalties legislative declaration*
- C.R.S 22-32-109.1(2) (a) *Safe Schools Plan*
- C.R.S 18-1.3-406 (2)(a)(I)(II) *(Crimes evidence against one's self jeopardy)*

CROSS REFS:

- JIC Student Conduct
- JCDA Code of Conduct
- JCDD Violent or Aggressive Behavior
- JCDE Bullying Prevention and Behavior
- JK Student Discipline



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Tobacco-Free Schools
Designation	ADC/GBED/JICG
Office/Custodian	Operations/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
- **Revised: December 10, 2015**

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*)

CROSS REFS:

- IHAMA, Teaching about Drugs, Alcohol and Tobacco
- KFA, Public Conduct on School Property

Title	Board Officers
Designation	BDB
Office/Custodian	Board of Education/Executive Assistant to the BOE

President and vice president

The president of the Board of Education, in addition to the duties prescribed by law, shall exercise such powers as properly pertain to the office. In carrying out the responsibilities, the president shall:

1. Preside at all meetings of the Board.
2. Consult ~~with a second Board Member,~~ the Chief Education Officer, Chief Business Officer and Chief Operations Officer in planning agendas.
3. Bring before the Board, upon request, such matters as in any Director's judgment may require the attention of the Board.
4. Be responsible for the orderly conduct of Board meetings.
5. Call special meetings of the Board when necessary or at the request of a majority of the Board members.
6. Appoint special committees, subject to the approval of the Board.
7. Sign any written contracts **approved by the Board** to which the District may be a party.
8. Sign all official reports of the District except as otherwise provided by law.
9. Appear on behalf of the Board in all actions brought by or against it, unless individually a party in which case the duty shall be performed by the secretary.

In the absence of the president, the vice president shall have the power of the president and perform the duties.

Secretary

The secretary of the Board shall perform the following duties:

1. Ensure that a record is kept of all business transacted by the Board at either regular or special meetings.
2. Cause written notice to be given to each Board member of all special meetings of the Board.
3. Be custodian of the seal of the District.
4. Cause all notices of school elections to be published and posted and perform such other duties in the conduct of school elections as required by law.

5. Attest any written contract to which the District may be a party and affix the District seal thereto.
6. Perform such other duties as may be assigned by the Board.

Treasurer

The treasurer shall perform or cause to be performed the following duties:

1. Account for all moneys belonging to the District.
 2. Report to the Board as required for all moneys of the District.
 3. Sign either by written signature or facsimile all warrants or orders drawn on the county treasurer or checks drawn on a District depository. The Board may require the countersignature of another person.
 4. Deposit to the credit of the District all moneys withdrawn from the custody of the county treasurer and all other moneys belonging to the District in one or more depositories designated by the Board.
 5. Perform such other duties as may be assigned by the Board.
- Adopted: April 21, 1977
 - Revised: September 3, 1998
 - Revised: October 8, 2009
 - Revised: May 12, 2011
 - Revised: February 14, 2013
 - **Revised: December 10, 2015**

LEGAL REFS:

- C.R.S. 22-32-104 (3); 22-32-105 (*president and vice president*)
- C.R.S. 22-32-104 (4); 22-32-106 (*secretary*)
- C.R.S. 11-10.5-111; 22-32-104 (4); 22-32-107 (*treasurer*)

CROSS REFS:

- DG, Banking Services (and Deposit of Funds)
- DGA/DGB, authorized Signatures/Check-Writing Services
- DH, Bonded Employees and Officers



BOARD-APPROVED POLICY OF DISTRICT 49

Title	District Safe and Drug-Free Schools Abuse Education and Prevention Advisory Council
Designation	BDFD
Office/Custodian	Operations Education/Director of Safety & Security

In accordance with federal law and as a recipient of funding under the **Safe and Drug-Free Schools and Communities Act**, the Board of Education shall appoint a district **safe and drug-free** ~~abuse and education~~ advisory council. At a minimum, the council shall consist of one individual representing each of the following groups: parents, state and local government officers, medical professionals, local law enforcement agencies, community-based organizations, and other groups with interest and expertise in the field of drug abuse education. One individual may represent more than one of these groups.

The council also may include students and senior citizens.

The council may provide advice to the Board in the planning, implementation, and evaluation of school-based programs and may help coordinate such programs with related community efforts and resources.

- Adopted: September 3, 1998
- Reviewed: February 11, 2010
- **Revised: December 10, 2015**

LEGAL REFS:

- 20 U.S.C. 7114(c) (*Safe and Drug-Free Schools and Communities Act*)

CROSS REFS:

- GBEC, Alcohol and Drug-Free Workplace
- IHAMA, Teaching about Drugs, Alcohol and Tobacco
- JICH, Drug and Alcohol Involvement by Students

BOARD-APPROVED POLICY OF DISTRICT 49

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

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

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

Consent grouping

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

Agenda format

1. Call to order and roll call
2. Welcome and pledge of allegiance
3. Approval of agenda
4. Approval of consent agenda
5. Board/Chief Officers²/**Student representative** update
6. Open forum
7. Action items
8. Informational items
9. Discussion items ~~(if any)~~
10. Other business
11. Adjournment

Adopted: April 21, 1977

Revised: September 17, 1981

Revised: May 21, 1998

Reviewed: September 3, 1998

Revised: November 3, 2005

Revised: June 6, 2006

Revised: January 14, 2010

Revised: May 5, 2011

Revised: April 10, 2014

Revised: November 13, 2014

Revised: December 10, 2015

LEGAL REFS:

- C.R.S. 22-32-108 (4) (*board meetings*)

- C.R.S. 22-32-108(7)(a) (*a board member who participates electronically **in conformance with the board's policy on electronic meeting participation** is considered "present"*)
- C.R.S. 24-6-402(2)(c) (*notice of meeting "shall include specific agenda information where possible"*)

CROSS REFS:

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



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Bomb Threats
Designation	EBCC
Office/Custodian	Education/Director of Safety and Security

The Board acknowledges its basic responsibility to ensure the safety of the students under its care. At the same time, it wishes to deal firmly with bomb threats and to discourage this type of unwarranted disruption, which poses a danger to everyone in the schools even when it is merely a nuisance.

Therefore, the Board requires that procedures for dealing with bomb threats shall:

1. Aim first toward ensuring the safety of students and personnel.
2. Aim also toward identification of the person or persons making the threat.
3. Require immediate reporting of any incident to the Principal, Zone Innovation Leader, Chief Education Officer and sheriff's offices.
4. Not require evacuation of the threatened building. The principal will make the decision to evacuate, complying with any direction given by the Zone Innovation Leader, Chief Education Officer or any order given for evacuation by the police.
5. Establish staff responsibilities for searching the building for UTO's (unidentified threatening objects). The request of an employee to refuse to participate in a search shall be honored.
6. Provide that students shall not be dismissed from school until the end of the school day. Instead, if evacuated, they shall remain in designated areas until the principal and the police are satisfied that no danger exists. Teachers shall remain with their students and be responsible for them.

The personnel of the District shall cooperate fully with the police in planning and carrying out procedures for dealing with bomb threats. All personnel shall be given instructions for carrying out their responsibilities in the event of such situations.

- Adopted: March 4, 1999
- Reviewed: March 24, 2010
- Revised: January 10, 2013



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Security/Access to Buildings
Designation	ECA/ECAB
Office/Custodian	Education/Director of Safety & Security

Security for District buildings and grounds (during regular school hours as well as non-school hours) contributes to the well-being and safety of students and staff as well as to that of the sites themselves.

Each school building shall be inspected annually to address removal of hazards and vandalism and any other barriers to safety and supervision.

During regular school hours, flow of traffic into and out of buildings shall be closely monitored and limited to certain doors. Access to school buildings and grounds outside of regular school hours shall be limited to District personnel whose work requires it and to sponsors of approved student activities.

A comprehensive building access control system An adequate key control system shall be established which shall limit access to buildings to authorized District personnel and shall safeguard against entrance to buildings by persons unauthorized to have keys. **This system can include, but is not limited to, key control, electronic access, and alarm access points of entry.**

"Security" means not only keeping buildings locked and secure but also providing protection against physical hazards and acts of violence. It also includes having available floor plans of buildings and site plans showing campus boundaries and access points. The Board requires and encourages close cooperation with local police, fire and sheriff's departments and insurance company inspectors.

Alarm systems and other devices that protect buildings against illegal entry and vandalism shall be installed where appropriate. Employment of security personnel may be approved by the Board in situations where special risks are involved.

- Adopted: August 12, 2010
- **Reviewed: December 10, 2015**

LEGAL REFS:

- C.R.S. [18-9-112](#) (*definition of loitering*)
- C.R.S. [18-9-117](#) (*unlawful conduct on public property*)
- C.R.S. [22-32-109.1](#) (5) (*Board must adopt safety and security policy*)

CROSS REF:

- KI, Visitors to School

BOARD-APPROVED POLICY OF DISTRICT 49

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

~~The intent of this regulation is to provide access to the public records held by the District to the extent permitted by the Colorado Public (Open) Records Act. The guidelines for responding to requests from members of the public for information or specific data apply only to printed material released by the district in response to a written request. It is not intended to apply to inquiries where an oral response is appropriate and satisfactory to the requestor.~~

Request for records

- ~~1. All requests for public records (except those documents produced primarily to be distributed to the public, such as pamphlets, program descriptions, etc.) will be made in writing, using the approved form. If a request is received via the telephone, the one making the request will be asked to submit the request in writing on the approved form.~~
- ~~2. All requests for public records must be forwarded immediately to the Chief Education Officer or designee review and approval.~~
- ~~3. The District has no obligation to create records in response to a request that are not in existence at the time a request is made. It may, however, choose to do so. If, in response to a specific request, the District has performed a manipulation of data so as to generate a record in a form not used by the District, a reasonable fee may be charged to the person making the request. Such fee shall not exceed the actual cost of manipulating the data and generating the record in accordance with the request. "Actual cost" shall include administrative time spent on manipulating the data.~~

Access to records

- ~~1. All public records subject to review under the Colorado Public (Open) Records Act shall be open for inspection in the office of the records custodian during regular business hours. Upon written request of the applicant specifying which documents are being requested and subsequent approval by the Chief Education Officer or designee, the records custodian shall, if feasible, reply to the request immediately. If immediate reply cannot be made, the custodian shall set a date and time when the records will be available for inspection.~~
- ~~2. Consistent with the Colorado Public (Open) Records Act, requests for public records must be processed within three business days unless extenuating circumstances exist. A finding that extenuating circumstances exist may be made only by the administrator in charge of the department or building possessing the records or the Chief Education Officer or designee. If extenuating circumstances exist, written notice must be given to the requestor within three working days of the request first being made that the response will be delayed.~~

- ~~—The time for reply may be extended up to four business days to a total of seven days from the time the request was made.~~
- ~~3. Reasons for denial of access to public records shall be promptly given in writing, if requested by the applicant. The law or regulation denying such access shall be cited.~~
- ~~4. The public will not be allowed to directly use either its own or the data processing equipment of the school District in inspecting or copying public records. In every instance, the manual or electronic functions necessary to extract, collate, organize, retrieve, copy, or otherwise manipulate the information and data necessary to produce the record or allow for its inspection shall be performed by school District personnel.~~
- ~~5. When a person has the right to inspect a public record, he or she also has the right to a photocopy of such a record upon payment of any applicable fee. Generally, the applicant may choose between receiving a paper copy of a record and inspecting the record. In some cases, however, the requestor may not have the option of choosing between a copy of the record and inspection of the record, but shall be required to receive a copy. The custodian shall have the discretion to make a decision about the form in which the information contained in the public record will be provided, taking into account any dangers of record alteration/obliteration and the efficient operation of the office involved.~~
- ~~6. In most cases, data should not be provided verbally with the assurance that it is correct. However, where in the opinion of the custodian it is necessary to respond verbally, the custodian is authorized to do so.~~
- ~~7. Some examples of public records open to inspection and copying include:~~
- ~~a) Minutes of meetings of the Board of Education~~
 - ~~b) Resolutions~~
 - ~~c) Finalized agreements~~
 - ~~d) Financial records~~
 - ~~e) Enrollment records~~
 - ~~f) Group scholastic achievement data from which individuals cannot be identified.~~
 - ~~g) Correspondence of members of the Board of Education. Correspondence of members is not open to public inspection where it:~~
 - ~~— is “work product~~
 - ~~— has no demonstrable connection to the exercise of functions required or authorized by law or administrative rule and does not involve the receipt or expenditure of public funds~~
 - ~~— is a communication from a constituent to a member that clearly implies by its nature or content that the constituent expects that it is confidential or a communication from a member in response to such a communication from a constituent~~

Limitations on access to records

- ~~1. The Colorado Public (Open) Records Act governs the circumstances under which the District must or may deny access to public records. The Open Records Act, and federal law in some cases, requires that some records not be disclosed.~~

~~The following list includes some of the documents to which access by members of the general public will be restricted. In most cases, the person who is the subject of the record, or the parent/guardian of a minor child who is the subject of the record, shall have access to the record.~~

- ~~a) Student records~~
 - ~~b) Litigation files~~
 - ~~c) Communications protected by a legal privilege, including the attorney-client privilege.~~
 - ~~d) Real estate appraisals made on behalf of the District relating to the acquisition of an interest in property, until such time as title to the property to the property has passed to the District, and only in such cases where disclosure would, in the opinion of the records custodian, be contrary to the public interest.~~
 - ~~e) Medical, psychological, sociological, or scholastic achievement data relating to individuals.~~
 - ~~f) Personnel files, except by the employee and those employees and members of the Board supervising the employee's work.~~
 - ~~g) Performance evaluations, except that such documents shall be available to those supervising such employees. Certain aspects of the evaluation of the Chief Education Officer may be open to public inspection according to C.R.S. 22-9-109.~~
 - ~~h) Letters of reference relating to prospective employees or those who may supply goods or services to the District.~~
 - ~~i) Test questions, scoring keys, and other exam data pertaining to the administration of an academic or employment examination where disclosure would, in the opinion of the records custodian, be contrary to the public interest.~~
 - ~~j) Confidential data of the following types: commercial data, including trade secrets; financial data; geological data; or geophysical data.~~
 - ~~k) Copyrighted documents except where such access would fall within 'fair use' under the federal copyright law, generally applicable only to photocopies and not access.~~
 - ~~l) Records of investigations of alleged misconduct by students or employees.~~
 - ~~m) Work product of members of the Board or assembled for such members.~~
 - ~~n) Addresses, phone numbers, and personal financial information of past or present users of District facilities, except to police officers who show the information is reasonably related to the performance of their duties.~~
 - ~~o) Application materials submitted by a prospective employee for a non-classified position who is not a finalist for the position and asks at the time of submission of the materials that the materials remain confidential. Letters of reference or medical, psychological, and sociological data concerning any candidate, including a finalist, are not subject to public disclosure.~~
 - ~~p) Other information required by either state or federal law or regulation to be held in confidence.~~
 - ~~q) Where disclosure would be contrary to the order of a court of competent jurisdiction.~~
- ~~2. The District is generally required to disclose the records listed above in response to a subpoena or other order from a court of competent jurisdiction.~~

- ~~3. Under the Colorado Public (Open) Records Act, the District is not required to create a new record in response to a records request but only to supply records already in existence. For this reason, where a record contains both confidential data and data that is open to public disclosure, ordinarily the District will not delete confidential information and produce the document.~~
- ~~4. There may be cases where even though a record might otherwise be available for public inspection, in the opinion of the records custodian, disclosure of its contents would do substantial injury to the public interest. In such cases, and only with the consent of the Chief Education Officer, the records may deny access to the public record.~~
- ~~5. Where the requestor is a party to litigation against the District (or its employees where the suit relates to acts or omissions of employees while on the job) or is acting on behalf of such a party, legal counsel shall be contacted before proceeding.~~

Computer and e-mail records

- ~~1. Pursuant to Colorado law, if a requested record is a result of computer output other than word processing, the fee for a copy will be based on recovery of the actual costs of providing the electronic service and product together with a reasonable portion of the costs associated with building and maintaining the information system.~~
- ~~2. If the District, in response to a specific request, manipulates data to generate a record in a form not used by the District, it will charge a fee which is based on the actual incremental costs of providing the services and generating the record. "Actual incremental costs" shall include administrative time for an employee(s) to find the data and manipulate it. Fulfilling such a request will be at the discretion of the Chief Education Officer or designee.~~
- ~~3. Consistent with federal regulations, no fees may be charged to a parent/guardian or eligible student for searching for or retrieval of student records. However, charges may be assessed for the actual copying of such documents.~~

Fees

~~The fee will be \$0.25 a page for copies of paper documents and for information which is printed from the product of word processing.~~

~~The District may charge a reasonable fee, not to exceed the actual cost for retrieving data resulting from computer output and producing a record that requires the manipulation of data.~~

~~The Chief Education Officer or designee may reduce or waive any fee for copies or services where:~~

- ~~a) a person demonstrates that he or she is indigent.~~
- ~~b) the record is being provided to another governmental agency, including a school.~~

District 49 is committed to transparency and open government. The following procedure process applies to requests by members of the public, including parents, community members, media organizations and other third parties, for inspection of public

records maintained by the district. A person who has the right to inspect a public record also has the right to request to be furnished a copy of the record under the Colorado Open Records Act (CORA) (§24-72-201 to 206, C.R.S.).

This regulation helps to ensure that District 49 meets all constitutional and statutory duties under CORA to all stakeholders in a timely and orderly manner.

Process for requesting records

1. All requests for public record(s) maintained by the district shall be specific enough to allow the district to efficiently identify the requested record and respond to the request. To clarify and facilitate the processing of a request to inspect and/or obtain copies of records, the district requires that the request be made ~~in writing using the approved form via mail, in person or submitted on the CORA page of D49.org.~~
2. After review and determination that a request is complete and valid, ~~a~~All requests for public records ~~must~~will be forwarded immediately to the ~~Chief Education Officer or designee~~director of communications for processing~~review or approval.~~
3. The district has no duty to create a public record that does not already exist.
4. ~~If the requested public record is in active use, in storage, or otherwise not readily available at the time of the person's request, the person requesting the record shall be informed of that fact. The custodian of records~~District 49 will then make every effort to make the record available within a ~~reasonable time of the person's request~~three working days as required by §24-72-203(3)(b), C.R.S. The director of communications, with approval from the chief officers, can issue an extension, up to seven working days, if extenuating circumstances exist, as described in §24-72-203(3)(b), C.R.S.

A request is considered received by District 49 the day it is determined to be complete and valid. The three working-day response time begins the first working day following the date of that determination.

~~A reasonable time shall not exceed three working days, but may be extended by an additional seven working days if certain extenuating circumstances exist, in accordance with state law.~~

54. If the person seeking the record requests ~~transmission of the record(s) be sent~~, the custodian of records shall notify the person once the record is available that it will only be transmitted when the custodian receives payment or makes arrangements for receiving payment for all costs associated with the record transmission and for all other fees lawfully allowed, unless the custodian waives all or any portion of such costs or fees.

Upon receipt of payment of any applicable copy costs and/or other fees, or upon making payment arrangements with the person requesting the record (when applicable), the custodian of the records will either ~~transmitsend~~ a copy of the record by ~~by United States mail, other delivery service, facsimile or electronic mail~~, or make arrangements for the

~~requestor to review the records at a district facility. Transmission will occur as soon as practicable but no more than three business days after the district's receipt of payment, or making arrangements to receive such payment.~~

65. The public will not be allowed to directly use either its own or the data processing equipment of the school district when inspecting or copying public records. In every instance, the manual or electronic functions necessary to extract, collage, organize, retrieve, copy or otherwise manipulate the information and data necessary to produce the record or allow for its inspection shall be performed by school district personnel, and appropriate fees will apply.

Fees

1. The fee for copying public records will be \$.25 per page unless actual costs exceed that amount.
2. No transmission fee will be charged for transmission via electronic mail.
3. If the district, in response to order to fulfill a specific request, manipulates processes data to generate a record in a form not used by the district, it may charge a reasonable fee not to exceed the actual cost of manipulating preparing the data and generating the record. Fulfilling such a request will be at the option of the district. The requestor will have the option to withdraw the request to prevent the expense incurred in using district resources to create a new record.
4. If the district, in response to a substantial request, anticipates more than one hour of staff time will be required to research, retrieve, review or produce records, it may charge a fee of \$30 per hour (after the first hour) for all staff time required to fulfill the request. Any costs to be charged to the requestor shall not to exceed the actual cost to research, retrieve, review and produce the records.

For requests where more than one hour of staff time will be consumed, District 49 will provide advanced notice and an estimate of the compliance costs to the requestor. Estimated costs must be paid in full before the production of records unless alternative arrangements have been made through the chief officer team or designee. The tree working day response requirement will not include time needed to perfect the agreement on fees.

54. ~~The Chief Education Officer~~chief officer team or designee may reduce or waive any fee for copies or services where:
- a. a person demonstrates that he or she is indigent;
 - b. the record is being provided to another governmental agency, including a school.

- Adopted: July 12, 2005
- Revised: January 14, 2010
- Revised: October 27, 2011
- **Revised: December, 10, 2015**

~~LEGAL REFS:~~

- ~~C.R.S. 22-9-109 (exemption from public inspection)~~
- ~~C.R.S. 22-32-109 (board of education—specific duties)~~

~~CROSS REFS:~~

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

BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Zach Craddock, Executive Director of Individualized Education Lou Fletcher, Director of Culture & Services
TITLE OF AGENDA ITEM:	Expulsion Information
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

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

RATIONALE: Board Policy

RELEVANT DATA AND EXPECTED OUTCOMES: See attachment

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	Ensures compliance with all Colorado Revised Statutes
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	Provide alternative pathways to students that align with 49 Pathways Initiative

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: November 30, 2015

BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Barbara Seeley, Executive Assistant to CEO
TITLE OF AGENDA ITEM:	Student Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

FHS

Wrestling tournament in Brush, CO
 Departure-12/18/15 Return-12/119/15
 16 students will attend this trip.
 Cost of trip is about \$25 per student (includes transportation, meals and lodging).
 The objective of this trip is for students to compete in wrestling tournament.
 Fundraising will be part of this program.

FHS

Wrestling tournament at Abraham Lincoln HS-Denver
 Departure-1/29/16 Returning-1/30/16
 16 students will attend this trip.
 Cost of trip is about \$25 per student (includes transportation, meals and lodging).
 The objective of this trip is for students to compete in wrestling tournament.
 Fundraising will be part of this program.

FHS

Wrestling tournament in Pueblo, CO
 Departure-2/18/16 Returning-2/21/16
 6 students will attend this trip.
 Cost of trip is about \$100 per student (includes transportation, meals and lodging).
 The objective of this trip is for students to compete in wrestling tournament.
 Fundraising will not be part of this program.

FHS

Wrestling tournament in Pueblo, CO
 Departure-2/12/16 Returning-2/13/16
 16 students will attend this trip.
 Cost of trip is about \$25 per student (includes transportation, meals and lodging).
 The objective of this trip is for students to compete in wrestling tournament.
 Fundraising will not be part of this program.

FHS

State Spirit Competition in Denver, CO
 Departure-12/11/15 Returning-12/12/15
 26 students will attend this trip.
 Trip cost includes transportation, meals and lodging.
 The objective of this trip is for students to compete in Colorado High School Spirit Competition.
 Fundraising will not be part of this program.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
--	--

BOE Regular Meeting December 10, 2015**Item 8.02 continued**

Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No**AMOUNT BUDGETED:** N/A**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** N/A**APPROVED BY:** Peter Hilts, Chief Education Officer**DATE:** December 2, 2015



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Dr. Lou Fletcher
TITLE OF AGENDA ITEM:	Restorative Practices Overview
ACTION/INFORMATION/DISCUSSION:	Information/Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Restorative Practices (RP) abrogates the Zero Tolerance mindset. The use of RP stresses building relationships, fostering accountability, addressing harm, and repairing harm with respect to mediating disciplinary situations.

RATIONALE: Introducing the BOE to RP is an interim step to requesting a resolution supporting RP as the primary methodology for discipline in District 49.

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	RP is an accountable process that is also transparent; therefore, stakeholders will participate in a fair process that respects and cares for students in distress.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	RP is a community relevant program that uses dialog to ensure that outcomes inform a growth mindset for the students and community.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	RP is a forward looking paradigm that has support in the legislature; hence the best districts will lead the way.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Exceptional schools ensure that students receive the maximum instructional time possible and seek out accountable discipline practices that respect the latter goal.
Rock #5 — Customize our educational systems to launch each student toward success	Students who are treated fairly through RP will have a better chance of escaping the school to prison.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 23, 2015



Restorative Practices Overview

Special Thanks to:

Dr. Kim Boyd
Ms. Liz Dalzell-Wagers
Mr. Ron Hamilton
Mr. David Watson
The D49 RAMP Council
The D49 DAAC

Dr. Lou Fletcher

 **Director of
Culture and Services**
Office: 719.495.1105
Cell: 719.229.2730

THE GOAL OF RESTORATIVE PRACTICE IN SCHOOL COMMUNITIES



To manage conflict and tensions by repairing harm and strengthening relationships as a way of building community.

- Les Davey, Director-IIRP United Kingdom

What Restorative Means

- Restorative means ‘making things new again’
- What do you need to do to ‘restore’ your relationship if you hurt somebody or make that person feel negative emotions?
- To be ‘restorative’ you need to be accountable, not repeat the behavior, and make things right through dialogue with the goal of building or maintaining relationships.

Relationships and Learning



Basic Concepts:

- Good relationships are the basis for learning
- Anything that affects relationships [such as inappropriate behavior] impacts learning
- Challenging inappropriate behavior needs to be experienced as an opportunity for learning

Shaping Mindset: Growth or Fixed ?

“Learning is enhanced by challenge and is impeded by threat.”

- Terry O’Connell, Director-Real Justice Australia

As a society, when someone does the wrong thing, what is the typical response?

Blame & Punishment

What is the first question we ask when someone does the wrong thing?

If we ask “why”, what answers do we expect to get?

What is the problem with the “why” question?

How does blame impact learning?

Simple Contrast



Adversarial (Blame) approach:

“What happened, who is to blame, what punishment or sanction is needed?”

Restorative approach:

“What happened, what harm has resulted and what needs to happen to make things right?”

Dialogue



Adversarial

Focus is in the past

Preoccupied with blame

Deterrence linked to punishment

Restorative

Focus in past, present & future

Emphasis on resulting harm

Deterrence linked to relationships and personal accountability

‘Consequences [may include punishment] are an important part of Restorative Practice. This involves dialogue and respectful challenge.’

So, what does Restorative Practice look like?

Restorative Practice Checklist



Restorative Practices Include:

- Being respectful and fair
- Repairing harm
- Restoring and building relationships
- Developing empathy
- Promoting positive behavior change

Who We Are

Strategy



Culture



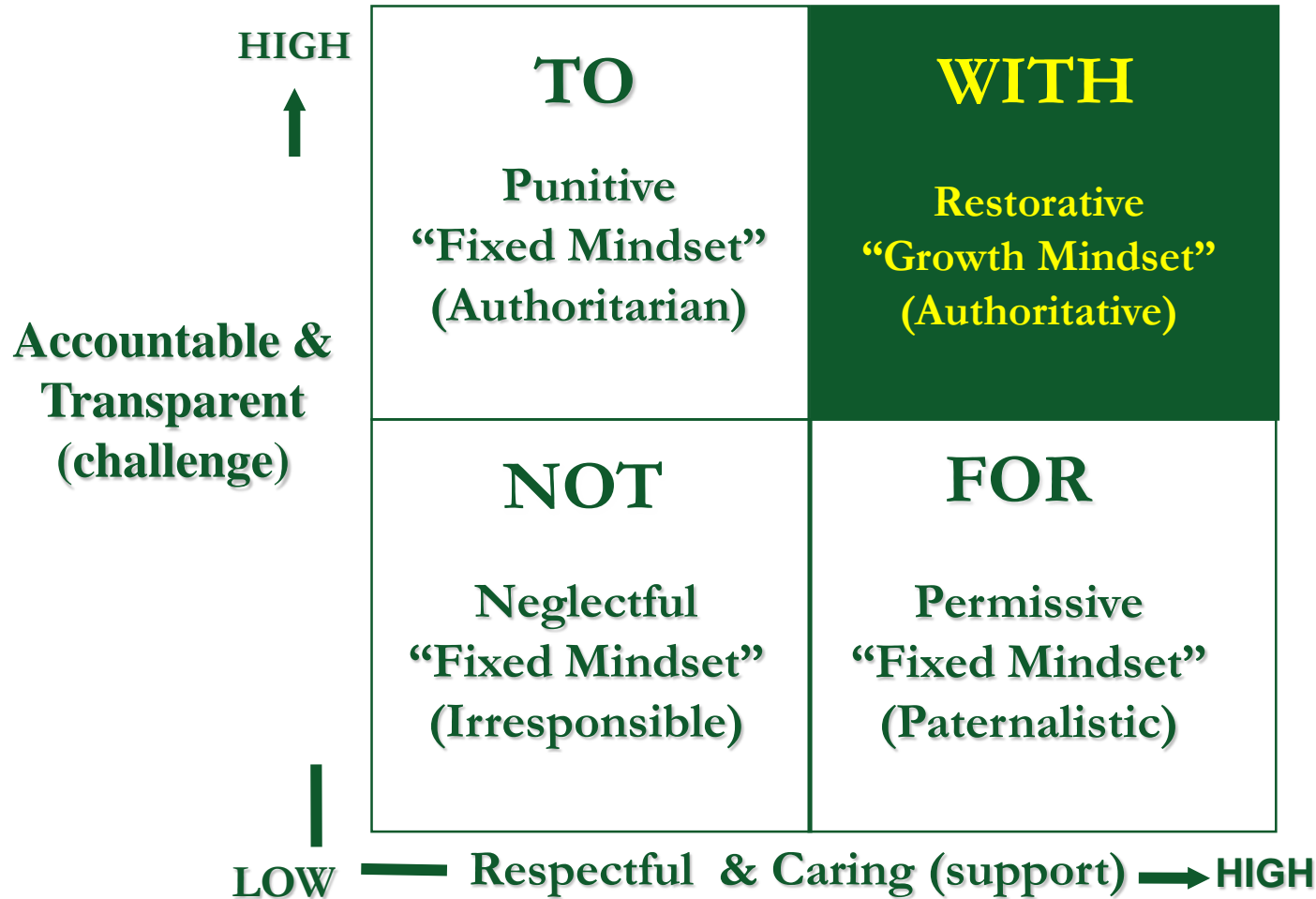
Brand



Trust, Community...
Best District, Portfolio of Schools...
Every Student
www.D49.org

THE BEST DISTRICT TO LEARN, WORK & LEAD

How We Treat Each Other



Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000



Fair Process

What needs to happen for a fair process to be experienced?

Engagement:

Opportunity to have a say

Explanation:

Understand the reasons for the decision

Expectation Clarity:

Shared understanding on what is expected in terms of behavior and rules

Kim & Mauborgne, Harvard Business Review, July – August 1997



What Fair Process Achieves



- Trust
- Commitment
- Cooperation

This enhances learning, creativity, moral development and helps build stronger relationships

Kim & Mauborgne, Harvard Business Review, July – August 1997



Restorative Questions



When challenging behavior, why would the following questions consistently achieve “fair process”?

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

Restorative Practice Self-Affirmation



Is My Practice?

- Respectful*** (Distinguishing behavior from the person)
- Fair*** (Engaging, with Explanations & clarify Expectations)
- Restorative*** by repairing harm and building relationships

Does My Practice?

- Develop Empathy*** (through reflection, insight & learning)
- Enhance*** responsibility and accountability
- Promote*** positive behavior change

The Way Ahead



Intentional and deliberate action steps are required to enhance the Process PACE (Performance Ascending to Continuous Excellence) of District 49's Restorative Practices culture:

- BOE adopts a resolution to make Restorative Practice the framework to shape student conduct and discipline
- BOE discipline policies are revised to incorporate Restorative Practice
- Restorative Practices curriculum is delivered to D49 stakeholders
 - Funding sources (grants, scholarships, etc.) are identified for IIRP training
 - Professional development time is identified and scheduled for IIRP training
- The Common Discipline Matrix is revised to incorporate Restorative Practices
- Building-level discipline procedures and practices are reviewed/revised to attain alignment with Restorative Practice philosophy
- District 49 and the Zones should support existing restorative programs (e.g., Capturing Kids' Hearts, Boys' Town, Challenge Day, etc.) while assessing and closing restorative gaps in all district schools



Questions?



BOARD OF EDUCATION AGENDA ITEM 9.02a

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	David Watson, Director of Safety & Security
TITLE OF AGENDA ITEM:	Safety and Security Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Security updates will be provided as well as continued and new safety and security initiatives.

RATIONALE: To provide members of the Board of Education relevant information on security operations.

RELEVANT DATA AND EXPECTED OUTCOMES: It is expected the members of the board of Education will become more familiar with safety and security operations throughout 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	Introduction of the new Safety and Security Specialist. Position funded through Mil Levy override.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Introduce to members of the BOE a new initiative and program to target at risk juveniles.
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: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Jack Bay, Chief Operations Officer

DATE: November 23, 2015



Safety and Security Update

David Watson
Director of Safety and Security
David Pratt
Safety and Security Specialist

Key Points

- Technology Successes
 1. ReadyOp
 2. Safe2Tell
 3. IRIS (Pilot FMS)
- Claire Davis Act (SB 15-213)
- SeSSI information (Pratt)







Questions?



Thank You!



BOARD OF EDUCATION AGENDA ITEM 9.02b

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Ron Lee, Director of Facilities
TITLE OF AGENDA ITEM:	Facilities Performance Report
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Present an update of the operational support departments of the District.

RATIONALE: These periodic department updates keep the Board of Education and the general public abreast of the activities associated with the Nutrition Services, Transportation and Facilities/Grounds Departments. By providing key performance indicators (KPI's), dash board report updates and other key performance informational updates periodically we assist in re-establishing the District as a trustworthy recipient of taxpayer investment.

RELEVANT DATA AND EXPECTED OUTCOMES: An overview of the activities of each respective department will reflect overall efficiencies.

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 periodic updates provide transparency insight for the Facilities/Grounds Departments.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Providing community stakeholders key performance information for the Facilities/Grounds Departments invites community participation.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	By providing key performance metrics, benchmarking performance and continually reviewing operational performance, the various operational departments will become recognized as the best district to 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: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: The information is provided to enhance transparency with the BOE and the District's stakeholders.

APPROVED BY: Jack W. Bay, Chief Operations Officer

DATE: December 4, 2015

FACILITIES PERFORMANCE REPORT

Ron Lee, Director of Facilities

December 2015



To provide a safe, efficient, aesthetically pleasing and comfortable environment for our students, staff and community members.

FACILITIES DEPT UPDATES



1. Biannual Site Reviews

A semi-annual meeting between the school and facilities leadership teams. A questionnaire is sent out in advance to cultivate the conversation topics and jumpstart the preparations.

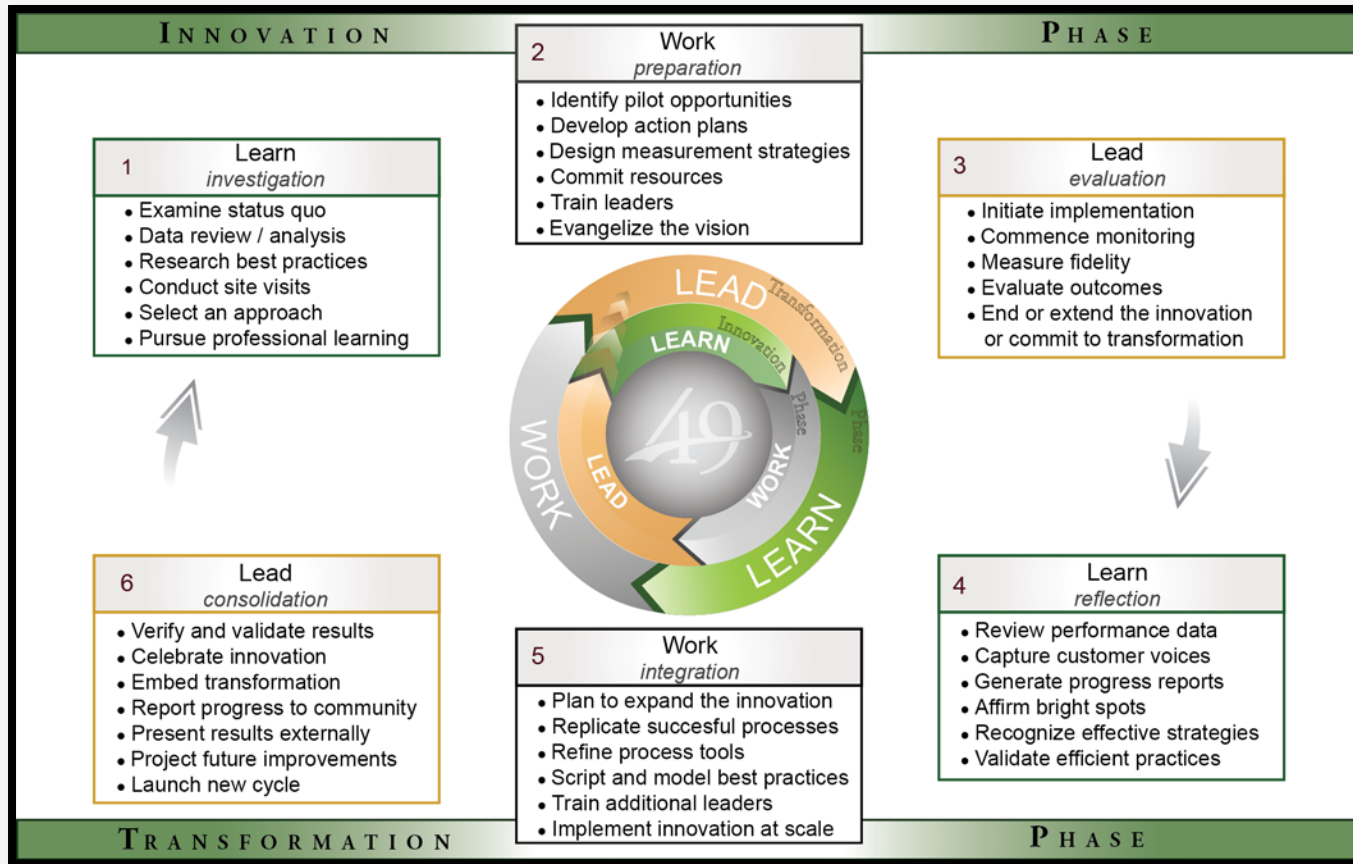
- 20 campuses
- Capital needs for 2016-2017
- IT assessments – adequate points for testing, IT needs for current programs
- Safety & ADA access needs
- IL's will receive a bldg. assessment report in January
- Example of add'l topics:
 - Growth impacts
 - Program relocations
 - Grounds
 - Facility improvements



FACILITIES DEPT UPDATES



2. Operational Efficiency



FACILITIES DEPT UPDATES



2. Operational Efficiency - Dashboards

Where have we been? Where are we now? Where are we going?

Schooldude offers a variety of great tools for use to answer those questions.

We use 7 main KPI's to measure growth.

1. Work orders completed in less than a week
2. Work hours per employee per week
3. Contracted vs In-house work
4. Average days out per work order
5. Work orders from portal request (who is entering a w/o into SD)
6. Ratio of PM:WO – Preventative Maintenance to Work Order
7. PM completed in less than a month



**** CUSTOM DASHBOARDS ARE JUST AROUND THE CORNER! ****

Training for IT & Facilities dashboards is on 12/7

FACILITIES DEPT UPDATES

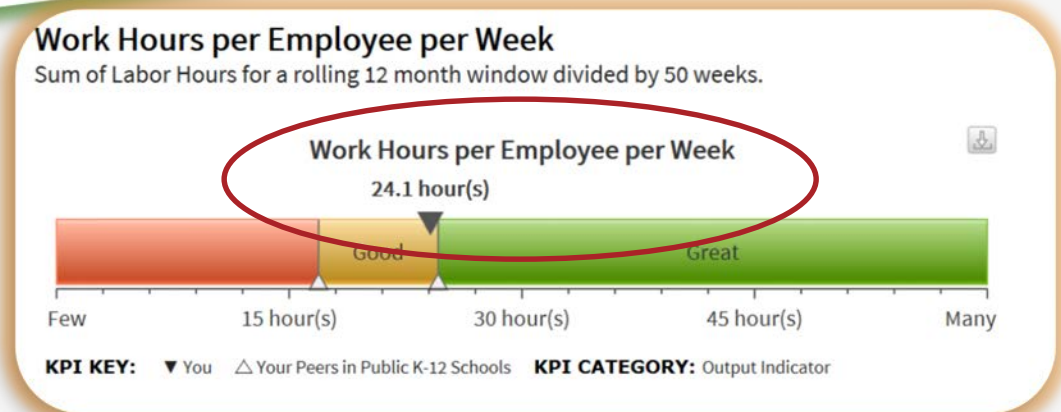


2. Operational Efficiency - Dashboards



Peers in K-12 approx. 65%
Top 20% are at approx. 75% or more
"Campus Champions"

Peers in K-12 approx. between 15-30 hours
Top 20% are at approx. 31 hours or more



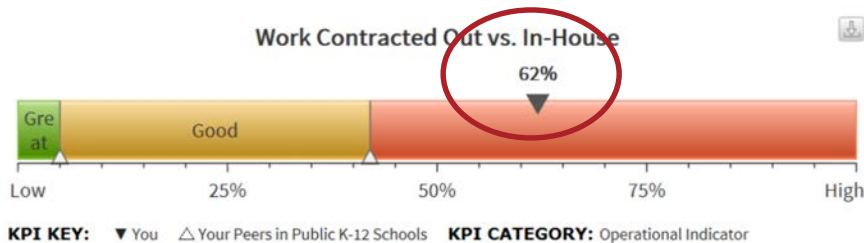
FACILITIES DEPT UPDATES



2. Operational Efficiency – Dashboards

Contract Work vs. In-House

Percentage of 3rd party contract work vs. work that is completed by in-house by employees.



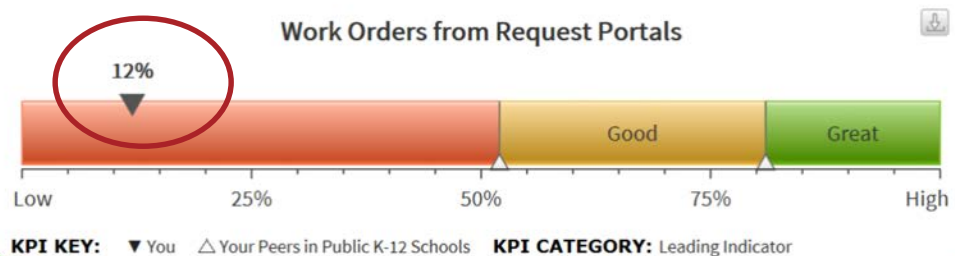
→ Peers in K-12 approx. between 5 – 42%
Top 20% are at approx. less than 5%

Peers in K-12 approx. between 50 – 80%
Top 20% are at approx. 82% or more

30% goal by
2016-17
school year

Work Orders from Request Portals

Percentage of total Work Order requests submitted from the My School Building on-line request website vs. entered by operational staff.



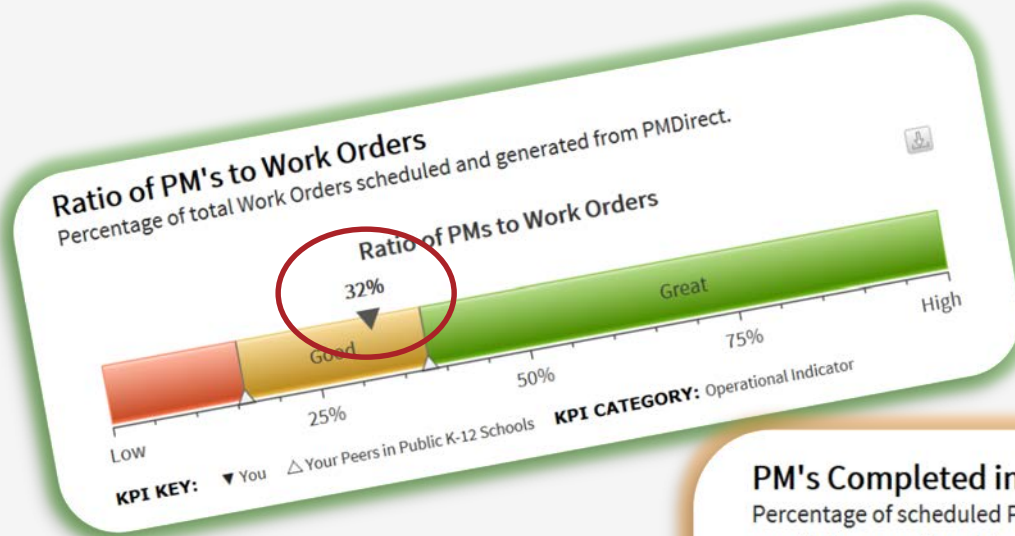
FACILITIES DEPT UPDATES



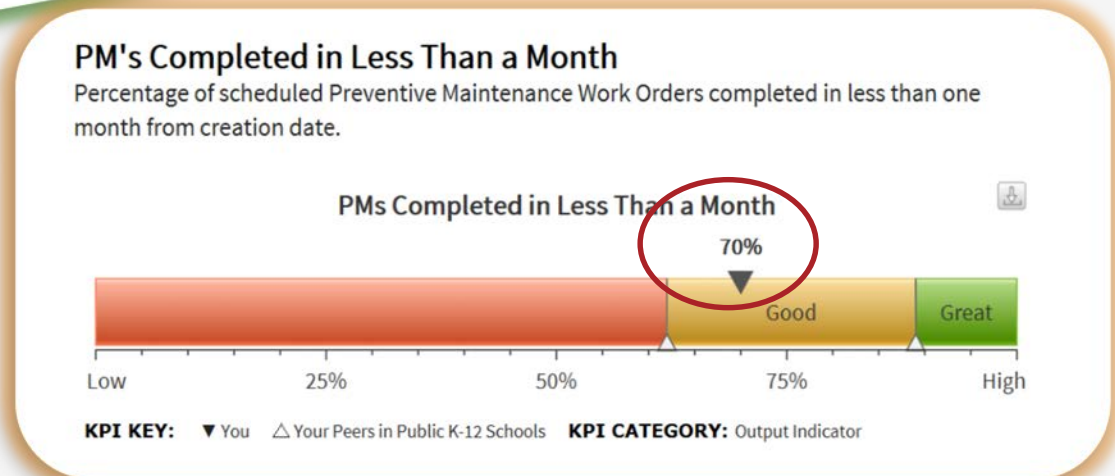
2. Operational Efficiency - Dashboards

Peers in K-12 approx. between 15-35%
Top 20% are at approx. more than 40%

PROACTIVE VS. REACTIVE



Peers in K-12 approx. between 60-90%
Top 20% are at approx. 91% or more



FACILITIES DEPT UPDATES

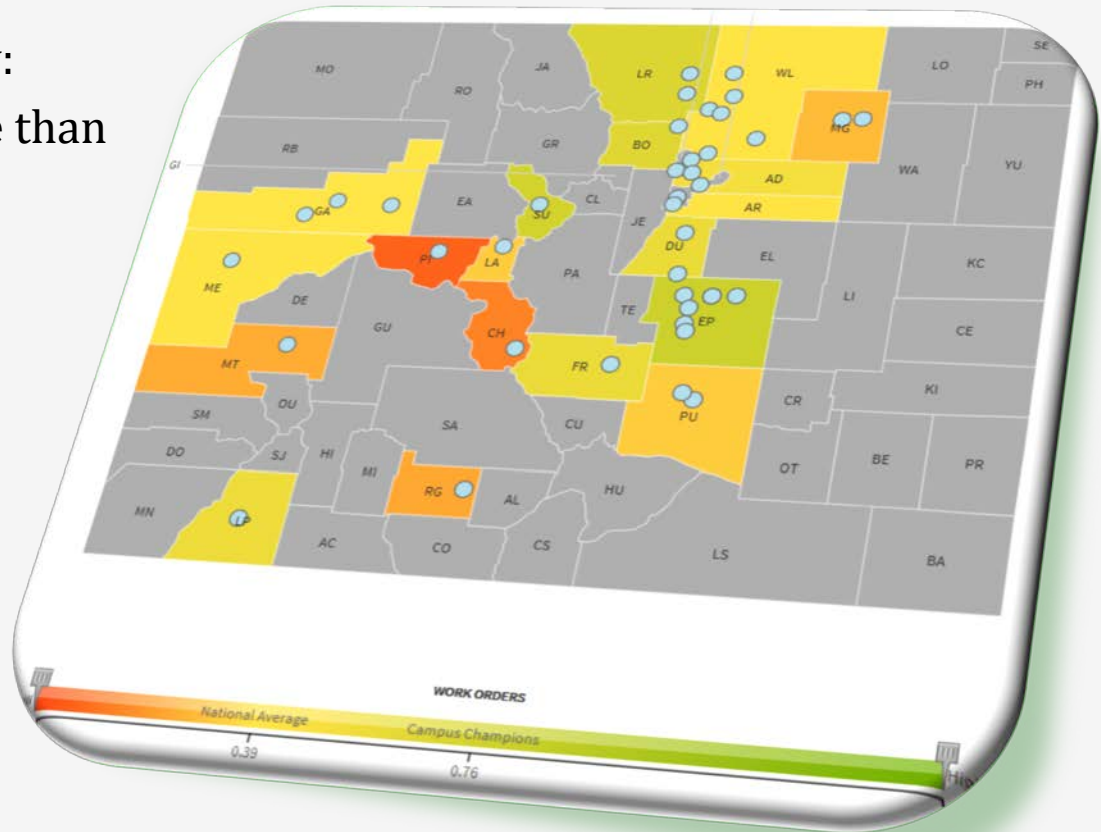


2. Operational Efficiency - Dashboards

Of Public k-12 schools nationally:
Those in the top 20% issue more than
.76 work orders/student/year.

The average is
.39 work orders/student/year.

We are currently issuing
.43 work orders/student/year.



FACILITIES DEPT UPDATES



3. Staffing



- Climate staff survey's have been completed.
 - *Results coming soon ;)*
- Maintenance, grounds & office teams were surveyed.
- Building Managers & Techs are the next group to be surveyed in January 2016.

An example of some of the questions:

I understand what tasks & duties I am expected to complete	86%+ agree
I am optimistic about my future with D49	82%+ agree
My job is meaningful & an important part of the D49 mission	95%+ agree
I received an annual evaluation	95%+ agree

FACILITIES DEPT UPDATES



4. Training & Development



- Leadership Development is underway
- Skill enhancement
- Awareness
 - Cultural awareness – 1st quarter of 2016
 - Educating Children of Color Summit – Jan 2016

FACILITIES DEPT UPDATES



Wrap Up & Questions



THE BEST DISTRICT TO LEARN, WORK & LEAD

BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Brett Ridgway, Chief Business Officer Ron Sprinz, Finance Group Manager
TITLE OF AGENDA ITEM:	Amended Budget
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Under current statute, Colorado school districts' program formula funding is largely based on the 'October Count' of full time equivalent students (SFTE). Like many districts, we try and monitor how enrollment is trending as compared to the adopted budget.

RATIONALE: sFTE is the largest variable in determining program formula funding and since program formula funding accounts for 93% of our total general fund revenue budget, and since we are continuing to move toward a full student-based funding model, it is very appropriate to monitor sFTE early in the school year to determine what issues may come from fluctuations to the adopted budget in terms of sFTE by school.

RELEVANT DATA AND EXPECTED OUTCOMES: The actual October Count result will be the driving factor in compiling the amended budget, to be approved by the Board of Education prior to January 31, 2016. Estimates of how the October Count will unfold, and how that will affect each school and zone in turn, in terms of financial impacts, will be used in strategic decisioning throughout the course of the fall semester.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Presenting such information in an open and transparent manner validates the importance placed on community trust.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<i>Informed decision making and organizational agility are key strategies we continue to pursue.</i>
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED:

AMOUNT BUDGETED: \$ 158,904,642

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 3, 2015

Revenue Model									
El Paso County - School District 49									
				<u>Acct</u>	<u>Description</u>	<u>Proposed Budget</u>	<u>Adj Budget</u>	<u>Amended Budget</u>	
Oct Count (Total District Funded):	21,842.30	Total Prgm formula Funding	6-10-000-00-0000-1110-000-0000	LOCAL PROPERTY TAX REVENUE	\$ 17,173,003.00	\$ 477,503.92	\$ 17,650,506.92		
Per Pupil Funding (After Neg Factor):	\$ 6,914.95		6-10-000-00-0000-1120-000-0000	SPECIFIC OWNERSHIP TAX REVENUE	\$ 1,634,220.00	\$ (270,144.97)	\$ 1,364,075.03		
Per Pupil funding On-line	\$ 6,667.37		6-10-000-00-0000-1140-000-0000	DELINQUENT PROP TAX	\$ -		\$ -		
Property Taxes:	\$ 17,650,506.92		6-10-000-00-0000-1141-000-0000	PROPERTY TAX CREDITS	\$ 54,615.00		\$ 54,615.00		
Specific Ownership Taxes:	\$ 1,364,075.03		6-10-000-00-0000-1143-000-0000	INTEREST ON TAXES	\$ -		\$ -		
			6-10-000-00-0000-3110-000-0000	STATE EQUALIZATION REVENUE	\$ 130,386,708.70		\$ 131,969,215.44		
Underlying Traditional PPR Rate	\$ 6,944.22		Total:		\$ 149,248,546.70	\$ 1,789,865.69	\$ 151,038,412.39		
Charter Counts									
PPSEL	393.86	Charter School Allocation:	6-10-910-00-0000-5711-000-0000	PPSEL-ALLOCATION	\$ (2,777,597.12)	\$ 42,548.19	\$ (2,735,048.93)		PPR
GOAL	4,065.00		6-10-930-00-0000-5711-000-0000	GOAL-Allocation	\$ (22,542,737.00)	\$ (5,685,501.18)	\$ (28,228,238.18)		\$ (6,944.22)
CDBOCES	2,309.00		6-10-940-00-0000-5711-000-0000	COLO PREP ACADEMY-ALLOCATION	\$ (17,792,166.35)	\$ 2,397,209.02	\$ (15,394,957.33)		\$ (6,667.37)
BLRA	717.56		6-10-950-00-0000-5711-000-0000	BLRA-ALLOCATION	\$ (5,020,115.40)	\$ 37,223.74	\$ (4,982,891.66)		\$ (6,944.22)
RMCA	1,220.56		6-10-951-00-0000-5711-000-0000	RMCA-ALLOCATION	\$ (8,014,703.65)	\$ (461,128.67)	\$ (8,475,832.32)		\$ (6,944.22)
IIR	724.02		6-10-952-00-0000-5711-000-0000	IIR-ALLOCATION	\$ (5,196,308.33)	\$ 168,557.04	\$ (5,027,751.29)		\$ (6,944.22)
Total Charters:	9,430.00		Total:		\$ (61,343,627.85)	\$ (3,501,091.86)	\$ (64,844,719.71)		\$ (6,876.43)
	12,412.30		Coordinated Schools Funding:		\$ 87,904,918.85	\$ (1,711,226.17)	\$ 86,193,692.68		Per Pupil
									\$ 6,944.22
Fund Balance:	\$ 11,490,444.99		Total Coord Prgm & Local Funding:		\$ 92,965,000.00	\$ (740,862.11)	\$ 92,224,137.89		
Fzone Rollover	\$ (500,907.66)		Total Other Local Funding:		\$ 5,060,081.15	\$ 970,364.06	\$ 6,030,445.21		\$ 485.84
SCZone Rollover	\$ (541,925.73)		DAGR		\$ 94,150,862.54	\$ (740,862.11)	\$ 93,410,000.43		\$ 18.27
Pzone Rollover	\$ (148,928.92)								\$ 7,448.33
iConnect Rollover	\$ (410,444.74)								
Int Svs/Vendor Rollover	\$ (320,474.29)								
Fund Balance after Rollover	\$ 9,567,763.65								
Available Fund Balance:	\$ 226,763.61								
10% of DAGR	\$ 9,341,000.04								

District 49 - Budget Summary
Fund 10



		Amended Expense Budget ADJ						15/16		
		Adopted Budget Budget - 06-11-2015		Volume Variance	Rate Variance	Oth Revenue SPED & Trans Adj	14/15 Roll Over	DAGR Adj	Amended Budget	Diff
Total D49 Fund 10 Budget Dollars:		\$ 92,965,000.00		\$ (2,128,967.04)	\$ 417,740.88	\$ 970,364.06	\$ 1,922,681.34	\$ 226,763.61	\$ 94,373,582.85	\$ 1,408,582.85
Central Office:	Internal Services:	\$ 13,753,857.00	14.8%	\$ (280,621.90)	\$ 27,338.77	\$ 661,317.00	\$ 211,673.27	\$ 33,548.91	\$ 14,407,113.05	\$ 653,256.05 15.3%
	Internal Vendors:	\$ 7,103,378.00	7.6%	\$ (144,267.00)	\$ 14,054.79	\$ 89,047.06	\$ 108,801.02	\$ 17,326.82	\$ 7,188,340.69	\$ 84,962.69 7.6%
Zones:	Falcon Zone:	\$ 21,448,018.00	23.1%	\$ (1,019,346.96)	\$ 114,244.93	\$ 60,000.00	\$ 500,907.66	\$ 52,316.79	\$ 21,156,140.42	\$ (291,877.58) 22.4%
	Sand Creek Zone:	\$ 21,159,774.00	22.8%	\$ 469,909.33	\$ 108,360.08	\$ 20,000.00	\$ 541,925.73	\$ 51,613.69	\$ 22,351,582.83	\$ 1,191,808.83 23.7%
	Power Zone:	\$ 23,812,881.00	25.6%	\$ (682,090.51)	\$ 128,192.53	\$ 68,000.00	\$ 148,928.92	\$ 58,085.25	\$ 23,533,997.19	\$ (278,883.81) 24.9%
	iConnect Zone:	\$ 5,687,092.00	6.1%	\$ (472,550.00)	\$ 25,549.76	\$ 72,000.00	\$ 410,444.74	\$ 13,872.16	\$ 5,736,408.67	\$ 49,316.67 6.1%
Total		\$ 92,965,000.00		\$ (2,128,967.04)	\$ 417,740.88	\$ 970,364.06	\$ 1,922,681.34	\$ 226,763.61	\$ 94,373,582.85	\$ 1,408,582.85
Diff \$ -				Diff					\$ -	

Expense Budget Walk - Original to Target

\$ 92,965,000.00	Adopted Budget
\$ (1,711,226.16)	State Funding Revenue Adj
\$ 970,364.06	Other Funding Revenue Adj
\$ 2,149,444.95	DAGR Roll Over Adj
<hr/>	
\$ 94,373,582.85	Proposed Amended Budget

BOARD OF EDUCATION AGENDA ITEM 9.04

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Marie LaVere-Wright, Board President
TITLE OF AGENDA ITEM:	Board Annual Planning Workshop
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board is mindful of the importance of planning, brainstorming and thoughtful discussion without action.

RATIONALE: The Board plans to hold an Annual Planning Workshop on the last Saturday in January, which shall be open to the public. No action shall be taken during this workshop.

RELEVANT DATA AND EXPECTED OUTCOMES: Public notice of the workshop, including the topics for discussion and study, shall be provided.

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 Annual Planning Workshop gives the Board and invited administrators a chance to examine the district's strategic and cultural priorities at a more detailed level.
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: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: The Board should determine agenda topics and timeframe for the Annual Planning Workshop.

APPROVED BY: Marie LaVere-Wright, Board President

DATE: November 23, 2015



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

Mission Statement

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

ANNOUNCEMENT/NOTICE

BOARD OF EDUCATION ANNUAL PLANNING MEETING

January 30, 2016

9:00 a.m. – 3:00 p.m.

Education Service Center – Board Room

PURPOSE:

1. Performance Excellence Update
2. Community Vision/Mill Levy Oversight Committees
3. Review BOE Annual Action Calendar
4. Board Committees, Liaisons and Student Board of Representatives
5. Strategic Plan Review
6. Cultural Compass Review
7. Review District Mission, Vision, Values
8. Policy Committee

DATE OF POSTING: December 12, 2015

Donna Richer
Executive Assistant to the Board of Education

BOARD OF EDUCATION AGENDA ITEM 9.05

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	2016 Election Planning
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: On November 4, 2015, School District 49 presented two ballot questions to the constituency. Item 3A, which requested permission to utilize an existing mill levy override, originally approved in 2006 and designed to repay certificates of participation issued for the last building campaign in 2007-09, for certain operational priorities passed by a 60/40 margin. Item 3B, which requested authority to issue new debt and repay that debt with a new bond levy, to initiate a new building campaign, failed by a similar 60/40 margin. Other building campaign and related bond issue questions were also posed in 2010 and 2011 and also failed (by 52/48 and 72/28 margins respectively).

In 2015, District 49 took a question to the voters as well. Issue 3A for 2015, which asked constituents to consider creating 'director districts' from which each Board of Education would be elected out of, passed by a 74/26 margin.

The needs of the district, its students and staff continually evolve. However, the general theme of the needs presented in ballot question 3B do remain: the need for additional space to educate our growing population and the needs of improving existing space to reflect new realities and opportunities of public education.

RATIONALE: Public entities like District 49 have but one option to raise funds for significant capital projects – that is voter approval of a strategy that identifies district needs, designs options to adequately address those needs, and makes a compelling case to constituents for them to increase their property taxes to repay the instruments issued to facilitate the project.

RELEVANT DATA AND EXPECTED OUTCOMES: District 49 has been ever-striving to be a trustworthy recipient of taxpayer investment. With the passage of ballots 3A in 2014 and 2015, and an improved result for the failure of ballot 3B in 2014 compared to the previous election in 2012, we feel that progress is being made in being that trustworthy recipient of taxpayer investment.

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 revenue generation strategies and related decisions.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<i>There is no closer engagement for community participation than an election. Pursuing an election question in 2016 will need significant community participation for it to be reflective of the community's wishes for D49.</i>
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	<i>Recognizing that the efficiencies D49 has achieved the last several years puts the district in a position to be trusted, to be innovative and through the continuous exercise of both, to be the best district to learn, work & lead.</i>
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	<i>An election campaign should have clear connection to increasing our portfolio of distinct and exceptional schools.</i>
Rock #5 — Customize our educational systems to launch each student toward success	<i>A commitment to improving facilities and programs will have a positive contribution to ensuring each student has their best opportunity for success.</i>

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: The Administration seeks direction from the Board of Education on whether to conduct preliminary research for needs, options and financing vehicles for potential participation in the November 2016 General Election.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 6, 2015



2016 Election Planning

D49 Business Office

D49 Education Office

2016 Election Planning Relevant Facts & Observations



- District 49 Business Office has pursued and accomplished three separate refinancings of bond and certificate of participation issues in the last two years to take full advantage of municipal market conditions
 - The early 2015 refi created space to maximize the permissions granted by the 2014-3A election that allowed mill levys to be applied to specific operational needs.
 - The summer 2015 refi shortened the maturity on previous bond issues and created an opportunity for constituents to maintain investment in D49 beyond 2017, with new instruments, without raising the overall tax rate.

2016 Election Planning Relevant Facts & Observations



- Differentiated education delivery models continue to take root and have impact on secondary education

- Concurrent enrollment
- Blended and online instruction
- Technical early college
- College Prep charter school

This leads to specific investment needs at secondary schools rather than just additional capacity.

2016 Election Planning Relevant Facts & Observations



- Our existing facilities continue to age and need normal refurbishment
 - Roofs, Kitchens, exterior spaces (playgrounds)
- Building technology and security improvement priorities surface every year.
 - LED lighting to save electricity
 - Artificial turf to save water
 - Increased needs for video surveillance
 - Increased needs for physical building and classroom door security as well as needs for appropriately directed public access.
- Esthetic appearances of buildings and grounds need to be kept current to keep quality feel of physical spaces parallel to quality delivery of educational services.

2016 Election Planning Relevant Facts & Observations



- The four foci of 2014 ballot 3A can use additional investment:
 - Teacher Compensation
 - Attracting and retaining highly effective teachers
 - *Program Differentiation? Adjunct Stylings?*
 - Educational Programs
 - Offering Classes for Students to receive college credits
 - Safety & Security
 - Securing the grounds, traffic flow, main entries, and classrooms at district schools . . .
 - Technology
 - Provide students with Technology . . .

2016 Election Planning

Relevant Facts & Observations



- Elementary education continues to need traditional physical space.
- D49 continues to need additional capacity for elementary education.
- Leverage existing and planned facilities and to maximize efficiency and effectiveness.
 - POWER Zone pressure
 - coordinate w/ potential BLPA facility
 - Falcon Zone pressure
 - utilize available neighboring space by Falcon Middle School, Falcon Elementary School, and/or Falcon Legacy Campus.

2016 Election Planning

Suggested Preliminary Focus



- Four-pronged approach:
 1. Coordinated High School Equalization:
 - Flexible space, auditorium, auxiliary gym and field space and features
 2. Investments in Current Facilities:
 - Expand connectivity to internet for additional devices
 - Physical esthetic & functional improvements
 3. Grow 2014-3A investment:
 - Teacher Compensation
 4. Add elementary capacity with two new elementary facilities leveraged with other facilities:
 - POWER Zone w/ BLPA
 - Falcon Zone w/ FMS/FES/FLC

2016 Election Planning Suggested Preliminary Strategy



- Combination of Capital and Operational Priorities can be accomplished with one question, using a new Mill Levy Override with new, embedded CoP issue.
- Intend that the new MLO issue would accomplish the four-pronged approach with no increase in overall tax rate.
- Strive to achieve Effectiveness with Efficiency through Innovation and Ingenuity to strategically maximize the impact of taxpayer investment.

2016 Election Planning

Suggested Preliminary Outreach



- **Direct Connection Constituents:**
 - Staff & Students
 - DAAC, DAAC Bud Sub
 - PTA's, PTO's, Booster Clubs
- **Distanced Constituents:**
 - Community Engagement Initiative
- **Other:**
 - Facility Rental Customers
 - Falcon Education Foundation Partners

2016 Election Planning



- What say you?



2016 Election Planning Suggested Preliminary Focus

• Four-pronged approach:

1. Coordinated High School Equalization:

- Flexible space, auditorium, auxiliary gym and field space and features

2. Investments in Current Facilities:

- Expand connectivity to internet for additional devices
- Physical esthetic & functional improvements

3. Grow 2014-3A investment:

- Teacher Compensation

4. Add elementary capacity with two new elementary facilities leveraged with other facilities:

- POWER Zone w/ BLPA
- Falcon Zone w/ FMS/FES/FLC

The Idea - Accomplish many things with no tax increase
Assume 10.159 mills = 2015 bond fund mill rate

= 7.639 mm in annual revenues based on current AV

Propose a sophisticated program of three strategies in one

Revenue	(1) 25 year instrument
Allocation	(2) 10 year instrument
	(3) annual operating resource

1.000 mm = 14 mm of projects repaid on 25-year instrument
likely 4.0mm for FHS, 7.0mm for VRHS, 3.0mm for SCHS

2.400 mm = 20 mm of projects repaid on 10-year instrument
available to charters in same formula by age and size of building

1.039 mm of initial annual resource available
available to charters in same manner as 2014 3A MLO-Op monies

1.600 mm = 23 mm project repaid on 25-year instrument
plan to have shared core processes with proposed BLPA facility

1.600 mm = 23 mm project repaid on 25-year instrument
plan to have shared core processes with neighboring facility

THE BEST DISTRICT TO LEARN, WORK & LEAD

BOARD OF EDUCATION AGENDA ITEM 10.01

BOARD MEETING OF:	December 10, 2015
PREPARED BY:	D. Richer, Executive Assistant to BOE
TITLE OF AGENDA ITEM:	Executive Session: Pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Education Officer evaluation and review
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
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:

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

APPROVED BY: Marie LaVere-Wright, Board President

DATE: November 23, 2015