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Mission Statement

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

ANNOUNCEMENT/NOTICE
BOARD OF EDUCATION ANNUAL PLANNING WORKSHOP
January 23, 2016
9:00 a.m. – 3:00 p.m.
Education Service Center – Board Room

PURPOSE:

1. Performance Excellence Update/Review and Direction (30 minutes)
2. Review and Direction on District Mission, Vision, Values (30 minutes)
3. Strategic Plan Review and Direction (30 minutes)
4. Cultural Compass Review and Direction (30 minutes)
5. Board Committees, Liaisons and Student Board of Representatives (10 minutes)
6. D49 School Family Calendar (15 minutes)
7. Growth and Development of iConnect Zone (30 minutes)
8. 2016 Election Planning (10 minutes)
9. Review BOE Annual Action Calendar (5 minutes)
10. Policy Process (10 minutes)
11. Miscellaneous (10 minutes)

DATE OF POSTING: January 21, 2016

Donna Richer
Executive Assistant to the Board of Education



**Special Board of Education Meeting
Annual Planning Workshop
January 23, 2016**

1. **Performance Excellent Update/Review and Direction (30 minutes) Chief Officers**
2. **Review and Direction on District Mission, Vision and Values (30 minutes) Chief Officers**
3. **Strategic Plan Review and Direction (30 minutes) Chief Officers**
4. **Cultural Compass Review and Direction (30 minutes) Chief Officers**
 - a. District 49 Presentation, Dr. Jim Walker
 - b. Final PEX Planning 2016
 - c. D49 Feedback Report
 - d. MPEX Feedback Summary
 - e. Mission, Vision, Values Overview 2016

District 49 Overview



Agends

- Overview of performance excellence program.
- Summary of RMPEx findings for District 49.



Baldrige Performance Excellence Program

- The Malcolm Baldrige National Quality Improvement Act of 1987, Public Law 100-107
 - identify/recognize **role model organizations**
 - establish **criteria for performance excellence** to evaluate improvement efforts
 - disseminate/share **best practices**
- Criteria for Performance Excellence
 - The criteria consists of a **list of activities** that are found in high-performing organizations.
 - Organizations submit award applications by describing which of those activities they perform and how those activities are performed.
 - Feedback reports identify strengths and opportunities for improvement.



Baldrige Education Role Models

- 2015: Charter School of San Diego
 - San Diego Unified School District
 - Grades 7-12; for 2187 at-risk students
 - 187 employees
- 2013: Pewaukee School District
 - Outside Milwaukee, Wisconsin
 - K-12 with 2760 students
 - 296 employees
- 2010: Montgomery County Public Schools
 - Suburban Washington DC
 - 16th largest school system in the nation; 144,000 students
 - 22,229 employees



Performance Evaluation Process

- Submit a 50 page application, describing
 - Leadership
 - Strategic Planning
 - Student Focus
 - Results Measured/Analyzed
 - Workforce Focus
 - Education and Support
- Strengths and Opportunities for Improvement (OFIs) determined by a team of examiners
- Site visit conducted to verify examiner findings.



D49 Key Process Strengths

- An organizational commitment on every student
 - Every Student Big Rocks strategic objective,
 - Unique Innovation Zone model
 - targeted school-specific Unified Improvement Plans, Special Educational Plans, and individualized instructional approaches
 - Capturing Kids Hearts framework, Safe2Tell and anti-bullying programs
- Multi-directional and varied two-way communication and engagement tools for students, parents, and community members
 - Leadership Academy, School Advisory Committees, Special Education Advisory Committee, and District Advisory Committee
 - web, social media, and email communication tools
 - are used to shape strategy, determine new program offerings, and improve the District



D49 Key Process OFIs

- Focus on and implementation of long-range plans
 - no systematic process to re-evaluate vision and values to ensure alignment with future direction
 - no strategic action plans to bring the 5 Big Rocks to fruition
 - plan for and prepare the workforce for changing capability and capacity needs
- No systematic approach to identify, measure, and analyze D49's performance
 - No systematic process exists to identify key performance measures to track the District's performance, or to project short- and long-term future performance
 - No alignment of data collection, analysis, and improvement across the three offices



D49 Key Result Strengths

- Favorable performance and trends in several key results
 - customer satisfaction data, represented by enrollment history, shows a 7-year favorable trend
 - favorable trends in Five Point Performance from 2010-2014 and administrator costs as a percentage of overall budget
 - graduation rates, excluding GOALS and zone PLC, range from 90-98% versus the Colorado average of 80%
 - Favorable levels are demonstrated in two-way communication via D49's new website



D49 Key Result OFIs

- Many key results show unsatisfactory levels or unfavorable trends
 - Unfavorable performance levels for perceptions of governance and leadership
 - Results for ACT score, key segment dropout rates, and remediation rates perform below Colorado state averages and other districts
 - The trend of students in the D49 geographic area choosing to leave D49 schools increased from 0% in 2001 to 15% in 2014
- Missing key results necessary to evaluate performance
 - emergency preparedness, student satisfaction and engagement, workforce capability and capacity, societal responsibility, budgetary performance, and market performance are incomplete or were not provided
 - factors that engage its workforce and to assess their levels of satisfaction and engagement



Questions?



Our Vision

The Best District

We envision a future when every time a student, parent, or educator chooses a school district, we are the best choice they can make.

Our Mission

To Learn, Work, and Lead

Our commitment is to be the best place to learn, to work, and to lead. Every day, we create environments so that everyone associated with the district is always learning, working, and leading us to be the best.

Our Cultural Compass

How we treat our work: **Strategic, Innovative, Learning, and Creative**

How we treat each other: **Respectful, Transparent, Caring and Accountable**

Our Strategic Priorities

Establish Enduring Trust

We endeavor to establish enduring trust throughout our community not by telling our patrons that we're trustworthy but by demonstrating it.

Engage Our Community

The district has a lot to offer our community and we recognize that our community has a lot to offer back. That reciprocal relationship offers a powerful multiplier for student success.

Host a Robust Portfolio of Schools

We commit to offer high quality, exceptional schools in all of our zones—schools that are different from each other and superior to the options students might have in neighboring districts and communities.

Build a Firm Foundation

The success of every student begins with a firm foundation of academic knowledge and mastery of skills that ensure a successful progression through school and beyond.

Launch Every Student to Success

We launch every student to success by building individualized pathways that guide each student toward a valued future. By the time they finish their pathways, every student will be prepared to learn, work, and lead our communities into the future.

Performance Excellence Priorities for 2016

Engaging with a Simpler Vision & Mission	Strategic and Action Planning	Reporting Relevant Results
Leaders: Matt Meister Paul Andersen Lou Fletcher	Leaders: Jack Bay Peter Hiltz Zach Craddock	Leaders: Brett Ridgway Amber Whetstine Gene Hammond
<p>We are asking leaders, workers, and patrons across our community to engage with a vision for the future of District 49. Right now, that vision is too complicated to bring us together. We need to retire the confusing elements of past plans like mantras, BHAG's, and 10-year targets so we can focus on our strategy and culture of continuous improvement.</p> <p>Simplifying our guiding principles and removing older areas of focus will result in a clearer understanding by staff and increased performance through sharpened focus.</p>	<p>District 49 functions as an effective organization, but many of our plans are undocumented and immeasurable. The feedback from our site review identified planning gaps in terms of timelines, projected performance, monitoring and integrating plans and activity.</p> <p>Formally documenting and holding each other accountable to action plans will result in higher performance in executing and meeting goals within our plans.</p>	<p>Our three offices are constantly generating measurable results, but we do not yet have a systematic process to identify and track the most relevant results. Using our organizational profile and strategic priorities will guide us to select and track the results that really matter.</p> <p>As the weakest part of our application, and thus implementation of the Baldrige framework, noticeable advancements should be expected from this area.</p>

General Timeline of Performance Excellence Activities for 2016

	<i>Main Events and Activities</i>
<i>Jan-Mar</i>	<ul style="list-style-type: none"> • Adopt PEX priorities for 2016 • Identify PEX leaders • Identify high-priority processes, plans, and results • Initiate performance excellence learning through materials and trainings
<i>Apr-Jun</i>	<ul style="list-style-type: none"> • Participate in RMPEX Quest 2016 • Participate in Baldrige Quest 2016 • Identify Peak leaders who can represent PEX efforts at each school • Begin assembly of RMPEX Application #2 (Forms) • Conduct examiner training with SLT • Begin Baldrige examiner training (if selected) • Nominate RMPEX examiners • Conduct planning for Performance Excellence Leadership Institute
<i>Jul-Sep</i>	<ul style="list-style-type: none"> • RMPEX Application #2 Forms Due • Provide a mid-year performance report to the BOE and community • Lead a symbolic climb of Pikes Peak in mid-July • Host a kickoff event with all staff in late July • Submit D49 RMPEX Application #2 • Participate in a Baldrige regional training • Participate in RMPEX examiner training • Launch Performance Excellence Leadership Institute
<i>Oct-Dec</i>	<ul style="list-style-type: none"> • Conduct site visit for District 49 • Participate as site review team members for RMPEX candidate organizations

Action Plans by Office

Mature Processes • Desired Results • Expected Timelines • Projected Performance

	Business Office	Education Office	Operations Office
Rock 1 Trust	Process: Results: Timeline:	Process: Results: Timeline:	Process: Results: Timeline:
Rock 2 Community	Process: Results: Timeline:	Process: Results: Timeline:	Process: Results: Timeline:
Rock 3 Portfolio of Schools	Process: Results: Timeline:	Process: Results: Timeline:	Process: Results: Timeline:
Rock 4 Firm Foundation	Process: Results: Timeline:	Process: Results: Timeline:	Process: Results: Timeline:
Rock 5 Launch Every Student	Process: Results: Timeline:	Process: Results: Timeline:	Process: Results: Timeline:



El Paso County School District 49
Peak Feedback Report
Education Criteria

December, 2015

District 49

Peak Feedback Report

District 49's application scored in the range of 201–260 out of a possible 550 for Process Items (1.1-6.2). Organizations scoring in this range are generally described as follows:

The organization demonstrates effective, systematic approaches responsive to the basic requirements of most Criteria items, although there are still areas or work units in the early stages of deployment. Key processes are beginning to be systematically evaluated and improved.

District 49's application scored in the range of 0–125 out of a possible 450 for Results Items (7.1-7.5). Organizations scoring in this range are generally described as follows:

A few results are reported responsive to the basic Criteria requirements, but they generally lack trend and comparative data.

INTRODUCTION

Congratulations for taking the RMPEX challenge! We commend you for your commitment to performance excellence and applying for the Rocky Mountain Performance Excellence Peak Award. This feedback report was prepared for your organization, following the process described in the Appendix, by members of the Board of Examiners in response to your application. This report contains the Examiners' findings: a summary of key themes of the application evaluation, a detailed listing of strengths and opportunities for improvement, and scoring information. The report contains the Examiners' observations about your organization, although it is not intended to prescribe a specific course of action. Please refer to "Preparing to Read Your Feedback Report" for further details about how to use the information contained in your feedback report.

We are eager to ensure that the comments in the report are clear to you so that you can incorporate the feedback into your planning process to continue to improve your organization. After your review of this feedback report, you may request a meeting with the team lead and RMPEX to discuss the findings. Contact RMPEX if you would like to schedule this meeting.

Thank you for your participation in the RMPEX Award process. Best wishes for continued success with your performance excellence journey.

Sincerely,
Rocky Mountain Performance Excellence

Jim Walker
Award Program Director
303 893 2739

Preparing to read your feedback report . . .

Your feedback report contains RMPEX Examiners' observations based on their understanding of your organization. The Examiner team has provided comments on your organization's strengths and opportunities for improvement relative to the RMPEX Criteria. The feedback is not intended to be comprehensive or prescriptive. It will tell you where Examiners think you have important strengths to celebrate and where they think key improvement opportunities exist. The feedback will not necessarily cover every requirement of the Criteria, nor will it say specifically how you should address these opportunities. You will decide what is most important to your organization and how best to address the opportunities.

Applicant organizations understand and respond to feedback comments in different ways. To make the feedback most useful to you, we've gathered the following tips and practices from prior applicants for you to consider.

- Take a deep breath and approach your RMPEX feedback with an open mind. You applied to get the feedback. Read it, take time to digest it, and read it again.
- Especially note comments in **boldface type**. These comments indicate observations that the Examiner team found particularly important—strengths or opportunities for improvement that the team felt had substantial impact on your organization's performance practices, capabilities, or results and, therefore, had more influence on the team's scoring of that particular Item.
- You know your organization better than the Examiners know it. If the Examiners have misread your application or misunderstood information contained in the application, don't discount the whole feedback report. Consider the other comments, and focus on the most important ones.
- Celebrate your strengths and build on them to achieve world-class performance and a competitive advantage. You've worked hard and should congratulate yourselves.
- Use your strength comments as a foundation to improve the things you do well. Sharing those things you do well with the rest of your organization can speed organizational learning.
- Prioritize your opportunities for improvement. You can't do everything at once. Think about what's most important for your organization at this time, and decide which things to work on first.
- Use the feedback as input to your strategic planning process. Focus on the strengths and opportunities for improvement that have an impact on your strategic goals and objectives.

Key Themes

Process Strengths

D49 demonstrates a consistent, deep organizational commitment to and focus on every student. The first Big Rocks strategic objective, Every Student, sets the organizations primary aim. At all levels and across the offices and zones, D49 team members express an ingrained cultural belief in this singular, clear promise to every student. Several key organizational approaches enable student-focused instructional design and delivery such as the unique Innovation Zone model, student and parent listening through the Big Rocks Survey and social media, and program/service offering identification through the Program and Service Preference Survey. Systematic assessment of student achievement enables targeted school-specific Unified Improvement Plans, Special Educational Plans, and individualized instructional approaches for key student segments, demonstrating D49s dedication to meet every student's unique educational needs. Key governance bodies go beyond statutory requirements to integrate student perspectives, such as rotating student membership on the Board of Education and engagement in the state-role-model Special Education Advisory Council. Schools implement the Capturing Kids Hearts framework to create a positive learning environment, and Safe2Tell and anti-bullying programs reinforce a secure and safe place to learn. Extending beyond the typical school districts obligation to students, D49s vigorous strategic, cultural, and tactical commitment to every student may lead the way to setting a standard as the best place to learn.

In support of the Big Rocks of Every Student and Community, D49 uses multi-directional and varied two-way communication and engagement tools to listen to, gather information from, disseminate data to, involve, and inform students, parents, and community members. Figure 3.1a.1 represents both D49s listening and information disseminating methods. The Leadership Academy, School Advisory Committees, Special Education Advisory Committee, and District Advisory Committee engage community members, parents, and students. To ensure the message is heard, deployment and use of web, email, social media, video/audio, hard copy, meeting, and telephone tools vary by stages of the students life, the type of student, and the profile of the stakeholder. Each web, social media, and email communication tool is evaluated through web and social media metrics that include click-through rates, views, shares, and likes. Learning from annual surveys is used to improve Special Education Advisory Committee meetings that focus on communicating and improving engagement with parents of children with special needs. The voices of students, parents, and the community are integrated into the organization as they are used to shape strategy, determine new program offerings, and improve the District. The quality, depth, customizability, and variety of the communication tools may allow D49 to manage their message, increase number of stakeholders who hear the message, use the voice of the consumer in developing programs, anticipate and address public concerns, and intentionally engage the community.

Process Opportunities for Improvement

D49 has not developed approaches to focus on and implement long-range plans to explicitly support the achievement of what is most important to the Districts future success. While the vision and Cultural Compass values have been determined and deployed, there is no systematic process to re-evaluate them to ensure alignment with future direction on a periodic basis. Furthermore, there is no systematic process to generate longer-term strategic action plans to bring the 5 Big Rocks to fruition. Likewise, future performance is not projected for existing performance measures to communicate a clear aim to stakeholders. The ability to construct and clearly communicate the long-range plans of the District may provide the foundation necessary to plan for and prepare the workforce for changing capability and capacity needs. Finally, with the abundant approaches for communicating what is most important to the District (Cultural Compass, Core Principles, Big Rocks, BHAG, Mantra, organizational commitment statement, Process PACE and SCCI, and Organizational and Leadership Blueprints), it may become challenging for all stakeholders to navigate the complex landscape to determine how each stakeholder segment can contribute toward every students success.

Without a systematic approach to identify, measure, and analyze D49s performance, they may be limiting their ability to achieve desired results and demonstrate the Districts performance success.

D49s data and information is generated and warehoused in numerous systems with various owners from all areas of the District, however, no systematic process exists to identify key performance measures to track in regards to the Districts performance, or to project short- and long-term future performance. The District does not have an overall data strategy which may limit their ability to manage by fact (enhancing organizational learning and agility) and create a repeatable and scalable approach. Alignment across the District for data collection, analysis, and improvement may support integration and correlation of data and information across the three Offices. Developing short- and long-term performance projections may provide the District greater agility in anticipating and managing change and disruption. The lack of a systematic measurement and analysis approach may hinder the Districts progress to achieve Big Rocks aims and expectations for public transparency and accountability.

Results Strengths

D49 demonstrates favorable performance and trends in several key results. For example, customer satisfaction data, represented by enrollment history, shows a 7-year favorable trend. D49 also shows an indication of financial precision, as there are overall favorable trends in Five Point Performance from 2010-2014 and administrator costs as a percentage of overall budget, supporting maximized student benefit for every dollar spent. As related to the strategic priorities, percent of students at or above grade-level reading in DIBELS composite scores range from 60-75% at the end of the academic year, with a slight favorable trend the last 3 years; additionally, graduation rates, excluding GOALS and zone PLC, range from 90-98% versus the Colorado average of 80%. Favorable levels are demonstrated in two-way communication via D49's new website, shown in "message open" and "click through rates". Sustained performance focus in these areas may continue to support D49's achievement of its strategic priorities and challenges of community engagement and trust.

Results Opportunities for Improvement

Many key results in many areas show unsatisfactory levels or unfavorable trends. The District has unfavorable performance levels for governance and leadership perceptions. For the statement "D49 has effective governance and leadership", % disagreement ranges from 60% (citizen) to around 30% (parent, staff, student). Big Rocks Survey data for 2015 present unfavorable performance for communication with the community, parents, and the workforce. Performance levels for several 49 Pathways and Alignment to Colorado Academic Standards indicators are unfavorable. Results for ACT score, key segment dropout rates, and remediation rates perform below Colorado state averages and comparator districts. ICAP rates for 2014-2015 show only 3 of 10 schools above 80% completion (2015-2016 target is 100%). Remediation rates compare unfavorably with most comparison districts. D49's indicator of market performance, student choice, shows an unfavorable trend in the percentage of students living in the district who attend D49: the trend of students in the D49 geographic area choosing to leave D49 schools increased from 0% in 2001 to 15% in 2014 for a net loss of 1,353 students to school choice. These results indicate that D49 may be challenged in attaining its Big Rocks strategic objectives, may not meet the objectives of its "Every Student" focus, and may not rebuild sufficient trust within the community.

D49 has not presented many key results necessary to evaluate its performance and to demonstrate success. Key results for emergency preparedness, supply-chain management, safety, student satisfaction and engagement, workforce capability and capacity, workplace environment, leadership and governance, societal responsibility, budgetary performance, and market performance are incomplete or were not provided. Specifically, D49 is missing results that indicate performance to the requirements from the Big Rock Survey for parent, student, and community engagement. In addition, D49 does not have information to determine the factors that engage its workforce and to assess the levels of satisfaction and engagement. Without these results, D49 may lose students, parents, workforce, and community members due to lack of

meeting their voiced needs. These and other results may provide information for evaluating, improving, and innovating processes and educational programs in alignment with the Big Rocks and may help D49 achieve its vision of the best place to learn, work, and lead.

Item 1.1 Senior Leadership		Score Range: 30-45%
Strengths		
Item Ref.	Comment	
1.1b(1)	D49 demonstrates effective approaches to communicate with and to engage parents, students, and the community. Supported by a Director of Communications, senior leaders engage in multi-directional dialogue with key customers and stakeholders. Traditional methods have evolved to incorporate interactive internet and D49 evaluates message delivery for improvement. SAC, SEAC, and DAC committees include senior leaders and engage community members, parents, and students. A comprehensive approach to interact with its key customers may enable D49 to address community distrust and disengagement and to gain voter funding support.	
1.1a(3)	Senior leaders undertake systematic actions to build D49 into a successful organization. Senior leaders leverage external partners for strategic and tactical guidance in education, business, and operations. Senior leaders developed and implement Leadership and Organizational Blueprints to build leadership and organizational capacity for improvement and use the learn-work-lead (SCCI) process to guide improvement. This foundation for a successful future may help D49 deliver on its learn-work-lead pursuit of peak performance and overcome community and funding challenges.	
1.1b(2)	Senior leaders create mission-focused action through systematic methods. Big Rocks, which enable a focus on District-level strategic priorities and guide Innovation Zone planning and action, are undergoing evaluation for needed change. The learn-work-lead SCCI process advances improvements from concept to implementation. Process PACE, early in its deployment, is a framework for evaluating performance maturity. District and school-level UIPs drive strategic priorities. Together, these key methods may form a foundation for pursuing D49's exemplary district vision.	
1.1a(3)	Senior leaders create an environment that supports innovation and agility. Through an evolving balance of autonomy and District control, Innovation Zones and schools identify and implement ideas without bureaucratic delay, such as Odyssey's Literary Excellence (LEx) dyslexia initiative, Sand Creek Middle School's 6th grade experiential program, and Springs Studio's ACT Aspire instructional targeting of assessment gaps. The Visual Innovation Process is applied for internal and external problem-solving. A continued innovation focus may help D49 be innovative in its work, meeting Cultural Compass values, and enhance the innovation-transformation phases of SCCI.	

Opportunities for Improvement		
Item Ref.	Comment	
1.1b(1)	The approaches senior leaders use to communicate with and engage the workforce are not effective. The many approaches used by senior leadership such as Cultural Compass, Core Principles, Big Rocks, BHAG, Mantra, organizational commitment statement, Process PACE and SCCI, and Organizational and Leadership Blueprints create complexity in messaging and priority-setting at the District, Office, Innovation Zone, and individual school levels. Clarifying D49's commitments may facilitate direction-setting and enable greater workforce contributions toward student success.	
1.1a (1)	Senior leaders lack a repeatable, effective method to set the D49 vision and Cultural Compass values. Despite the presence of a D49 vision and the recently deployed Cultural Compass, zones and schools develop their own vision statements and values. Periodic review and refreshing of	

	the Cultural Compass values and D49 vision may ensure that these elements evolve to support strategic direction and to reflect changes in workforce, student, and community expectations.
1.1a (2)	BOE policies govern ethics but senior leaders do not take systematic, personal actions to demonstrate their commitment to legal and ethical behavior to the workforce. Senior leader ethics modeling such as eliminating D49 funding of Chief Officer lunches is anecdotal and systematic actions to reinforce ethical and legal behavior are not present. Serving as role models through repeatable actions may enable senior leaders to reinforce transparency and accountability, and to lead and serve with integrity throughout the workforce and community.

Item 1.2 Governance and Societal Responsibilities		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
1.2a (1)	D49 demonstrates effective approaches to responsible organizational governance. Multiple approaches are employed from the BOE level for management accountability and fiscal accountability. For example, the BOE has a systematic management review approach with bimonthly BOE meetings. Fiscal management includes D49 budget proposal, BOE approval, and monthly BOE financial reviews. The BOE composition has been evaluated, with modification to include Innovation Zone and student membership. Effective governance may help D49 satisfy stakeholder needs, such as taxpaying citizens and their requirement to exercise exemplary fiscal stewardship.	
1.2c (2)	Partnerships, community collaboration, and involvement activities enable D49 to actively support and strengthen key communities they serve. PTA/PTO and specific community groups such as Watch DOGS (Dads of Great Students), student safety programs, academic tutoring, Junior Achievement, and Students-to-Students for military families (a nationally recognized model program) support key community needs. Staff participate in D49 campaigns for Harvest of Love, Santa's Toy Express, and family-in-need programs. These community-based efforts may help D49 address stakeholder distrust and build community engagement.	
1.2a (2)	Senior leaders, the BOE, and other District governance boards evaluate their performance through systematic approaches. D49's three Chief Officers undergo three reviews per year including 360-degree feedback from peers and staff and a rigorous annual BOE review. BOE members and Chief Officers complete a meeting evaluation review form after every BOE meeting to provide feedback on BOE effectiveness. The SEAC deploys a periodic survey to committee members, parents, and teachers to evaluate its effectiveness. Through these approaches, D49 may demonstrate its core principle and value of accountability at all levels.	
1.2b (1)	D49 demonstrates effective approaches to anticipate and to address public concerns with its educational services and operations. There are routine, repeatable two-way methods to monitor and to address public concern with the community, parents, and students through surveys, focus groups, DAC/SAC/SEAC bodies, and public BOE meeting comment. The public grievance process has been evaluated and validated. Managing risk and anticipating and addressing public concerns may enable D49 to achieve its Big Rock community priority.	

Opportunities for Improvement		
Item Ref.	Comment	
1.2c (1)	D49 does not have a systematic approach to consider societal well-being and benefit as part of the Big Rocks strategy and daily operations. District, Innovation Zone, and school building leaders indicated that there is no District-level approach or direction for addressing the Community Big Rock. Some schools take actions that address well-being locally, but an effective approach across District Innovation Zones and schools does not exist. D49's community trust and engagement challenges may improve from systematic strategic and operational approaches for societal well-being and benefit.	
1.2a (2)	D49 does not use leadership and BOE performance evaluation feedback to improve leadership system effectiveness. For example, BOE meeting evaluations are performed for individual meetings but findings are not aggregated and used for systemic improvement. Chief Officer 360 feedback is used for individual leader development, but not to improve leadership system	

	effectiveness. As a result, the District may fail to recognize opportunities to enhance organizational leadership impact and influence.
1.2b (1), 1.2b (2)	D49 does not have defined measures and goals for compliance and ethics governance processes. For example, no measures or goals exist for meeting and surpassing regulatory, legal, and accreditation requirements; addressing compliance risks; and monitoring ethical behavior. Defined processes with aligned measures and goals for these key governance elements may enable D49 to better monitor, analyze, respond to, and prevent potentially harmful incidents.

Item 2.1 Strategy Development		Score Range: 30-45%
Strengths		
Item Ref.	Comment	
2.1a (1)	D49 demonstrates an approach for conducting a strategic planning process. Figure 2.1a.1 describes a 20-month multi-step process and involves the BOE, Chief Officers, key leaders, and community members. Furthermore, the Culture Capacity Initiative (CCI) was added to align organizational culture and strategy. Continuing to execute and evolve this process may enable D49 to refine the five strategic Big Rocks, achieve the three strategic initiatives, and develop long- term action plans that unite all of the Offices to support the District's strategy.	
2.1a (3)	D49 utilizes various data resources to provide key information for use in strategic planning. Data related to Academic Achievement Status, Academic Growth, and Academic Growth Gaps guided the development of the three strategic initiatives to focus on student performance. Furthermore, data from the community is repeatedly collected and analyzed from the Big Rocks Survey to identify potential opportunities and program offerings. Continuing to transform existing data into information that can be utilized to set the District's focus on every student may drive exemplary student achievement results.	

Opportunities for Improvement		
Item Ref.	Comment	
2.1a (2)	The strategic planning process does not systematically stimulate innovation within the strategic planning cycle. The District maintains several pathways for proposing and acting on ad hoc innovative ideas such as the SCCI model, the Innovation Institute, VIP storyboarding, innovation plans/waivers, PACE, and CUP; however, these potential innovations are not integrated into the strategic planning cycle for selection and prioritization of strategic opportunities. Systematically incorporating innovation into the strategic planning cycle at the District level may highlight those strategic opportunities that are most important to the District's long-term vision.	
2.1b (1)	D49 does not have defined timetables for achieving their five strategic Big Rocks. Specifically, some staff believed the time horizon for achieving the Big Rocks is 5 years ("5 in 5"), some indicated a timeframe of 3 to 5 years, and others perceived the absence of negative feedback from stakeholders as evidence of strategy achievement. Timetables for achieving the strategic Big Rocks may drive D49 in realizing their desire and vision to be the District of choice.	
2.1a (2)	D49 does not have a systematic process for determining strategic opportunities and then concluding which opportunities are intelligent risks worth pursuing through the strategic planning process. Opportunities, such as the Sand Creek campus 6th grade experiential program, have surfaced by analyzing the Big Rocks Survey data and new program opportunities from analyzing ICAP data; however, this is not a systematic process within the strategic planning cycle. Deploying a process within the strategic planning cycle for determining which opportunities should be pursued may assist the District in being a portfolio district and focus on every student.	
2.1a (4)	D49 does not have a systematic approach for determining either future organizational core competencies or work systems. A systematic evaluation to determine what future core competencies or work systems would be required by the District to respond to and achieve the strategic Big Rocks may assist the organization in realizing the vision.	

Item 2.2 Strategy Implementation		Score Range: 30-45%
Strengths		
Item Ref.	Comment	
2.2a (1), 2.2b	D49 demonstrates a mature and systematic process for developing and modifying short-term strategic action plans at the District and school levels through the Education Office exclusively. Specifically, the UIP process is utilized by every school to analyze performance data specific to their students' performance, to define priority challenges, and to identify root causes and action plans to address the needed localized improvements. Individual school UIPs are summarized into a District UIP which is monitored, modified, and reported to the BOE at regular intervals. Continuing to apply this level of rigor in analysis and short-term strategic action planning, and incorporating the Business and Operations Offices, may leverage D49's core competencies of industry-leading financial performance; designation and operation as a district of innovation; and capacity to develop, operate, and authorize a robust portfolio of schools.	
2.2a (2)	The UIP short-term strategic action plans from the Education Office are customized and localized implementation plans deployed at each school. Each school UIP aligns with one or more of the District's strategic initiatives. Additionally, the UIPs are utilized to deploy and monitor actions designed to address specific performance gaps unique to each school. Continuing to deploy short-term strategic action plans through all of the Offices may strengthen the District's commitment of gathering feedback to systematically improve outcomes for students and other customers.	
2.2a (5)	The UIP short-term strategic action plans from the Education Office contain specific performance measures to track the achievement and effectiveness of their localized action plans. Specifically, the UIPs contain consistent measures related to Academic Achievement Status, Academic Growth, and Academic Growth Gaps. Leveraging this repeatable and disciplined measurement approach across all of the Offices and for each of the strategic Big Rocks may accelerate the District's vision in becoming the District of choice.	

Opportunities for Improvement		
Item Ref.	Comment	
2.2a (1)	D49 does not have longer-term strategic action plans representing actions the District will take in order to achieve each of the strategic Big Rocks across all of the Offices. Utilizing a well-ordered and repeatable process for developing longer-term action plans may assist D49 in engaging all of the Offices in meaningful action to contribute to the achievement of the strategic Big Rocks.	
2.2a (6)	D49 does not project performance in the District and school-based UIP short-term action plans. Projecting the future performance of key measures within the UIPs that are related to the strategic initiatives of Primary Literacy, 49 Pathways, and CAS Standard Alignment may strengthen the District's culture of innovation by organizationally aiming for clear projections.	

Item 3.1 Voice of the Customer		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
3.1a (1), 3.1a (2)	D49 listens to their current, potential, and competitors' student, parent, and community customers. Deployed by the communications department, Figure 3.1a.1 represents the District's Options to Hear Customers Voices with the listening tools varying by stages of the students' life, the type of student, and the type of stakeholder group. Each listening tool is evaluated through web and social media metrics and the voices of the customer are integrated into the organization as they are used to shape strategy and a culture of continuous improvement during the innovation phase of SCCI. Because the voice of the key student consumer is considered during the performance improvement process, D49 may fulfill their first core principle of considering the impact on students in all decision-making.	
3.1b (1)	D49 has several methods for determining student and customer satisfaction and engagement. Using information from opt in/opt out data, Big Rocks Survey, community surveys, focus groups, conversations, meeting attendance and engagement, and online forums, D49 listens to students, parents, and other stakeholders to understand their satisfaction/dissatisfaction and integrate needs into key decision-making processes. An outside research firm was used to review the Big Rocks Survey. Understanding stakeholder satisfaction and dissatisfaction data may help the District address the strategic challenges of retention, disengagement, and inferior reputation while pursuing peak performance.	

Opportunities for Improvement		
Item Ref.	Comment	
3.1b (2)	D49 does not compare their student satisfaction/dissatisfaction data to competitor districts, comparator districts, or benchmark organizations. Because the District operates in a highly competitive environment, and falling school enrollment is a self-identified challenge, lack of comparison to the competition may reduce the ability to improve on the key challenge of student attraction and retention.	
3.1b (1)	While D49 determines student and customer satisfaction, outside of a one-time external review of the Big Rocks Survey, they do not systematically evaluate and improve the effectiveness of each satisfaction measuring method. With learning as the first step in D49's SCCI performance improvement system, a lack of improvement cycles for the customer satisfaction and dissatisfaction methods may limit the ability to address the strategic challenges of retention and disengagement.	
3.1a (2)	D49 does not employ a process to listen to former students and parents. For example, D49 does not engage students and parents who opt out through school choice to attend other districts. As a result, the District may not be able to use data from former students and parents to address their key challenge of an inferior reputation, or to leverage the information to understand factors to attract and retain students.	
3.1b (1)	D49's measurements do not capture actionable information to use in meeting and exceeding students and other customers' expectations. Based on the Big Rocks Survey, Figure P.1b2 details student and stakeholder requirements; however, D49 does not have a means for measuring if the identified stakeholder requirements have been met or exceeded. Failure to assess stakeholder requirements may hinder D49 in addressing strategic challenges related to community disengagement and inferior reputation.	

Item 3.2 Customer Engagement		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
3.2a (2)	D49 enables students, parents, and other customers to seek information and support through the methods in Figure 3.1a.1. The District learns from the tools and about the effectiveness of the tools, integrating the information into school and District planning. Enabling parents, students, and community members to seek information supports the key parent requirement of responsive communication that enhances education.	
3.2a (1)	D49 determines program and service offerings for students, determines market needs and requirements, and identifies/adapts program and service offerings to enter new markets. Using support through District elections, ICAPs, SEAC, SAC, student/parent preference for anything but the default, and the Program and Service Preference Survey (Figure 3.2a.1), the District learns from the community, staff, parents, and students; the learnings are integrated into UIPs, ICAPs, and new program planning. D49 listens to key stakeholders as they pursue the core principle of operating as a District of innovation and addresses the student requirements of effective preparation for college and careers.	
3.2a (2)	D49 determines students key support requirements. The District learns from students through student climate surveys, counseling program evaluation, bully reporting, IEPs, and individual student interviews, stewarded by Learning Services (LS) and Individualized Education (IE). Data from the evaluations and surveys are integrated into the UIPs as well as the work team plans of the Nutrition and Facilities departments. Understanding the students' key requirements and integrating those requirements into the organization may help D49 achieve their mission of creating an exemplary district and setting the standard as the best place to learn.	
3.2b (1)	D49 systematically manages relationship with students, parents, and the community. Deployed by Central Enrollment, the opting in student experiences the customer service process. The communications department promotes positive stories, addresses damaging press, deploys a communications kit, cultivates press relationships, presents a unified message, and unifies zone and school brands to build and manage relationships. The Leadership Academy was developed to manage relationships for some community members. Managing and building the community relationship, under a unified brand, may help the District address the challenges of distrust and student retention.	
3.2b (2)	D49 listens to and manages student and stakeholder complaints. Survey and test data, customer concerns, and case studies are used to listen to students. Along with the Cultural Capacity Initiative, the Stakeholder Grievance Process, which is deployed by the Director of HR and the Director of Culture, is used to manage the grievance process. Data from the Grievance Process and Climate Survey are integrated into the UIP and used to develop action plans. Understanding stakeholder grievances may allow the District to address strategic challenges related to distrust and reputation.	

Opportunities for Improvement		
Item Ref.	Comment	
3.2a (3)	D49 does not use information on potential students, markets, or competitors to anticipate future students segments, future customer groups, or other segments to pursue for growth. In a highly competitive market, and with a struggle to retain students, not using this information may limit D49's ability to support the strategic advantage of expanding the variety and quality of schools in the portfolio.	

3.2b (1)	D49 does not manage their student, parent, or customer relationships to acquire new students and to build market share. Because D49 is one of the fastest-growing districts in the state, inattentiveness to new students and student/parent engagement may exacerbate the challenge of student attraction and retention.
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Item 4.1 Measurement, Analysis, and Improvement of Organizational Performance		Score Range: 30-45%
Strengths		
Item Ref.	Comment	
4.1a (1)	D49 demonstrates a systematic approach at the Education Office for using data and information to assess student achievement. The District uses multiple assessment and monitoring systems and methods (DIBELS, Beacon, AimsWeb, SMI, SRI, Aspire, CMAS, PARCC, and ACT) and the approach is deployed across all Innovation Zones, grade levels, and student demographics. Sustaining this approach, and applying it in other offices, may enable D49 to support their strategic Big Rocks and achieve the best place to learn vision element.	
4.1a (2)	D49 demonstrates a comprehensive approach to the selection of comparative data and information at the Education Office. The District selects data from comparative schools and districts based on like-demographic population in the state (SPED %, ELLs %, economically disadvantaged %, and minorities %) and then ranked the districts on above variables and student population, per-pupil funding, and total points on district performance framework. This approach may enable D49 to support their strategic Big Rocks and achieve the best place to learn and lead vision elements.	
4.1b	D49 demonstrates a systematic approach for reviewing their performance and capabilities at the Education Office. The approach is deployed via monthly, quarterly, annual, and 3-year methods (Figure 4.1b.1) to students, parents, and the community. The approach includes review of UIP results, student assessment results, state-mandated assessments, strategic initiative performance, and customer feedback. This approach may enable D49 to achieve their vision of best place to learn, work and lead.	

Opportunities for Improvement		
Item Ref.	Comment	
4.1a (1)	D49 does not demonstrate a systematic approach at the Business Office and Operations Office for using data to track the daily operations and overall organization performance as it relates to these offices. As a result, D49 may be missing opportunities for improvement in regards to their strategic Big Rocks.	
4.1a (4)	D49 does not demonstrate a systematic approach across all performance management systems for ensuring the systems (Figures 4.1a1-1 to 4.1a1-4) are able to respond to rapid/unexpected organizational or external changes. D49 may not be prepared to identify strengths or weaknesses in support of PACE, their standards-based process improvement, and may miss opportunities to enhance District performance and student success.	
4.1c (1)	D49 does not demonstrate a systematic approach for selecting which best practices to share across the organization to its workforce. For example, there is not a process to exchange the unique ideas generated at various schools (e.g., Springs Studio and Falcon Middle School). This may limit D49's support of the mantra of performance improvement through process improvement. D49 may be missing opportunities to drive improvement and innovation in a self-identified competitive market by limiting the potential reach and return of innovative ideas.	
4.1b	D49 does not integrate and align performance review activities to enable rapid response to changing organizational needs, challenges, and opportunities. For example, D49 does not align its statutory and organization-defined review and direction-setting bodies (BOE, DAC, SAC, SEAC, Principal Leadership, Senior Leadership, Zone Leadership, and School Leadership) to	

	optimize information flow, decision-making, and communication efficiency. Extending collaborative membership across these groups and intentionally aligning their purposes may enable D49 to capitalize on opportunities for transformative change in organizational structure, student-focused work systems, and stakeholder engagement.
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Item 4.2 Knowledge Management, Information and Information Technology		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
4.2a (1)	D49 demonstrates a systematic approach to manage organizational knowledge which allows them to support employee and student engagement, and to validate their financial data. D49 deploys their organizational knowledge (mentoring new staff, train the trainer, professional development), technology and online resources (Schoology, Google Classroom), and various published reports and documents to the workforce and students. Continuing this systematic approach may allow D49 to be more successful in leveraging the advantages of necessity breeds innovation and community of collaboration.	
4.2b (1)	D49 demonstrates an effective approach for ensuring data and information quality for financial and student assessment data. Data and information quality is a shared responsibility of System Support Managers (SSMs) and staff; contracted private audits are used to validate data reliability as needed. Student assessment data is verified through a SBD process with screening before uploading to validate accurate student information and ongoing QA conducted. This effective process for ensuring and verifying data quality, including cycles of learning, may allow D49 to support a systems focus and growth in their core competencies (Figure P.1a.2).	
4.2b (2)	D49 demonstrates a well-developed approach to data and information security. D49 ensures the security of sensitive or privileged data via various controls including software access (password, acceptable use agreement), hardware technology (virus and vulnerability scans, VPN authentication), network technology (Active Directory, staff and student separation), external or cloud-based tools (SSL, GADS, PCI), and locking cabinets in secured locations for paper data. The District maintains regulatory alignment in the protection of student information (FERPA, HIPAA). Continued diligence in this process may allow D49 to better manage reputation risk from compromised data security and to improve citizen trust.	
4.2b (3)	D49 demonstrates a well-developed approach to ensure the availability of organizational data and information. Examples include both District- and school-level information that includes student achievement summary information, cloud-based systems with ready-built reports, and ad hoc analytic capabilities. This process may allow D49 to support the growing information needs of its customers and stakeholders and to enable achievement of ongoing operational priorities and District strategies.	
4.2b (5)	D49 demonstrates a well-developed and effective approach to emergency availability. The approach is deployed across the District to all schools to support customers and stakeholders. The Information Technology Management Plan (ITMP) has several fail-safes: each school has its own server; there is an improved data backup and recovery solution, implemented in 2013; HA is deployed for individual system recovery; auto-meshing is deployed for wireless network redundancy; and mission-critical systems are housed offsite with a high service level agreement and 24/7 monitoring. This process may allow D49 to be prepared, in the case of a disaster, to continue to support the information technology needs of their workforce, students, and stakeholders.	

Opportunities for Improvement	
Item Ref.	Comment
4.2a (2)	D49 does not demonstrate a systematic approach for how they embed learning into how the organization operates. For example, findings from process improvement evaluations and

	benchmarks for high-performing internal processes are not shared across the organization systematically. As a result, D49 may be missing opportunities to drive organizational learning and innovation.
4.2b (4)	D49 does not demonstrate a systematic approach for integrating user-friendly considerations into the selection of hardware and software. While there is a diversity of technologies in the classroom, there is not a systematic approach for determining user requirements for technology. Clarifying user needs and requirements may allow D49 to identify opportunities to improve organizational effectiveness, work process efficiency, and workforce engagement.

Item 5.1 Workforce Environment		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
5.1a (2)	At the overall District level, D49 utilizes a well-developed process to recruit workforce members. To do this, D49 uses Applitrack software to recruit, post, pre-screen, check references, and make a job offer. This process may allow D49 to attract and employ the high-value candidates it desires and needs to achieve the vision of best place to learn, work, and lead.	
5.1a (3)	D49 organizes and manages its education workforce using a unique Innovation Zone model. Each of the three traditional zones aligns three primary, one middle, and one high school into a cohesive educational delivery unit. The zone leader and principals work together as a collaborative leadership team focused on achieving student educational success, sharing practices, and supporting student transition. The iConnect Zone integrates alternative educational services, focused on fulfilling unique student needs. Each zone drives UIP action specifically targeting student performance gaps. The Innovation Zone model may provide an agile and replicable framework to address the Districts rapid growth rate and evolving student needs.	
5.1b (1)	D49 offers a wide array of health and wellness initiatives for the workforce and students. There are several workforce health and wellness opportunities including a weight management class and a health risk assessment campaign. Programs such as the Fitbit challenge are deployed to Innovation Zones and schools including charter schools. Nutrition and bullying programming supports student wellness. These approaches may help D49 ensure workplace health for the workforce and cultivate a productive student learning environment.	

Opportunities for Improvement		
Item Ref.	Comment	
5.1a (1)	D49 does not have a systematic, effective process to assess workforce capability. Currently, Innovation Zone self-initiative and collaboration is not systematic in its assessment of needed skills and capabilities across the zone, and no approach exists at the District level. This approach may hinder staff career progression, create delay in staffing decisions, and lead to reactionary assessment of workforce capability when needs arise.	
5.1a (4)	D49's preparation of the workforce for changing capability and capacity needs is ineffective. For example, the District has not systematically prepared its staff for work system changes such as those posed by diversity of educational delivery in the portfolio of schools model. In addition, the District has not considered staffing needs for anticipated growth in the Zones. Preparing the workforce for change may be critical in a district striving for a robust portfolio of schools and experiencing a high-rate of growth and change.	
5.1a, 5.1b	D49 does not systematically evaluate and improve its approaches for the workforce environment. Approaches are not systematically refined and or the refinements shared appropriately through the organization. Systematic, effective approaches for evaluation, improvement, and learning may help strengthen D49's SCCI.	
5.1b (2)	D49 does not have a process to determine, implement, and tailor the services, benefits, and policies for its diverse workforce. Unique factors in Innovation Zones and particularly in its iConnect Zone, pose diverse workforce needs and expectations that are not systematically evaluated and considered by D49. The ability to customize and tailor benefits may help D49 engage and retain its workforce.	

Item 5.2 Workforce Engagement		Score Range: 10-25%
Strengths		
Item Ref.	Comment	
5.2a (4)	D49 systematically evaluates workforce performance across its work segments. The process is effective and tailored to the work segment. Personal development goals are discussed and the process is providing feedback to the employees. This may help build an engaged, high-performing workforce that feels respected for their expertise.	
5.2b (1)	D49 has an approach to develop its workforce and it is deployed across its work segments. The system is tailored for individuals depending on the work segment and is beginning to be aligned with the Big Rocks. Written procedures for teaching staff and education support staff are completed. Leaders participate in appropriate learning opportunities for their needs. This learning approach may meet the staff's expectation of D49 providing opportunities for advancement and fulfill the vision of best place to work.	
5.2b (2)	D49 evaluates the effectiveness of the learning and development system with its educator segment. D49 utilizes external survey tools from Hanover Research for new hires as well as internal surveys following training for all staff. A proper evaluation process may lead to continued improvement of workforce learning and reinforces D49's SCCI.	

Opportunities for Improvement		
Item Ref.	Comment	
5.2a (2), 5.2a (3)	D49 lacks an effective approach to engage the workforce to achieve a high-performance work environment. For example, D49 does not have information to determine the factors that engage its workforce and to assess levels of satisfaction and engagement. Exit interviews are performed but the information is not used to identify factors that may enhance and inhibit engagement. Understanding and nurturing the characteristics that drive workforce engagement may promote meaningful workforce contribution to achieve organizational success.	
5.2a (1)	D49 has not deployed a systematic approach to an organizational culture for high performance. Specifically, the Cultural Compass has been developed but is not yet completely deployed to the various work segments. A full understanding of the meaning and intent of the Cultural Compass by the workforce, and a systematic culture development process, may help D49 meet its strategic vision of best place to learn, work, and lead.	

Item 6.1 Work Processes		Score Range: 30-45%
Strengths		
Item Ref.	Comment	
6.1b (3)	D49 demonstrates an approach to process improvement. Leadership members can utilize the Process PACE rubric (Figure 6.1b.2) in assessment of process excellence within the CUP-of-the-Month program. Continuing deployment and use of a systematic process associated with use of the Process PACE model for approach assessment may enable the District to effectively develop process-based action plans to address its strategic challenges, such as graduate readiness, in alignment with the performance improvement system.	
6.1a (2), 6.1b (3)	D49 demonstrates various methods to design and improve educational programs and services to meet requirements. For example, the design of key programs and services are largely driven by regulatory requirements. Special education programs are designed in collaboration with the Executive Directors, Instructional Coaches, Instructors, parents, and students, and improved using feedback from periodic SEAC surveys. In other instances, individual schools may employ an individualized approach to select, design, or improve educational programs, as needed to meet the school's own requirements. As "Divergent Academic Expectations" is one of D49's strategic challenges, further application of a systematic process for educational program and service design may enable D49 to better respond to unique, evolving expectations and requirements.	

Opportunities for Improvement		
Item Ref.	Comment	
6.1a (1)	D49 does not have a systematic approach for design of work processes within the Business and Operations Offices. For example, Purchasing, Accounting, and Finance areas indicated they are in the beginning stages of identifying, designing, and deploying their processes. Continuation of process design and deployment may allow Business and Operations Office areas to ensure support of D49's vision to be best place to learn, work and lead.	
6.1b (1)	D49 has not identified key performance measures and in-process measures for key work processes. For example, specific measures are not defined in alignment with the work processes in Figure 6.1a.1. In support of the mantra of performance improvement through process improvement, the identification of key performance measures and in-process measures may enable D49 to assess the effectiveness and efficiency of its key processes.	
6.1b (2)	D49 does not have a systematic approach for determination of key support processes. As D49 considers any process that creates and sustains conditions for excellent teaching and learning to be a support process, the lack of a repeatable process to determine which are key may result in an inability to ensure D49 can meet key organizational support requirements.	
6.1b (3)	D49's deployment of its approach to process improvement is incomplete. For example, while D49's leaders can use Process PACE, CUP-of-the-month, or SCCI to assess processes and improve process performance, staff at other levels of the organization, and outside the District office, indicated they have not yet learned about or begun these practices. Further deployment of D49's systematic and repeatable processes for process improvement may lead to greater success in alignment with D49's mantra, performance improvement through process improvement.	

Item 6.2 Operational Effectiveness		Score Range: 30-45%
Strengths		
Item Ref.	Comment	
6.2c (2)	<p>D49 has a systematic and effective approach to emergency preparedness within all District buildings. For example, D49 employs an Emergency Operations Plan, which is reviewed and re-assessed on an annual basis. In addition, after multiple iterations of a home-grown response protocol, D49 eventually adopted "I Love U Guys", a national best-practice response protocol encompassing Lockout, Lockdown, Evacuate, and Shelter protocols. This approach is reinforced by required tabletop drills, mock lockdowns, and the completion of annual unannounced lockdown drills at each school, including completion of an evaluation worksheet. Continuing this systematic approach may enable D49 to meet parents' and students' number one requirement: a safe place to learn.</p>	
6.2c (1)	<p>D49 has multiple systematic and effective approaches to safety within all district school buildings. For example, D49 provides a safe learning environment using the Safe2Tell initiative, which provides students a way to anonymously report threatening behaviors or activities endangering themselves or others. Through the Cultural Climate Survey, D49 learned some student groups were not aware of Safe2Tell and improved student training on the process. Continued use of the Safe2Tell program may enable D49 in support of its strategic Big Rock, Trust, and ability to meet parents' number one requirement of safety.</p>	
6.2b	<p>D49 has a high-level approach to control services, materials, and supplies costs. For example, one method of cost control is driven by BOE policy, as it sets forth a requirement that managers in procurement, purchasing, and project planning must pursue the lowest acceptable bid or, otherwise, provide a rationale for selection. In addition, D49 utilizes a detailed school-level staffing plan, centralized bidding, state and national contract use, and a supplier selection process. As one of D49's strategic challenges is funding, continuation of cost control may allow D49 to ensure scarce resources are allocated appropriately in all areas of operation.</p>	

Opportunities for Improvement		
Item Ref.	Comment	
6.2c (2)	<p>D49 does not ensure a safe operating environment for the entire workforce. For example, safe practices to address the physical work environment are not deployed to school and district administrative staff. Weather conditions, physical building characteristics, and work hazards (such as chemical exposure, slip and fall, ladder use, distracted driving, etc.) that may affect teachers, school building staff, and District administrative staff are not addressed. Reinforcing safe work practices and minimizing work hazards may protect instructional and administrative staff members critical to educational continuity and student success.</p>	
6.2a, 6.2b, 6.2c, 6.2c (1)	<p>D49 does not evaluate and improve its approaches to process efficiency, cost control, or supply-chain management. D49 emphasizes a focus on excellence and continuous improvement within its core competencies, key work processes, and performance improvement system. As such, systematic evaluation and improvement of its methods, such as centralized bidding and its qualification-based selection matrix, may ensure a continued focus on excellence and improvement.</p>	
6.2b	<p>D49's approaches for selecting, qualifying, and evaluating performance of suppliers are not effective. For example, although D49 applies a qualification-based selection matrix process, there are no criteria used in determining when the selection matrix process applies. Similarly, while D49 applies an approach to vetting and qualifying some vendors, there is no criteria</p>	

	applied to determine which suppliers must be vetted. As D49 is dependent on its suppliers for delivery of its education, business, and operations, the deployment of a systematic process to supplier selection and evaluation across the district may be beneficial.
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Item 7.1 Product and Process Results		Score Range: 10-25%
Strengths		
Item Ref.	Comment	
7.1a	Some customer-focused results show favorable performance levels. Figure 7.1-8, "High Quality Education", shows disagreement with statement "D49 offers high-quality education opportunities" is 25% or less in all four segments surveyed. This may demonstrate progress in relation to D49's strategic challenge of citizen distrust.	
7.1a	D49 obtains comparative information for some key student learning measures. For example, D49's competitor districts are displayed in Figures 7.1-1, 7.1-2, 7.1-5, 7.1-6, and 7.1-7. As it is D49's vision is to be the best place to learn, work, and lead, the ability to demonstrate favorable performance relative to competitor districts may enable D49 to meet this vision.	
7.1a	D49's Dynamic Indicator of Basic Early Literacy Skills (DIBELS) Composite scores and Key Student segment composite scores show favorable levels and trends. Figure 7.1-3 shows students at or above grade-level reading range from 60-75% and generally shows a slight favorable trend the last 3 years. This may indicate progress toward the strategic key primary literacy initiative of making every child a reader by the 3rd grade.	

Opportunities for Improvement		
Item Ref.	Comment	
7.1a	District and School ACT scores show unfavorable comparisons to competitive districts and the Colorado average. Figure 7.1-2 shows all other comparison district ACT scores remain relatively constant while D49 district ACT scores decline in every school from 2013-2014; D49 also remains in the lower half amongst its competitors in this area. Improved ACT scores may support D49's mission, vision, and 49 Pathways strategic initiative.	
7.1b (1)	D49's process effectiveness results are incomplete. Measures of work effectiveness provided include work order KPIs (Fig. 7.1b-1), % of work order completion in less than a week slightly below average, with no trends available. Many process effectiveness results from business, education, and operations processes listed within Figure 6.1b.1 are not provided. The lack of process effectiveness results may impede D49's performance improvement progress.	
7.1b (2)	D49 does not have results related to emergency preparedness. For example, D49 describes its emergency preparedness approach as inclusive of a DSC, building-level Emergency Response Plan (ERP) and Senior Resource Officer completion of drills and mock lockdowns; however, no results related to these methods are available. Lack of emergency preparedness results may restrict D49's ability to evaluate and improve District and student safety and security.	
7.1c	D49 does not have any supply-chain management results. For example, D49 indicates that supply-chain goals are set and KPIs are monitored and that corrective actions are taken with IT service vendors not meeting requirements; however, results related to these methods are not available. D49 indicated importance and significance of suppliers and partners, and noted that performance improvement occurs through process improvement. As such, lack of supply-chain management results may result in an inability for D49 to ensure continuous improvement in this area.	

Item 7.2 Customer-Focused Results		Score Range: 10-25%
Strengths		
Item Ref.	Comment	
7.2a (2)	D49 provides limited measures of customer engagement. Harassment/discrimination incidents and participants from Department of Justice (Figure 7.2a.1-1) and D49 Has Earned Trust (Figure 7.2a.2-1), show three years of data, with the beginning of a positive trend in 2015. These results may enable D49 to monitor the student requirement of a physically and socially safe environment, and aligns to the first part of their mission which is to prepare students in a safe and caring environment.	
7.2a (2)	With past survey data indicating an opportunity with communication, D49 monitors its messaging effectiveness. Figure 7.2a.2-3, which displays website views, sessions, and number of users as a measure of engagement, indicates a 3-year positive trend. Measuring the use of communication methods may shows D49 is addressing the parent customer demand for responsive communication to support their child's education.	
7.2a (1)	D49 measures customer satisfaction by examining the number of students entering district schools and number of students opting out of district schools. With 13 years' worth of choice in data and a 9 years' worth of choice out data, the District shows 7 years of trending up in choice in and with a favorable trend in choice in vs choice out. In a self-identified competitive environment, students selecting to stay in or opt into D49 may help address challenges related to student retention.	

Opportunities for Improvement		
Item Ref.	Comment	
7.2a	D49 is missing results related to parent, student and community satisfaction and engagement. Based on the Big Rocks Survey, students, parents, and the community requirements are summarized in Figure P.1.b.2; outside of student safety measures, the District does not show results that indicate performance to the requirements. In a self-identified competitive market, without these results, D49 may erode engagement of students, parents, and community members due to lack of meeting their voiced needs.	
7.2a (1)	While the District indicates they use the Big Rock Survey, climate survey, community surveys, focus groups, conversations, meetings attendance and engagement, and online forums to gage student, parent, and community satisfaction and dissatisfaction, there are no results related to these processes and methods. Without results of satisfaction and dissatisfaction from each key customer group, D49 may not be able to address the strategic challenges of retention, disengagement, and inferior reputation while pursuing peak performance.	
7.2a (2)	D49 does not provide key results for student engagement. Identified requirements include the demand for authentic learning opportunities, effective preparation for college and careers, equal treatment, excellent instruction, meaningful assessment, and support to secure future opportunities. Without these results, D49 may not be able to address their core principle of considering the impact on students in all decision-making.	
7.2a (2)	Measures to determine student and other customer engagement are missing. D49 detailed that the Big Rock Survey, community surveys, focus groups, conversations, meeting attendance engagement, and online forums were used to track engagement, but no results were presented for engagement in these methods. Lacking results for these engagement methods, D49 may not	

	meet their organizational mission which is to prepare students, in a safe and caring environment, to be successful, competent, and productive citizens in a global society.
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Item 7.3 Workforce-Focused Results		Score Range: 10-25%
Strengths		
Item Ref.	Comment	
7.3a (1)	D49 recognizes a favorable trend with licensed teachers in capacity. According to Figure 7.3a1-1, the average length of service has increased from 6.31 to 6.76 years. This may support D49's vision of being the best place to work.	

Opportunities for Improvement		
Item Ref.	Comment	
7.3a (1)	D49 has no results to support evaluations of workforce capability and capacity other than for teachers. Results for capability and capacity, such as staffing levels across the work segments, certifications to meet skills needs, and data on organizational restructuring and job rotations to meet strategic direction, have not been included. As the fastest-growing district in Colorado, metrics for workforce capability and capacity may enable planning and assessment to support growth.	
7.3a (2)	D49 has not provided wellness program results and annual benefit plan benchmarking results referenced in Section 5.1b (1) and 5.1b (2). The District is not using available CDC Worksite Health Scorecard data to generate performance indicators. Results for employee health and wellness may indicate if D49 is achieving its best place to work vision.	
7.3a (3)	Workforce engagement and satisfaction data are missing. Figure 7.3a (3) does not provide sufficient data to determine level of performance or trends, and no data are provided to demonstrate performance in satisfaction or engagement requirements for the workforce. Understanding workforce engagement may help D49 meet its vision of being the best place to work and meet its staff's requirement of fair compensation, opportunities for advancement, and respect for their expertise?	
7.3a(4)	D49 workforce development results are missing. Data addressing the extent of training and development opportunities may be critical to determining if the workforce is engaged and monitoring progress toward the vision of best place to work.	

Item 7.4 Leadership and Governance Results		Score Range: 10-25%
Strengths		
Item Ref.	Comment	
7.4b	D49 has measurable results for its three strategic priorities, with a few results demonstrating improving trends or favorable performance levels. For primary literacy, percent of students at/above grade-level reading in DIBELS composite scores (Figure 7.1-3) range from 60-75% at the end of the academic year, with a slight favorable trend the last 3 years. Graduation rates (Figure 7.1-5 and 7.1-6) for the 49 Pathways strategic initiatives, excluding GOALS and iZone PLC data, range from about 90-98% vs. the Colorado average of 80%. Continued progress in key results may support achievement of D49's strategic priorities and District of choice vision.	
7.4a (1)	D49's results for interactive internet messaging, an indicator of two-way communication with customers, show favorable levels. Prior to website redesign and new social media tactics, D49 had a message open rate of 8-9% and click-through rate of 1-2%. Following web redesign and new tactic implementation, monthly open rates range from 20-25% (with higher rates for targeted messaging), and click-through rates range from 6-10%. In addition, D49.org page views increased 1055%, from 278K to 3.3M. Comparing the first 6 weeks of the current and last school years, page views increased 800%. Supporting the District's community Big Rock, these electronic messaging results may support community engagement, trust, and transparency.	

Opportunities for Improvement		
Item Ref.	Comment	
7.4a	Many results are missing for areas of importance to organizational governance and senior leadership. For example, relevant results are missing for senior leader communication and engagement with students; fiscal accountability; legal, regulatory, and accreditation; ethical behavior; and societal responsibilities and support of key communities. Without these results, D49 may not demonstrate exemplary performance in transparency, accountability, stakeholder trust, community engagement, and responsible stewardship.	
7.4b	Strategy results are missing to demonstrate progress in, and achievement of, the five Big Rocks and long-range action plans. Missing results for strategy implementation and long-range actions may limit D49's progress in achieving its vision.	
7.4a (2)	Figure 7.4a.1 indicates unfavorable performance levels for governance and leadership perceptions. For "D49 has effective governance and leadership", % disagreement ranges from 60% (citizen) to around 30% (parent, staff, student). Percent disagreement for "D49 makes responsible financial decisions" ranges from 55% (citizen) to 35% (parent). Improved performance in these perceptions may enhance D49's levels of stakeholder trust, community engagement, and stewardship.	
7.4a (1)	Big Rocks Survey data for 2015 present unfavorable performance for communication with the community, parents, and the workforce. Only about 20% of community respondents strongly agree/agree that the District is receptive to questions and concerns, is responsive, and communicates effectively. About half of workforce members strongly agree/agree that the District is receptive to questions and concerns, while about 60% strongly agree/agree it is responsive. For parents, about 40% strongly agree/agree that the District is receptive and responsive. Continuing to improve communication may be a key element of enhancing community trust and engagement.	
7.4b	Performance levels for several 49 Pathways and Alignment to Colorado Academic Standards indicators are unfavorable. Results for ACT score (Figure 7.1-2), key segment dropout rates	

	<p>(Figure 7.1-1), and remediation rates (Figure 7.1-7) are worse than Colorado state averages and comparator districts. ICAP rates for 2014-2015 show only 3 of 10 schools above 80% completion (2015-2016 target is 100%). TCAP data show considerable variability across grades 3 to 10 in math, reading, and writing, with many segments below Colorado and comparator levels. Improvement in results for these indicators may demonstrate progress in meeting D49's strategic priorities and focus on every student.</p>
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Item 7.5 Financial and Market Results		Score Range: 10-25%
Strengths		
Item Ref.	Comment	
7.5a (1)	Administrator costs as a percentage of overall budget (Figure 7.4b-3) are favorable, within D49's desired range for three consecutive years. The trend overall is positive since 2011-2012. This may indicate effective control of administrator costs, providing additional funding for other programs and maximized student benefit for funding received.	
7.5a (1)	Comparison of financial performance to the window of precise performance (Figure 7.5a.1) as determined by the District is positive and improving from 2010 to 2014. Of the six data points displayed for 2014, four are within the window of precise performance. Variation around the window has also improved significantly from 2011 to 2014. This may indicate effective financial control, allowing D49 to maximize student benefit for every dollar spent.	

Opportunities for Improvement		
Item Ref.	Comment	
7.5a (2)	D49's indicator of market performance, student choice, shows an unfavorable trend as indicated by School District 49 Analysis of Trends 2014-2015. As a percentage of students living in the district, the trend of students choosing to leave D49 schools increased from 0% in 2001 to 15% in 2014 for a net loss of 1,353 students to school choice. This could indicate students' view of D49 as a district of choice schools is declining over time.	
7.5a (1)	Measures of key financial results such as bond ratings, foundation, grants, revenue opportunities (such as mill levy growth), supplier cost, and AR/AP efficiency were not provided. Failure to track and report these key metrics may hinder financial decisions and efforts to rebuild community trust in D49's financial stewardship.	
7.5a (2)	Results for new markets entered were not provided. These data may enable D49 to assess if its Big Rock of portfolio of schools is being achieved.	

Appendix: Evaluation Process

APPLICATION REVIEW

Stage 1—Independent Review

The application evaluation process begins with Stage 1, the independent review, in which members of the Board of Examiners are assigned to each of the applications. Assignments are made according to the Examiners' areas of expertise and to avoid potential conflicts of interest. Each application is evaluated independently by Examiners who identify the applicant's strengths and opportunities for improvement by determining how well the applicant's responses address the criteria requirements and the applicant's key factors. A scoring system is used to assign a numeric value for the results of this evaluation.

Stage 2—Consensus Review

In this stage, the Examiners, led by a Team Leader, conduct a series of conference calls or meetings to reach consensus on comments that capture the team's collective view of the applicant's strengths and opportunities for improvement. Additionally, the team decides on a score for each Item and identifies the issues to clarify and verify at a site visit. The team documents its comments, scores, and site visit issues in a consensus scorebook.

Stage 3—Site Visit Review

A site visit is conducted to clarify any uncertainty or confusion the Examiners had regarding the written application and to verify that the information in the application is correct. After the site visit is completed, the team of Examiners prepares a final site visit scorebook.

JUDGING PROCESS

Applications, consensus scorebooks, and site visit scorebooks for all applicants are forwarded to the Panel of Judges, which makes final recommendations on which applicants should receive an Award. The Judges' decision is based on a documented RMPEX standard concerning the overall excellence of the applicant and the appropriateness of the applicant as a regional role model.

Judges do not participate in discussions or vote on applications in which they have a competing or conflicting interest or in which they have a private or special interest. All conflicts are reviewed and discussed so that Judges are aware of their own and others' limitations on access to information and participation in discussions and voting.

SCORING

The scoring system used to score each Item is designed to facilitate feedback. The Scoring Guidelines are based on (1) evidence that effective approaches are in place, (2) the depth and breadth of deployment, (3) evidence of evaluation and improvement of approaches, and (4) the alignment and integration of the approaches.

Process Scoring Guidelines

SCORE	PROCESS (For use with categories 1–6)
0-5%	<ul style="list-style-type: none"> No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A) Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) An improvement orientation is not evident; improvement is achieved by reacting to problems. (L) No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I)
10-25%	<ul style="list-style-type: none"> The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D) Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) The APPROACH is ALIGNED with other areas or work units largely through joint problem solving. (I)
30-45%	<ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A) The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D) The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L) The APPROACH is in the early stages of ALIGNMENT with the basic organizational needs identified in response to the Organizational Profile and other process items. (I)
50-65%	<ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A) The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D) A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L) The APPROACH is ALIGNED with your overall organizational needs as identified in response to the Organizational Profile and other process items. (I)
70-85%	<ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) The APPROACH is well DEPLOYED, with no significant gaps. (D) Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are KEY management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L) The APPROACH is INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)
90-100%	<ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D) Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L) The APPROACH is well INTEGRATED with your current and future organizational needs as identified in response to the Organizational Profile and other process items. (I)

Results Scoring Guidelines

SCORE	RESULTS (For use with category 7)
0-5%	<ul style="list-style-type: none"> There are no organizational PERFORMANCE RESULTS or the RESULTS reported are poor. (Le) TREND data either are not reported or show mainly adverse TRENDS. (T) Comparative information is not reported. (C) RESULTS are not reported for any areas of importance to the accomplishment of your organization's MISSION. (I)
10-25%	<ul style="list-style-type: none"> A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le) Some TREND data are reported, with some adverse TRENDS evident. (T) Little or no comparative information is reported. (C) RESULTS are reported for a few areas of importance to the accomplishment of your organization's MISSION. (I)
30-45%	<ul style="list-style-type: none"> Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le) Some TREND data are reported, and most of the TRENDS presented are beneficial. (T) Early stages of obtaining comparative information are evident. (C) RESULTS are reported for many areas of importance to the accomplishment of your organization's MISSION. (I)
50-65%	<ul style="list-style-type: none"> Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le) Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization's MISSION. (T) Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C) Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, and PROCESS requirements. (I)
70-85%	<ul style="list-style-type: none"> Good to excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le) Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization's MISSION. (T) Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C) Organizational PERFORMANCE RESULTS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)
90-100%	<ul style="list-style-type: none"> Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le) Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of your organization's MISSION. (T) Industry and BENCHMARK leadership is demonstrated in many areas. (C) Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for most KEY CUSTOMER, market, PROCESS, and ACTION PLAN requirements. (I)

Topic: Engaging with a Simpler Vision & Mission

<ul style="list-style-type: none"> The approaches senior leaders use to communicate with and engage the workforce are not effective. The many approaches used by senior leadership such as Cultural Compass, Core Principles, Big Rocks, BHAG, Mantra, organizational commitment statement, Process PACE and SCCI, and Organizational and Leadership Blueprints create complexity in messaging and priority-setting at the District, Office, Innovation Zone, and individual school levels. Clarifying D49's commitments may facilitate direction-setting and enable greater workforce contributions toward student success. 	<ul style="list-style-type: none"> D49 lacks an effective approach to engage the workforce to achieve a high-performance work environment. For example, D49 does not have information to determine the factors that engage its workforce and to assess levels of satisfaction and engagement. Exit interviews are performed but the information is not used to identify factors that may enhance and inhibit engagement. Understanding and nurturing the characteristics that drive workforce engagement may promote meaningful workforce contribution to achieve organizational success.
<ul style="list-style-type: none"> Key results for emergency preparedness, supply-chain management, safety, student satisfaction and engagement, workforce capability and capacity, workplace environment, leadership and governance, societal responsibility, budgetary performance, and market performance are incomplete or were not provided. 	<ul style="list-style-type: none"> D49 does not engage students and parents who opt out through school choice to attend other districts. As a result, the District may not be able to use data from former students and parents to address their key challenge of an inferior reputation, or to leverage the information to understand factors to attract and retain students.
<ul style="list-style-type: none"> The approaches senior leaders use to communicate with and engage the workforce are not effective. 	<ul style="list-style-type: none"> Because D49 is one of the fastest-growing districts in the state, inattentiveness to new students and student/parent engagement may exacerbate the challenge of student attraction and retention.
<ul style="list-style-type: none"> With learning as the first step in D49's SCCI performance improvement system, a lack of improvement cycles for the customer satisfaction and dissatisfaction methods may limit the ability to address the strategic challenges of retention and disengagement. 	<ul style="list-style-type: none"> In addition, D49 does not have information to determine the factors that engage its workforce and to assess the levels of satisfaction and engagement.
<ul style="list-style-type: none"> While there is a diversity of technologies in the classroom, there is not a systematic approach for determining user requirements for technology. Clarifying user needs and requirements may allow D49 to identify opportunities to improve organizational effectiveness, work process efficiency, and workforce engagement. 	<ul style="list-style-type: none"> D49 is missing results related to parent, student and community satisfaction and engagement. Based on the Big Rocks Survey, students, parents, and the community requirements are summarized in Figure P.1.b.2; outside of student safety measures, the District does not show results that indicate performance to the requirements. In a self-identified competitive market, without these results, D49 may erode engagement of students, parents, and community members due to lack of meeting their voiced needs.

<ul style="list-style-type: none"> While the District indicates they use the Big Rock Survey, climate survey, community surveys, focus groups, conversations, meetings attendance and engagement, and online forums to gauge student, parent, and community satisfaction and dissatisfaction, there are no results related to these processes and methods. Without results of satisfaction and dissatisfaction from each key customer group, D49 may not be able to address the strategic challenges of retention, disengagement, and inferior reputation while pursuing peak performance. 	<ul style="list-style-type: none"> D49 does not provide key results for student engagement. Identified requirements include the demand for authentic learning opportunities, effective preparation for college and careers, equal treatment, excellent instruction, meaningful assessment, and support to secure future opportunities. Without these results, D49 may not be able to address their core principle of considering the impact on students in all decision-making.
<ul style="list-style-type: none"> Measures to determine student and other customer engagement are missing. D49 detailed that the Big Rock Survey, community surveys, focus groups, conversations, meeting attendance engagement, and online forums were used to track engagement, but no results were presented for engagement in these methods. Lacking results for these engagement methods, D49 may not meet their organizational mission which is to prepare students, in a safe and caring environment, to be successful, competent, and productive citizens in a global society. 	<ul style="list-style-type: none"> Workforce engagement and satisfaction data are missing. Figure 7.3a (3) does not provide sufficient data to determine level of performance or trends, and no data are provided to demonstrate performance in satisfaction or engagement requirements for the workforce. Understanding workforce engagement may help D49 meet its vision of being the best place to work and meet its staff's requirement of fair compensation, opportunities for advancement, and respect for their expertise?
<ul style="list-style-type: none"> Many results are missing for areas of importance to organizational governance and senior leadership. For example, relevant results are missing for senior leader communication and engagement with students; fiscal accountability; legal, regulatory, and accreditation; ethical behavior; and societal responsibilities and support of key communities. Without these results, D49 may not demonstrate exemplary performance in transparency, accountability, stakeholder trust, community engagement, and responsible stewardship. 	<ul style="list-style-type: none"> D49 workforce development results are missing. Data addressing the extent of training and development opportunities may be critical to determining if the workforce is engaged and monitoring progress toward the vision of best place to work.

Strategic and Action Planning

<ul style="list-style-type: none"> D49 has not developed approaches to focus on and implement long-range plans to explicitly support the achievement of what is most important to the District's future success. 	<ul style="list-style-type: none"> Furthermore, there is no systematic process to generate longer-term strategic action plans to bring the 5 Big Rocks to fruition.
<ul style="list-style-type: none"> The strategic planning process does not systematically stimulate innovation within the strategic planning cycle. The District maintains several pathways for proposing and acting on ad hoc innovative ideas such as the SCCI model, the Innovation Institute, VIP storyboarding, innovation plans/waivers, PACE, and CUP; however, these potential innovations are not integrated into the strategic planning cycle for selection and prioritization of strategic opportunities. Systematically incorporating innovation into the strategic planning cycle at the District level may highlight those strategic opportunities that are most important to the District's long-term vision. 	<ul style="list-style-type: none"> D49 does not have a systematic process for determining strategic opportunities and then concluding which opportunities are intelligent risks worth pursuing through the strategic planning process. Opportunities, such as the Sand Creek campus 6th grade experiential program, have surfaced by analyzing the Big Rocks Survey data and new program opportunities from analyzing ICAP data; however, this is not a systematic process within the strategic planning cycle. Deploying a process within the strategic planning cycle for determining which opportunities should be pursued may assist the District in being a portfolio district and focus on every student.
<ul style="list-style-type: none"> D49 does not have longer-term strategic action plans representing actions the District will take in order to achieve each of the strategic Big Rocks across all of the Offices. Utilizing a well-ordered and repeatable process for developing longer-term action plans may assist D49 in engaging all of the Offices in meaningful action to contribute to the achievement of the strategic Big Rocks. 	<ul style="list-style-type: none"> D49 does not project performance in the District and school-based UIP short-term action plans. Projecting the future performance of key measures within the UIPs that are related to the strategic initiatives of Primary Literacy, 49 Pathways, and CAS Standard Alignment may strengthen the District's culture of innovation by organizationally aiming for clear projections.
<ul style="list-style-type: none"> D49 does not have longer-term strategic action plans representing actions the District will take in order to achieve each of the strategic Big Rocks across all of the Offices. Utilizing a well-ordered and repeatable process for developing longer-term action plans may assist D49 in engaging all of the Offices in meaningful action to contribute to the achievement of the strategic Big Rocks. 	<ul style="list-style-type: none"> D49 does not have defined timetables for achieving their five strategic Big Rocks. Specifically, some staff believed the time horizon for achieving the Big Rocks is 5 years ("5 in 5"), some indicated a timeframe of 3 to 5 years, and others perceived the absence of negative feedback from stakeholders as evidence of strategy achievement. Timetables for achieving the strategic Big Rocks may drive D49 in realizing their desire and vision to be the District of choice.

Reporting Relevant Results

<ul style="list-style-type: none"> District and School ACT scores show unfavorable comparisons to competitive districts and the Colorado average. Figure 7.1-2 shows all other comparison district ACT scores remain relatively constant while D49 district ACT scores decline in every school from 2013-2014; D49 also remains in the lower half amongst its competitors in this area. Improved ACT scores may support D49's mission, vision, and 49 Pathways strategic initiative. 	<ul style="list-style-type: none"> Performance levels for several 49 Pathways and Alignment to Colorado Academic Standards indicators are unfavorable. Results for ACT score, key segment dropout rates, and remediation rates perform below Colorado state averages and comparator districts. ICAP rates for 2014-2015 show only 3 of 10 schools above 80% completion (2015-2016 target is 100%). Remediation rates compare unfavorably with most comparison districts.
<ul style="list-style-type: none"> Performance levels for several 49 Pathways and Alignment to Colorado Academic Standards indicators are unfavorable. Results for ACT score (Figure 7.1-2), key segment dropout rates (Figure 7.1-1), and remediation rates (Figure 7.1-7) are worse than Colorado state averages and comparator districts. ICAP rates for 2014-2015 show only 3 of 10 schools above 80% completion (2015-2016 target is 100%). TCAP data show considerable variability across grades 3 to 10 in math, reading, and writing, with many segments below Colorado and comparator levels. Improvement in results for these indicators may demonstrate progress in meeting D49's strategic priorities and focus on every student. 	<ul style="list-style-type: none"> D49 does not provide key results for student engagement. Identified requirements include the demand for authentic learning opportunities, effective preparation for college and careers, equal treatment, excellent instruction, meaningful assessment, and support to secure future opportunities. Without these results, D49 may not be able to address their core principle of considering the impact on students in all decision-making.
<ul style="list-style-type: none"> D49 is missing results related to parent, student and community satisfaction and engagement. Based on the Big Rocks Survey, students, parents, and the community requirements are summarized in Figure P.1.b.2; outside of student safety measures, the District does not show results that indicate performance to the requirements. In a self-identified competitive market, without these results, D49 may erode engagement of students, parents, and community members due to lack of meeting their voiced needs. 	



Understanding Continuous Improvement Toward Performance Excellence

The Best District To Learn, Work & Lead

WHY

do we commit to
continuously
improving how we
learn, work, and
lead?

It is our **vision** that District 49
become the best option for every
parent, student, and educator
choosing a school district.

It is our **mission** that every
student, parent, and educator in
D49 is always learning, working
and leading us to be the best.

HOW

do we learn, work,
and lead **together**?

The inner ring of our cultural
compass reflects our commitment
for how we treat each other.

The outer ring of our cultural
compass reflects our commitment
to how we treat our work.

Every strategy, priority, initiative
and plan must uphold our culture.



HOW

do we learn, work,
and lead with
excellence?

WHAT

priorities align with
our mission across
the district?

The Big Rocks are the strategic
priorities that make up our strategic
plan to learn, work, and lead.
Priorities may change, but they
must always fulfill our mission and
honor our cultural commitments.



WHICH

initiatives and **plans**
reflect our strategic
priorities and fulfill
our mission?

Primary Literacy

is a priority for every
elementary school
because we believe
student success depends
on the firm foundation of
reading and writing.

49 Pathways

is a model for secondary
education that moves
every student down a
personally meaningful
pathway launching them
to success in school and
life.

CO Academic Standards

describe the quality and
depth of the skills and
knowledge we develop
in every student in
District 49.

Actions Aligned to the Vision

Vision Deployed through Action

**Special Board of Education Meeting
Annual Planning Workshop
January 23, 2016**

- 5. Board Committees, Liaisons and Student Board of Representatives (10 minutes) Richer/BOE**
 - a. Review item 5.a list of board committees.**
 - b. Determine if changes to primary/secondary board members are recommended.**

FALCON SCHOOL DISTRICT 49

BOARD COMMITTEES				
	PRIMARY	SECONDARY	FREQUENCY	TIME
DAAC	Butcher	Harold	monthly	6:00 p.m
Capital Planning	Moore	Butcher	monthly	4:00 p.m.
CASB Legislative Assembly, Region 6	LaVere-Wright		Fall	daytime - delegate assembly
CD BOCES	LaVere-Wright		bi-monthly	4:00 p.m.
Falcon Community Builders (FCBC)	Butcher		quarterly	1:00-2:00 p.m.
SEAC	Irons	Moore	monthly	6:00 p.m.
Student Board of Representatives	Moore		monthly	during school day
Wellness	LaVere-Wright		3 times/year	daytime - 3 hour meetings

**Special Board of Education Meeting
Annual Planning Workshop
January 23, 2016**

6. District Family Calendar (15 minutes) Hilts

6.a District 49 Calendar Retrospective

6.b Calendar Survey Report

6.c IC/ICA Redline Version

6.d IC/ICA Proposed Final

6.e IC/ICA-R Redline Version

6.f IC/ICA-R Proposed Final

6.g GBD Redline Version

6.h GBD Proposed Final

6.i 2016-2017 Proposed Calendar

6.j 2017-2018 Proposed Calendar

FALCON DISTRICT #49

2003-2004 ALL SCHOOL CALENDAR

JULY

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

AUGUST

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

SEPTEMBER

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

OCTOBER

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

NOVEMBER

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

DECEMBER

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

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

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

MAY

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

JUNE

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

 Conference Days - No Kindergarten Students
 Evening Parent Teacher Conferences
 No Elementary Students-Parent Conferences
 Breaks
 No Students, No Teachers
 District Closed
 Teacher Workday
 Staff Development Day
 Literacy Day
 District Writing Assessment
 First and Last Days of School
 End of Quarter

7/4 = District Closed - Independence Day
 7/29 - 7/31 = New Teacher Orientation
 8/1 = Teacher Workday
 8/4 = AM - District Meeting / PM - Teacher Workday
 8/5 = Staff Development Day
 8/6 = **1st Day for Students**
 9/1 = District Closed - Labor Day
 9/2 = No Students - District Writing Assessment
 9/26 = **No Elementary Students** - Literacy Day
 9/29 = Staff Development Day - No Students
 10/3 = End of 1st Quarter
 10/6 - 10/9 = Evening Parent-Teacher Conferences
 10/6 - 10/8 = High Schools
 10/6 - 10/9 = Elementary Schools

10/9 = **No Kindergarten Students** - Parent-Teacher Conferences
 10/10 = **No Elementary Students** - Parent-Teacher Conferences
 10/13 - 10/24 = **Fall Break for Students**
 11/11 = Staff Development Day - No School for Students
 11/26 = No Students - or Teachers
 11/27 - 11/28 = District Closed - Thanksgiving Vacation
 12/19 = End of 1st Semester
 12/22 - 1/2 = **Winter Break for Students**
 12/25 - 12/26 = District Closed
 1/1 - 1/2 = District Closed
 1/5 = Teacher Workday
 1/6 = **1st Day for Students - 2nd Semester**
 1/16 = 3 hr. Early Release - All Students - Staff Development Day (District Math Training)
 1/19 = District Closed - Martin Luther King Day

2/13 = 3 hr. Early Release - All Students - Staff Development Day (District Math Training)
 2/16 = District Closed - President's Day
 3/12 = End of 3rd Quarter
 3/15 - 3/19 = Evening Parent-Teacher Conferences
 3/15 - 3/17 = High Schools
 3/15 - 3/18 = Elementary Schools
 3/15 - 3/17 = Middle Schools
 3/18 = **No Kindergarten Students** - Parent-Teacher Conferences
 3/19 = **No Elementary Students** - Parent-Teacher Conferences
 3/22 - 4/2 = **Spring Break for Students**
 4/30 = **No Elementary Students** - Literacy Day
 5/27 = AM - Last Day for Students / PM - Teacher Workday
 5/28 = AM - District Meeting / PM - Teacher Workday
 5/31 = District Closed - Memorial Day

FALCON DISTRICT #49

2008-2009 ALL SCHOOL CALENDAR

 School Starts - No 1/2 Day Kindergarten Students	 Elem / MS / HS Parent Teacher Conferences	 1/2 day Kindergarten Starts	 1/2 day Kindergarten Assess	 Welcome Back Teacher Workday	 Elementary Testing	 District Closed	
 Teacher Workday	 Staff Development Day	 Literacy Day	 Middle School Staff Development No Middle School Students	 No Elementary Students	 Breaks	 Elem Report Card No Students	 End of Quarter

JULY

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

7/4 = Independence Day - District Closed
 7/28 - 7/30 = New Teacher Orientation
 7/31 = Welcome Back (am), Teacher Workday (pm)

AUGUST

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

8/1 = Staff Development
 8/4 = 6th Grade Students only - 7th & 8th Grade Teacher Workday
 8/5 = 7th, 8th, & 9th grade students only - 6th Grade Teacher Workday
 8/6 = All students except 1/2 day Kindergarten
 8/6 - 8/8 = 1/2 day Kindergarten Assessments
 8/11 = 1/2 day Kindergarten starts
 8/18 - 8/19 = Assessment/Literacy days - no elementary students

August 4, 2008- 1st DAY for 6th GRADE STUDENTS ONLY

August 5, 2008- 1st DAY for 7th, 8th, 9th GRADE STUDENTS - NO 6th GRADE STUDENTS

August 6, 2008- All Students Except 1/2 DAY KINDERGARTEN

August 11, 2008- 1/2 KINDERGARTEN Starts

SEPTEMBER

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

9/1 = District Closed - Labor Day
 9/3 = MS Parent-Teacher Conference (Evening)
 9/4 = HS Parent-Teacher Conference (Evening)
 9/25 = Elementary Report Card Prep - No Elementary Students
 9/26 = Full day staff development - No Students
 9/29 - 9/30 = Elementary School Parent Teacher Conferences Scheduled

OCTOBER

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

10/1 - 10/2 = Elementary School Parent Teacher Conferences Scheduled
 10/2 = No 1/2 Day Kindergarten Students - Parent Teacher Conferences
 10/3 = Elementary School Parent Teacher Conferences - No Students
 10/3 = End of 1st Quarter
 10/6 - 10/17 = Fall Break - No Classes
 10/31 = Middle School Staff Development - No Middle School Students

NOVEMBER

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

11/4 = Full day staff development - No Students
 11/12 = High School Parent-Teacher Conferences (Evening)
 11/13 = Middle School Parent-Teacher Conferences (Evening)
 11/26 - 11/28 = District Closed - Thanksgiving Holiday

DECEMBER

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

12/18 = End of 2nd Quarter
 12/19 = Staff Grading/Workday - No Students
 12/22 - 12/31 = Christmas Break - No Classes
 12/24 & 12/26 = District Closed - Christmas Holiday

JANUARY

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

1/1 = District Closed - New Year's Day
 1/2 = Christmas Break - No Classes
 1/5 = All Students and Staff return - 1st day of 2nd Semester
 1/16 = 3 hour early release for staff development
 1/19 = District Closed - Martin Luther King Day

FEBRUARY

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

2/3 = Middle School Parent-Teacher Conferences (Evening)
 2/4 = High School Parent-Teacher Conferences (Evening)
 2/13 = Full Day Staff Development - No Students
 2/16 = District Closed - Presidents Day
 2/23 - 2/27 = Elementary Parent Teacher Conferences Scheduled
 2/26 = No 1/2 Day Kindergarten Students - Parent Teacher Conferences
 2/27 = Elementary Parent Teacher Conferences - No Elementary Students

MARCH

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

3/6 = End of 3rd Quarter
 3/9 = Elementary Report Card Prep - No elementary students
 3/23 - 3/31 = Spring Break - No Classes

APRIL

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

4/1 - 4/3 = Spring Break - No Classes
 4/14 = Middle School Parent-Teacher Conferences (Evening)
 4/15 = High School Parent-Teacher Conferences (Evening)
 4/24 = 3 Hour early release for staff development

MAY

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

5/7 - 5/8 = No Elementary Students - Assessment & Literacy Days
 5/25 = District Closed - Memorial Day
 5/28 = End of 4th Quarter - Last day of school for all Students
 5/29 = Teacher Workday

FALCON DISTRICT #49

2009-2010 ALL SCHOOL CALENDAR

 Students in School

 District Closed

 Students not in School

 No Elementary Students

 Elementary Testing

 Literacy Day

 1/2 day Kindergarten Starts

 1/2 day Kindergarten Assessment

 End of Quarter

JULY

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

7/3 = Independence Day - District Closed
 7/27 - 7/29 = New Teacher Orientation
 7/30 = Welcome Back AM/Teacher Workday PM
 7/31 = Staff Development

AUGUST

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

8/3 = Staff Development For All Staff
 8/4 = 6th & 9th Grade Students Only - Remainder Grades Teacher Workday
 8/5 = All Students Except 1/2 Day Kindergarten
 8/6 - 8/7 = 1/2 Day Kindergarten Assessments
 8/10 = 1/2 Day Kindergarten Starts
 8/24 - 8/25 = Assessment/Literacy Days - No Elementary Students

August 4, 2009- 1st DAY for 6th & 9th GRADE STUDENTS

August 5, 2009- All Students Except 1/2 DAY KINDERGARTEN

August 10, 2009- 1/2 KINDERGARTEN Starts

SEPTEMBER

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

9/7 = District Closed - Labor Day
 9/9 = HS Parent-Teacher Conference (Evening)
 9/10 = MS Parent-Teacher Conference (Evening)
 9/24 = Elementary Report Card Prep - No Elementary Students
 9/25 = 3 Hour Early Release-Staff Development

OCTOBER

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

10/2 = End Of 1st Quarter
 10/5 - 10/9 = Elementary School Parent Teacher Conferences Scheduled
 10/8 = No 1/2 Day Kindergarten Students - Parent Teacher Conferences
 10/9 = Elementary School Parent Teacher Conferences - No Elementary Students
 10/12 - 10/23 = Fall Break - No Classes

NOVEMBER

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

11/11 = High School Parent-Teacher Conferences (Evening)
 11/12 = Middle School Parent-Teacher Conferences (Evening)
 11/23 = Staff Development Day - No Students
 11/24 = No Building Staff/No Students - Central Office Open
 11/23 - 11/27 = No Classes - Thanksgiving Holiday
 11/25 - 11/27 = District Closed - Thanksgiving Holiday

DECEMBER

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

12/17 = End of 2nd Quarter
 12/18 = Staff Grading/Workday - No Students
 12/21 - 12/31 = Christmas Break - No Classes
 12/24 & 12/25 = District Closed - Christmas Holiday

JANUARY

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

1/1 = District Closed - New Year's Day
 1/4 = Full Day Staff Development - No Students
 1/5 = All Students Return - 1st Day Of 2nd Semester
 1/18 = District Closed - Martin Luther King Day

FEBRUARY

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

2/1 - 2/5 = Elementary Parent Teacher Conferences Scheduled
 2/4 = No 1/2 Day Kindergarten Students - Parent Teacher Conferences
 2/5 = Elementary Parent Teacher Conferences - No Elementary Students
 2/8 & 2/10 = High School Parent-Teacher Conferences (Evening)
 2/9 & 2/11 = Middle School Parent-Teacher Conferences (Evening)
 2/12 = 3 Hr Early Release - Staff Development
 2/15 = District Closed - Presidents Day

MARCH

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

3/1 = Elementary Report Card Prep - No Elementary Students
 3/5 = End Of 3rd Quarter
 3/22 - 3/31 = Spring Break - No Classes

APRIL

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

4/1 - 4/2 = Spring Break - No Classes

MAY

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

5/6 - 5/7 = No Elementary Students - Assessment & Literacy Days
 5/27 = End Of 4th Quarter - Last Day Of School For All Students
 5/28 = Teacher Workday - No Classes
 5/31 = District Closed - Memorial Day

Falcon School District #49 2011-2012 School Year Calendar

First Day of School
 District Closed
 No Students
 End of Quarter
 Please refer to specific date

JULY 2011						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

7/4 District Closed-Independence Day
 7/22 New Teacher Orientation
 7/25 New Teacher Orientation
 7/26 New Teacher Orientation
 7/27 Staff Development
 7/28 Teacher Workday
 7/29 Staff Development

1/2 District Closed-New Year's Day
 1/13 Professional Development-No Students
 1/16 District Closed-Martin Luther King Jr. Day
 1/30-31 Elementary & Middle School P/T Conferences

JANUARY 2012						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2011						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8/1 Elementary Literacy Day (No Elementary Students)
 6th, 9th Grade Students and New Secondary Student Orientation (No 7, 8 or 10, 11, 12 Grade)
 8/2 First Day of School (All Levels)
 8/26 Professional Development-No Students

2/1-3 Elementary & Middle School P/T Conferences
 2/3-3 Hour Early Release for Elementary & Middle School Students-Elementary & Middle School P/T Conference
 2/17 Professional Development-No Students
 2/20 District Closed-President's Day
 2/21 Staff Development-No Students

FEBRUARY 2012						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

SEPTEMBER 2011						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9/5 District Closed- Labor Day
 9/23 Staff Development-No Students
 9/30 End 1st Quarter

3/2 End 3rd Quarter
 3/5-9 High School P/T Conferences
 3/19-30 Spring Break-No Classes

MARCH 2012						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER 2011						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10/3-7 Elementary P/T Conferences
 10/3-7 Secondary P/T Conferences (MS & HS)
 10/7-3 Hour early release for Elementary & Middle School Students-Elementary & Middle School P/T Conf.
 10/10-21 Fall Break-No Classes

4/20 Staff Development-No Students/Snow day make up

APRIL 2012						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOVEMBER 2011						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11/4 Professional Development-No Students
 11/11 Veterans Day (Observed in Schools)
 11/23-25 District Closed-Thanksgiving Break

5/24-3 Hour Early Release for High School Students-High School Teacher Workday
 5/25 End 4th Quarter; 3 Hour Early Release for High School Students-High School Teacher Workday, Last Day for Students
 5/26 Graduation
 5/28 District Closed-Memorial Day
 5/29 Teacher Workday-No Students

MAY 2012						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER 2011						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/15-3 Hour Early Release for High School Students-High School Teacher Workday
 12/16 End 2nd Quarter; 3 Hour Early Release for Students-Teacher Workday
 12/19-30 Christmas Break-No Classes
 12/23-30 District Closed-Christmas Holiday

JUNE 2012						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2013-2014 District School Year Calendar

July

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

September

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

	All Students in School
	K-12 Professional Development/Workday
	Please Refer to Specific Date
	Breaks/Vacations
	District Closed
	End of Quarter



2014-2015 School Year Calendar

Falcon School District 49

..: Download this calendar document at D49.org :.

July

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

August

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

September

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November

3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

December

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

January

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

February

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

March

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

April

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

May

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

	Orientation/Testing Day
	All Students in School
	K-12 Professional Development/Workday
	Please Refer to Specific Date
	Breaks/Vacations
	District Closed
	Veteran's Day Observed
	End of Quarter

(School year calendar narrative on next page)

Please Note

The District 49 Board of Education directors approved this 2014-2015 school year calendar Dec. 12, 2013, during their regular meeting. To help with family and staff planning, the calendar is consistent with the prior year. However, students start participating in new state and national assessments in 2014-2015, so testing windows are approximate. Modifications could be made based on state or national testing announcements.



♦ 10850 East Woodmen Road, Peyton, CO 80831 ♦ 719.495.1100

2015-2016 SCHOOL YEAR CALENDAR

 D49.org/Calendar

Did You Know?: Each school's web-site calendar publishes an iCal feed for syncing mobile and desktop computers.

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

Districtwide Items

- 1-23** Closed for Summer Break
- 3** Closed for Independence Day
- 24** New Teacher Orientation
- 27-28** New Teacher Orientation
- 29-31** Professional Development

POWER Zone

- 29** Teacher Workday

April 22 Revisions

Sept. 23: We removed the POWER Zone symbol, since there will be no zone additions, and the sentence "No Elementary School Students Due to Professional Development." This will be a regular school day.

Sept. 24: Under the POWER Zone heading, we removed the sentence, "No Middle or High School Students Due To Professional Development." Those grade levels will have school.

Sept. 25: We removed the POWER Zone symbol, since there will be no zone amendments.

May 26 Revisions

Sand Creek Zone modifications added.

Aug. 3: Under the POWER Zone heading, we clarified "No Elementary School Students" only.

May 31: No teacher workday in POWER Zone or Sand Creek Zone.

July 17 Revisions

Aug. 28: POWER Zone aligned this day with the rest of the district. No students due to professional development.

May 6: POWER Zone changed this day for middle and high school students to align with the rest of the district. No elementary school students only, due to continued assessments.



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

Districtwide Items

- 3** Sixth, Ninth Grade Orientation
- 3** Elementary School Assessments
- 4** First Day of School Year
- 28** No Students Due to Professional Development

POWER Zone

- 3** No Elementary School Students Due to Professional Development
- 12-13** No Elementary School Students Due to Assessments
- 14** No Elementary School Students Due to Professional Development

Sand Creek Zone

- 14** Early Release

District 49 spans 133 square miles of urban and rural areas in Colorado, covering northeast Colorado Springs and the Falcon area of El Paso County. It consists of three traditional learning zones and an alternative solutions zone. **Falcon Zone:** Falcon Elementary School of Technology, Meridian Ranch Elementary School, Woodmen Hills Elementary School, Falcon Middle School and Falcon High School. **POWER Zone:** Odyssey Elementary School, Stetson Elementary School, Ridgeview Elementary School, Skyview Middle School and Vista Ridge High School. **Sand Creek Zone:** Evans International Elementary School, Remington Elementary School, Springs Ranch Elementary School, Horizon Middle School and Sand Creek High School. **iConnect Zone:** Falcon Virtual Academy, Patriot Learning Center, Falcon Homeschool Program and five charter schools: Imagine Classical Academy, Pikes Peak School of Expeditionary Learning, Rocky Mountain Classical Academy, Banning Lewis Ranch Academy and GOAL Academy.

SEPTEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	P	P	P	S	12
13	14	15	16	17	18	19
20	21	22	23	P	25	26
27	28	29	30			

Districtwide Items

- 7** District Closed for Labor Day
- 25** No Students Due to Professional Development

POWER Zone

- 8-10** High School Parent-Teacher Conferences
- 24** No Elementary School Students Due to Literacy Plan and Report Card Preparation

Sand Creek Zone

- 11** Early Release

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

Districtwide Items

- 2** End of First Quarter
- 5-9** Parent-Teacher Conferences
- 9** No Elementary or Middle School Students Due to Parent-Teacher Conferences ①
- 12-23** No Students Due to Fall Break

POWER Zone

- 5-9** Elementary School Parent-Teacher Conferences
- 9** ① No Elementary School Students Due to Parent-Teacher Conferences, All Other Students in Class



School Year Calendar Survey Report

About The Survey

In mid-November, we launched a community survey to gather input from the District 49 family about calendar priorities. We promoted the survey through a targeted email campaign to district stakeholders as well as via our district website and social media accounts. Over 2,200 respondents shared insights from parents, student, staff and community perspectives. We are grateful for the strong response and thoughtful ratings and comments that emerged from this process.

Our survey focused on eight aspects of

the school-family calendar. These are the components of the calendar that are most frequently cited by families and staff. We used focus groups and responses from the other information campaigns to structure the survey and determine the content of the various options. The eight aspects are:

Start Date • Teacher Professional Development
• Fall Break • Veterans Day • Thanksgiving Break • Christmas Break • Spring Break • Graduation/End of School

QUESTION

CONSTRUCTION

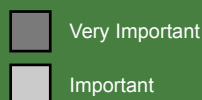
For the six calendar items on this page, consensus centered around keeping the particular area as it is currently implemented, or an option for adjusting the calendar. The options for change are presented on the second page with representative comments. Respondents were also asked to share how important each area of the calendar is to them.

MAINTAIN/CHANGE

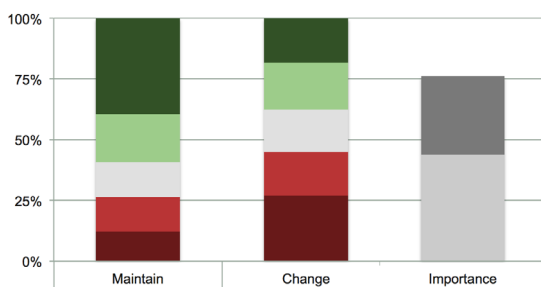
LEGEND



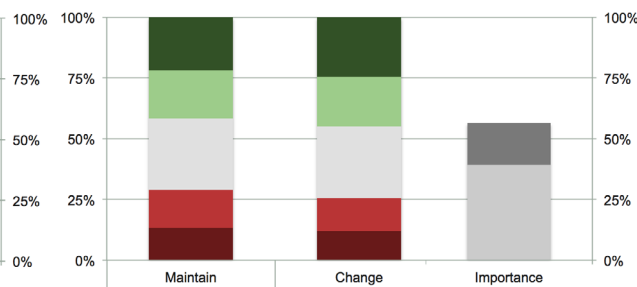
IMPORTANCE LEGEND



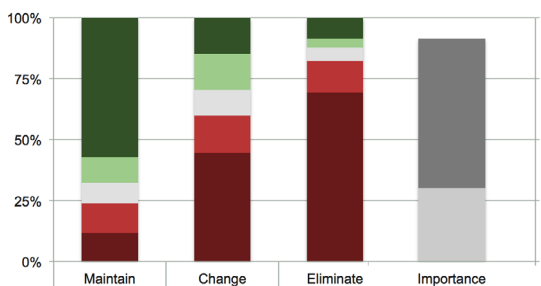
Start of School
(59% support to maintain - high importance)



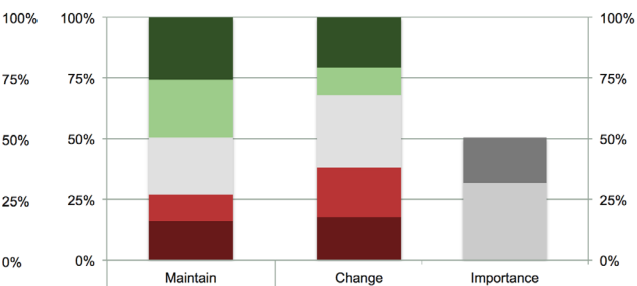
Professional Development
(no consensus - moderate importance)



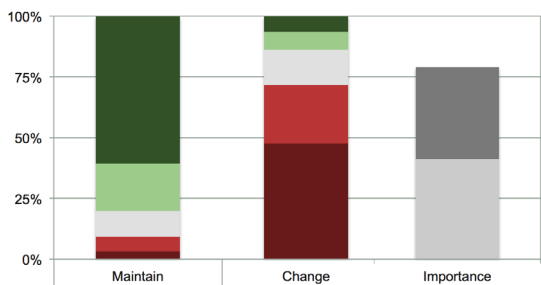
Fall Break
(72% support to maintain - very high importance)



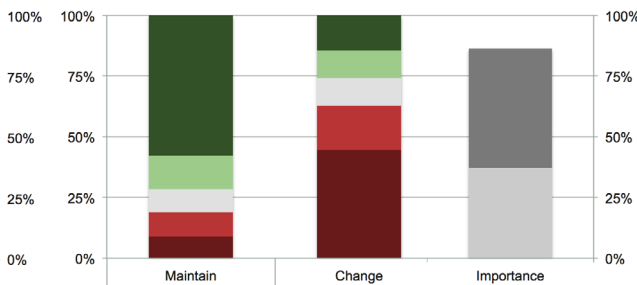
Veterans Day
(50% support to maintain - moderate importance)



Thanksgiving Break
(80% support to maintain - high importance)



Spring Break
(72% support to maintain - very high importance)



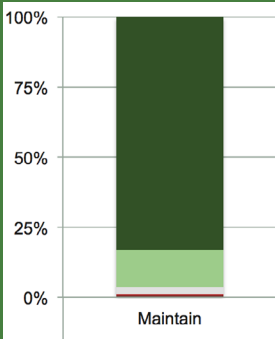
Representative Comments For Survey Questions

- DISTRICT 49 SHOULD MAINTAIN A START DATE WITHIN TWO DAYS OF AUG. 1.** I really value the early start... with the 2 weeks in Oct and Winter Break and Spring Break.
- DISTRICT 49 SHOULD CHANGE THE START DATE TO ONE WEEK LATER, WITHIN TWO DAYS OF AUG. 7.** Find any solution to starting August 1st. Lose 2 weeks from the two breaks etc. or go into June. August 1st is too soon to begin.
- DISTRICT 49 SHOULD MAINTAIN SCHOOL & ZONE AUTONOMY FOR PROFESSIONAL WORK (NO STUDENTS) DAYS.** I have no issues calendar wise. I like it how it is. I prefer to keep it this way.
- DISTRICT 49 SHOULD CHANGE ITS CALENDAR TO UNIFY PROFESSIONAL WORK DAYS.** Have all of the calendars match to include grade school, middle school and high school for those parents who have children in more than one school
- DISTRICT 49 SHOULD MAINTAIN A TWO-WEEK FALL BREAK IN THE MIDDLE OF OCTOBER.** Please honor the tradition of our school district for many years by keeping our two week fall and spring breaks. It is something special to our district which not only keeps teachers here but also attracts them. If we lose this, we may lose many great teachers who can get paid more in other districts- especially with teacher shortages coming our way. As a parent it is also important to have this time with my daughter thank you.
- DISTRICT 49 SHOULD CHANGE THE CALENDAR, REDUCING FALL BREAK TO ONE WEEK.** For families with both parents working full time, we can easily make plans for summer break but the two week breaks in between becomes increasingly difficult to schedule. Teenage crime also seems to go up with too much time off during these breaks.
- DISTRICT 49 SHOULD ELIMINATE FALL BREAK.** Just to reiterate: Eliminate Fall Break.
- DISTRICT 49 SHOULD MAINTAIN A CALENDAR WHERE STUDENTS ATTEND SCHOOL ON VETERANS DAY.** Veterans day is a wash for me, because I would love the day off for us to spend as a family as my husband is in the military, but I love the programs put on by the schools too.
- DISTRICT 49 SHOULD CHANGE THE CALENDAR TO CLOSE SCHOOL ON VETERANS DAY.** Please do not change our calendar except for closing our school for Veteran's Day out of respect for our wonderful heroes in our community.
- DISTRICT 49 SHOULD MAINTAIN A FULL-WEEK THANKSGIVING BREAK FOR TEACHERS AND STUDENTS.** Many people travel for Thanksgiving and the week long break allows them to get a good visit with family.
- DISTRICT 49 SHOULD CHANGE THE CALENDAR, HOLDING SCHOOL ON MON. & TUE. OF THANKSGIVING WEEK.** If there is a full week or two off in October, there is no need for a full week off in November for Thanksgiving. It puts it having 3 months in a row having vacations, that's too much. Its hard for kids to maintain their routines because of that.
- DISTRICT 49 SHOULD MAINTAIN A TWO-WEEK SPRING BREAK FROM LATE MARCH TO EARLY APRIL.** The calendar, as it now stands, is one of the single biggest reasons we chose to send our children to school in District 49. Other district calendars did not have the benefits that 49 has. We especially like the shorter summer break and the extra other breaks throughout the school year. Especially the 2-week Oct break that allows for vacations during cheaper off-season times without taking our children out of school.
- DISTRICT 49 SHOULD CHANGE THE CALENDAR & REDUCE SPRING BREAK TO ONE WEEK IN LATE MARCH.** I think two week fall and spring breaks are too long. I'd prefer to have one week during those times and allow children to start school later.

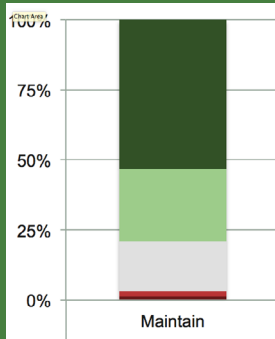
CHRISTMAS / GRADUATION

Of the eight calendar options, Christmas Break and the End of Year/Graduation were items with high initial consensus. There was no pre-survey support for shortening Christmas break or extending the school year past Memorial Day, so those two options were presented for confirmation or comment in the survey.

CHRISTMAS BREAK



GRADUATION & END OF SCHOOL YEAR





BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Year/School Calendar/Instruction Time
Designation	IC/ICA
Office/Custodian	Education/Executive Director of Learning Services and CEO

Prior to the end of the school year, preferably by the February regular meeting, the Board of Education shall adopt a calendar for the following school year. The calendar shall specify the days during which district schools shall be in session, the days on which the district will close in observation of federal holidays, and the dates of major breaks.

The calendar shall provide for sufficient days to meet the contact hours required by Colorado statute, including a reasonable buffer to account for weather or other emergency delays or closures. The calendar and bell schedules shall calculate student contact time based on the Board's definition of "actively engaged in the educational process." The calendar shall include a sufficient number of days to allow the Chief Education Officer and Zone Leaders flexibility in supporting the district's strategic priorities, including how best to address the needs of all students to enable them to meet or exceed state and District content standards.

Based on the expressed preferences of our parents, staff, and other community stakeholders, the calendar shall conform as nearly as possible to the following parameters:

- The first day of school for students shall be in early August, but not before August 1.
- The calendar shall include a two-week fall break commencing on the second Monday in October.
- The calendar shall include a scheduled school day on Veterans Day. District 49 does not cancel school on Veterans Day—instead, our schools observe and recognize the sacrifices and contributions of our veterans through programs and focus lessons at school.
- The calendar shall include a full week break for students and teachers during Thanksgiving week.
- The calendar shall include a Christmas break of at least two full weeks.
- The calendar shall include a two-week spring break, typically falling the last full week of March and the remainder extending into April
- Graduations for our comprehensive high schools shall be scheduled on the Saturday before Memorial Day.
- The school year shall end before Memorial Day.
- When possible, professional development days shall be scheduled before Monday holidays to create a four-day break for students and families.
- The calendar shall include professional development as full-day sessions—avoiding the practice of half-day or early release schedules.
- The calendar shall maintain a nominal teacher contract of 182 days, with appropriate and necessary adjustments to work calendars for Educational Support Personnel and other staff.

- Portions adopted: April 21, 1977, and November 3, 1977
- Revised to conform with practice: date of manual adoption
- Revised: August 4, 1994
- Revised September 2, 1999

District 49, El Paso County, Colorado

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- Revised: December 12, 2002 (emergency)
- Revised: January 9, 2003
- Revised: August 14, 2003 (emergency)
- Revised: September 4, 2003
- Revised: February 11, 2010
- Revised: September 8, 2011
- Revised: February 11, 2016

LEGAL REFS:

- C.R.S. 22-1-112 (*School year national holidays*)
- C.R.S. 22-32-109 (1)(n) (*Board of education – specific powers and duties – safe schools*)
- C.R.S. 22-33-102 (1) (*definitions*)
- C.R.S. 22-33-104 (1) (*Compulsory school attendance*)
- C.R.S. 22-44-115.5 (*Fiscal emergency – effect on budget*)

CROSS REFS:

- EBCE, School Closings and Cancellations

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BOARD-APPROVED POLICY OF DISTRICT 49

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Designation	IC/ICA
Office/Custodian	Education/Executive Director of Learning Services and CEO

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 - The calendar shall include a Christmas break of at least two full weeks.
 - The calendar shall include a two-week spring break, typically beginning the second or third Monday in March—preferably coordinated with colleges and other local districts
 - Graduations for our comprehensive high schools shall be scheduled on the Saturday before Memorial Day.
 - The school year shall end before Memorial Day.
 - When possible, professional development days shall be scheduled before Monday holidays to create a four-day break for students and families.
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 - Revised to conform with practice: date of manual adoption
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CROSS REFS:

- EBCE, School Closings and Cancellations



BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Year/School Calendar/Instruction Time
Designation	IC/ICA-R
Office/Custodian	Education/Executive Director of Learning Services and CEO

The following criteria apply to the District 49 School Family Calendar and should be used when calculating instructional time:

The Board defines “actively engaged in the educational process” as time when students are working toward achieving educational objectives under the supervision of a licensed teacher, including:

- Classroom instruction time
- Individual student work time while at school, including study hall and library research
- School-related field trips
- Independent study insofar as such study is allowed under district policy
- Assemblies

Calculations for contact time may include passing periods between classes

Time calculated as “actively engaged in the educational process” shall not include:

- Lunch
- Time students spend before school waiting for classes to begin and time after the last class of the day, including waiting for the bus
- Teacher preparation time

Supervision by a licensed teacher shall not require that the teacher be in the student’s physical presence at all times but that the teacher is exercising direction and control over the nature of the student’s activities.

In developing the annual school family calendar, the Chief Education Officer and designees shall only reduce the required student contact hours for allowable activities including parent teacher conferences, teacher in-service efforts and emergency closings made for the health, safety or welfare of students.

All calendars shall include the dates for all professional development programs scheduled for the coming school year. The administration shall consider public input from parents and teachers prior to scheduling the dates for staff professional development programs.

If school is closed due to emergencies, so that student-teacher contact time is reduced below the minimum hours/minutes allowed by state law and provided for in the calendar, the Chief Officers shall adjust the calendar to make up for the lost hours/minutes. The Chief Officers shall carefully consider the academic effects as well as impacts on parents/guardians, students, and staff due to schedule changes. The Chief Officers shall consider financial and operational implications of any proposed adjustments to the calendar and shall select the least disruptive option that still preserves the most academic benefit.

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A copy of the calendar shall be available to all parents/guardians of students enrolled in district schools. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than thirty (30) days.

It is the expectation of the Board that the Chief Education Officer will annually develop a calendar for final adoption for the next school year as well as a second calendar for the following school year which the board may consider for preliminary approval to assist families and staff in planning vacations and other activities.

- Adopted: February 11, 2010
- Revised: February 11, 2016

LEGAL REFS:

- C.R.S. 22-1-112 (*School year national holidays*)
- C.R.S. 22-32-109 (1)(n) (*Board of education – specific powers and duties – safe schools*)
- C.R.S. 22-33-102 (1) (*definitions*)
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- C.R.S. 22-44-115.5 (*Fiscal emergency – effect on budget*)

CROSS REFS:

- EBCE, School Closings and Cancellations

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If a school day is lost due to an emergency. The Board of Education at the end of the semester shall ratify the administrative action in closing the school.

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BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Year/School Calendar/Instruction Time
Designation	IC/ICA-R
Office/Custodian	Education/Executive Director of Learning Services and CEO

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- Adopted: February 11, 2010
- Revised: February 11, 2016

LEGAL REFS:

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- C.R.S. 22-44-115.5 (*Fiscal emergency – effect on budget*)

CROSS REFS:

- EBCE, School Closings and Cancellations



BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

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

Vacations – Administrative Personnel

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

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

Vacations – Educational Support and Professional-Technical Personnel

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

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

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

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

Vacations – Administrative, Educational Support and Professional-Technical Personnel

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

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

Employees eligible for 15 vacation days will earn leave at the rate of 1.25 days per month

Employees eligible for 20 vacation days will earn leave at the rate of 1.67 days per month

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

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

Transfer Credit – Educational Support Personnel

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

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

~~The district grants to A~~all full-time (~~260-day~~260-day) personnel 15 paid holidays each year. Paid holidays shall include federal holidays and other days as recommended by the administration. The Board-approved calendar shall specify the paid holidays.~~shall be paid for eleven (11) Board-approved holidays and four (4) additional designated paid days (which include the day prior to Thanksgiving and three (3) additional days during the Christmas break period) as specified each year in the Board-approved District calendar.~~

- Adopted: November 13, 2014
- Revised: February 11, 2016

LEGAL REFS:

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



BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

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

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

Vacations – Educational Support and Professional-Technical Personnel

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

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

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

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

Vacations – Administrative, Educational Support and Professional-Technical Personnel

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

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

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

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

Transfer Credit – Educational Support Personnel

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

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

The district grants to all full-time (260-day) personnel 15 paid holidays each year. Paid holidays shall include federal holidays and other days as recommended by the administration. The Board-approved calendar shall specify the paid holidays.

- Adopted: November 13, 2014
- Revised: February 11, 2016

LEGAL REFS:

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

District 49 2016-17 School Family Calendar

2016 Fall Semester (82 Days)

	Su	M	Tu	W	Th	Fr	Sa	
						1	2	1/2 NY Day Observed 1/3 PD Day No
	3	4	5	6	7	8	9	7/4 Independence Day D49 Closed
July	10	11	12	13	14	15	16	1/16 MLK Day D49 Closed
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
	31	1	2	3	4	5	6	8/1 First Day of School See *Note for specifics
August	7	8	9	10	11	12	13	8/12 Elementary Assessment Day
	14	15	16	17	18	19	20	8/19 PD Day No Students
	21	22	23	24	25	26	27	
	28	29	30	31	1	2	3	9/2 PD Day No Students
September	4	5	6	7	8	9	10	9/5 Labor Day D49 Closed
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	3/20–3/31 Spring Break Schools Closed
	25	26	27	28	29	30	1	
	2	3	4	5	6	7	8	10/7 PT Conferences No Students
October	9	10	11	12	13	14	15	10/10–21 Fall Break Schools Closed
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	5/5 PD Day No Students
	30	31	1	2	3	4	5	5/12 Elementary Assessment Day
November	6	7	8	9	10	11	12	Veterans Day Schools in Session
	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	Thanksgiving Break 11/21–23 Schools 11/24–25 D49
	27	28	29	30	1	2	3	5/27 Graduation 5/29 Memorial Day D49 Closed
December	4	5	6	7	8	9	10	12/9 Elementary Assessment Day
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	12/19–30 Christmas Break Schools Closed
	25	26	27	28	29	30	31	12/23–30 D49 Closed

2017 Spring Semester (88 Days)

	Su	M	Tu	W	Th	Fr	Sa
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
January	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
February	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	1	2	3	4
March	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
April	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
May	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
June	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	

*First Day	On the first day, only Kindergarten, 6 th and 9 th grade students attend secondary schools. In our elementary schools, principals may schedule kindergarten orientation and assessments on the first day.
D49 Closed:	D49 is closed on federal holidays, and additional days as indicated to meet statute and policy.
Schools Closed:	Schools are closed for students, teachers, and building staff. District employees work when schools are closed.
Elem Assessment:	Elementary Work Days for PLC, READ, and Report prep precede major breaks on 10/6, 12/16, and 3/17.
PD Days:	Professional Development days include staff training to meet requirements or enhance professional performance.
PT Conferences:	Parent-Teacher conferences are scheduled each semester to facilitate collaboration and support student success.
Veterans Day:	District 49 does not cancel school on Veterans Day—instead, our schools observe and recognize the sacrifices and contributions of our veterans through programs and focus lessons at school.

District 49 2017-18 School Family Calendar

2017 Fall Semester (## Days)

	Su	M	Tu	W	Th	Fr	Sa	
							1	1/1 New Years Day 1/2 PD Day-No Students
	2	3	4	5	6	7	8	7/4 Independence Day D49 Closed
July	9	10	11	12	13	14	15	1/15 MLK Day D49 Closed
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30	31	1	2	3	4	5	8/1 First Day of School See *Note for specifics
August	6	7	8	9	10	11	12	8/11 Elementary Assessment Day
	13	14	15	16	17	18	19	2/16 PT Conferences No Students
	20	21	22	23	24	25	26	2/19 Presidents Day D49 Closed
	27	28	29	30	31	1	2	9/1 PD Day No Students
September	3	4	5	6	7	8	9	3/9 PD Day
	10	11	12	13	14	15	16	9/4 Labor Day D49 Closed
	17	18	19	20	21	22	23	3/19–3/30 Spring Break Schools Closed
	24	25	26	27	28	29	30	
	1	2	3	4	5	6	7	10/6 PT Conferences No Students
October	8	9	10	11	12	13	14	10/9–20 Fall Break Schools Closed
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	5/4 PD Day No Students
	29	30	31	1	2	3	4	5/11 Elementary Assessment Day
November	5	6	7	8	9	10	11	11/10 Vet. Day obs. Schools in Session
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	Thanksgiving Break 11/20–22 Schools 11/23–24 D49
	26	27	28	29	30	1	2	5/26 Graduation
December	3	4	5	6	7	8	9	5/28 Memorial Day D49 Closed
	10	11	12	13	14	15	16	12/8 Elementary Assessment Day
	17	18	19	20	21	22	23	12/18–29 Christmas Break Schools Closed
	24	25	26	27	28	29	30	12/22–29 D49 Closed

2018 Spring Semester (## Days)

	Su	M	Tu	W	Th	Fr	Sa
	31	1	2	3	4	5	6
January	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
February	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	1	2	3
March	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
April	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	1	2	3	4	5
May	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	1	2
June	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30

*First Day

On the first day, only Kindergarten, 6th and 9th grade students attend secondary schools.
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D49 is closed on federal holidays, and additional days as indicated to meet statute and policy.

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PT Conferences:

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Veterans Day:

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**Special Board of Education Meeting
Annual Planning Workshop
January 23, 2016**

7. Growth and Development of iConnect Zone (30 minutes)

Franko/Hilts

6.a iConnect Zone Reorganization Proposal

6.b PLC Campus

Reorganization Proposal



January 23, 2016

Overview

The iConnect Zone became an integral part of District 49 in 2010. At that time, a Zone Leader and Administrative Assistant took on the duties of meeting the compliance, oversight, and growth needs for a zone that encompassed 4 charter schools, Falcon Virtual Academy, and Patriot Learning Center. At its inception, the iConnect Zone served approximately 2500 students. Through 2016, the iConnect Zone has grown to serve over 7500 students in 9 different program areas, but the structure and administrative resource has remained essentially the same.

Reorganization Goals

1. **Grow programmatic opportunities for students**
2. **Align positions and people appropriately to support the growth and expanded programmatic and operational needs**
3. **Address budget needs to build sustainable levels of excellence**

Specifications

Programmatic Opportunity:

Three priorities are emerging within the iConnect Zone in support of the Big Rock “Portfolio of Schools”. The priorities which focus on growing programmatic opportunities for students include:

1. Optimize Patriot Learning Center
2. Launch Pikes Peak Early College, and
3. Enhance opportunities for approved and future charter applicants

The first priority focuses on delivering a new brand and model for education at the district’s Alternative Education Center - Patriot Learning Center. PLC Principal —Steve Oberg— has developed a strategic plan which consolidates the PLC program to focus on performance based learning, competency based outcomes, and affective skills development. This will be accomplished by identifying pathways in construction, culinary arts, and service; with the support of blended learning, student mentorship, and flexible scheduling. Changes include rebranding Patriot Learning Center to Patriot High School, while closing the Middle School, Night School, and GED programs. With a laser focus on meeting the specific needs of the at-risk student population who attend Patriot High School, the students, families, instructional staff, and administration will work together to ensure present and future success for all.

The second priority focuses on launching a new district school program called Pikes Peak Early College. A multi-district online application has been submitted to the Colorado Department of Education to meet the needs of students who are on a college pathway. PPEC will encompass many of the lessons learned from serving students in an online, virtual, and blended environment; as well as lessons learned through partnerships with local higher education institutions. Both D49 resident and nonresident students will benefit from the flexible option to gain college credit and degree without incurring tuition expense. Course work completed at PPEC will be delivered in a similar fashion to that at Springs Studio for Academic Excellence, while college course work will be completed primarily at Pikes Peak Community College.

The third priority to enhance opportunities for students in D49 focuses on enhancing the charter process. With two applications (one new school and one expansion) approved during the 2015-16 school year, the iConnect Zone continues to look for ways to improve charter authorizing practices, support charters operating and launching in the district, and meet compliance and accountability measures within our state. As the priorities of the district have changed to include the early literacy initiative, D49 Pathways, and concurrent enrollment; so too have the ways in which the iConnect Zone supports charter schools. While supporting from an appropriate distance, it has also become more essential to work closely with charter schools who work to meet the expectations of district initiatives.

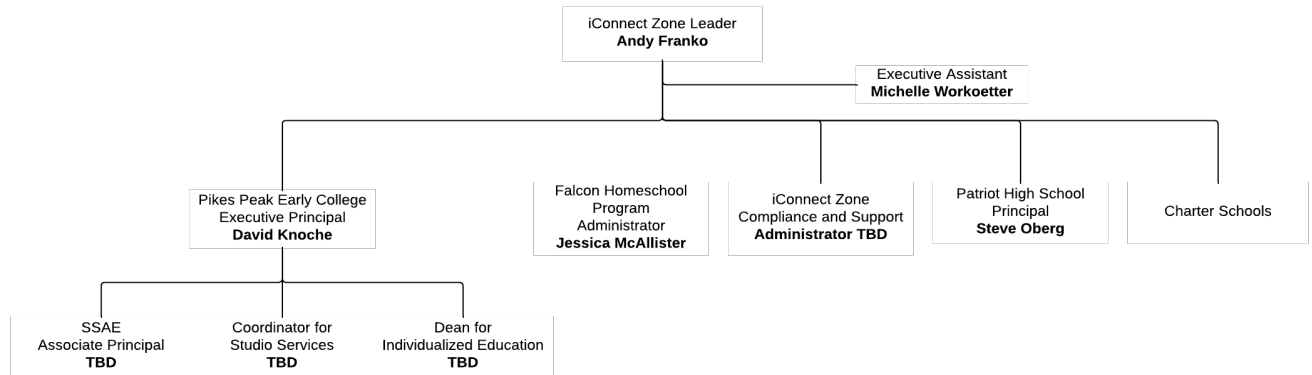
Aligning Positions and People

The iConnect Zone continues to operate with the same basic leadership structure it began with at its inception. To accomplish the current needs and future goals in the zone, we must enhance and optimize the organizational structure. The most notable changes include a shift from an iSolutions Manager to an Assistant Leader of the iConnect Zone, and the implementation of an Executive Principal for Pikes Peak Early College.

The Assistant Leader of the iConnect Zone will support the zone level needs of compliance and oversight. Additionally the Assistant Leader will support the Zone Leader and building administrators in meeting the school level needs in the areas of special education and district initiatives.

The Executive Principal of Pikes Peak Early College will serve as a building principal for PPEC, as well as serve the iConnect Zone and D49 in implementing a consistently excellent plan for blended and online learning. Because many of the instructional strategies within the zone and district involve a component of blended learning, the need for best practice oversight has increased. Additionally, the site-based oversight at an Early College requires intensified instructional, operations, business, and community leadership. Enabling the “principal” to work as an executive leader within this structure creates an additional avenue to success.

Proposed Reorganization Chart



Budget:

The 2015-16 iConnect Zone original budget projected a shortfall of nearly \$475,000. Because of rollover funds, an increase in SPED and program funding allocation, and an appropriation of DAGR funds; the zone will operate with a slight surplus. Unfortunately, this is not a realistic and sustainable budgeting model as it virtually guarantees a shortfall in coming years. Therefore, the budget and education offices have identified two strategies to increase funding to the zone; 1) leverage the changes to programming to increase enrollment, and 2) increase administrative fees received from charter schools.

Currently, the iConnect Zone has nearly 1000 enrolled students attending coordinated schools. With additional programs being offered, the zone projects to increase enrollment by 250 students over the next two years. Given the nature of the programmatic changes taking place, the increase in enrollment can occur with limited increase to staffing and overhead. In addition, reconfiguring and efficiently using space at the Falcon Legacy Campus will allow for growth in each of the iConnect Zone programs.

Colorado statute allows a Local Education Authority to charge an administrative fee of up to 5% of per pupil revenue to its authorized charter schools. In District 49, we have done a diligent job in keeping administrative fees low. This is evident in that the district charged the charter schools a total administrative fee of \$507,315 (less than 2%) for the 2014-15 school year, compared to the actual capacity limit (5%) of \$2,602,048.

As the district changes to meet current and future expectations, additional services are required. In an effort to maximize dollars to the classrooms at the local level, we propose a modest increase administrative fee from approximately 1.2% of PPR to 2.2% . This increase will raise the per pupil allocation at the charter school from approximately \$82 per student to \$133 per student to generate additional Zone revenue of approximately \$360,000. While this increase is significant to the charter schools, over \$1.75 million in uncollected administrative fees will continue to go back into the classrooms of the charter schools.

Milestones

1. Program Changes:

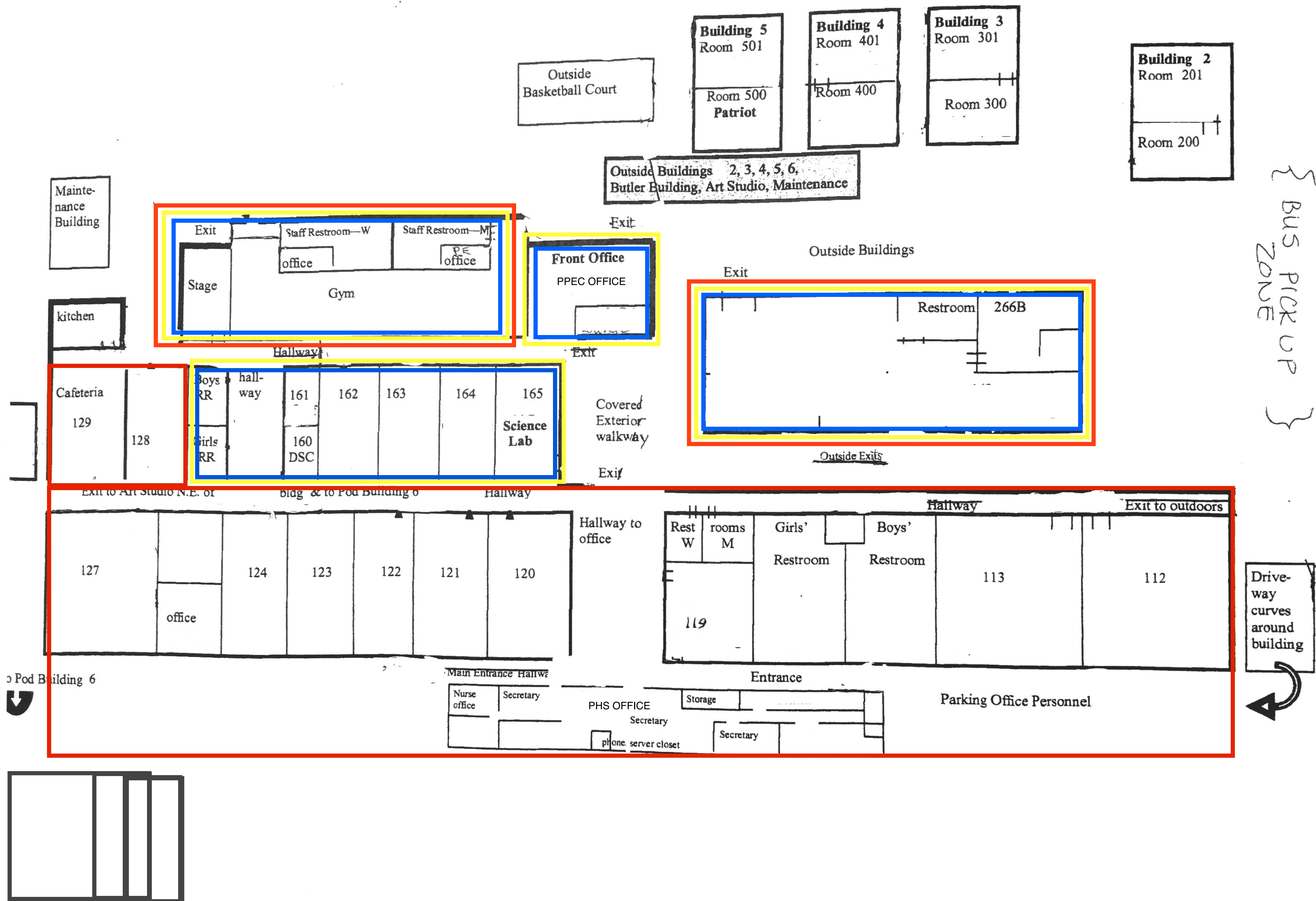
By fall of 2016 the iConnect Zone will implement full scale change at Patriot High School, launch Pikes Peak Early College, open Power Technical Early College, and continue to work through pre-opening conditions with Banning Lewis Preparatory Academy. In addition, the iConnect Zone will have received and reviewed all charter applications associated with the standard Spring review cycle.

2. People and Positions:

By fall of 2016 the iConnect Zone will realign people and positions to better meet the growing programmatic needs.

3. Budget:

By fall of 2016 the iConnect Zone will operate under a sustainable Zone budget which utilizes space and staff to best meet the needs of students and programs. The budget will include an increase in revenues drawn from administrative fees from charter schools.





**Special Board of Education Meeting
Annual Planning Workshop
January 23, 2016**

8. 2016 Election Planning (10 minutes) Ridgway

8.a November 2016 Mill Levy Override Proposal



Building Our Future Community

The Best Plan for Students, Staff, and Taxpayers

November 2016 Mill Levy Override Proposal

THE BEST PLAN FOR STUDENTS, STAFF & TAXPAYERS



- Great Things Are Happening...
 - Online/Blended Counselor of the Year
 - School Psychologist of the Year
 - Assistant Principal of the Year
 - Biology Teacher of the Year
 - Reading Educator of the Year

- Great Things Are Happening...

**GETTING
SMART** 

30 Districts
Worth Visiting 2015

Center for American Progress

Top Rating In Colorado
For Financial Productivity

EDUCATION WEEK

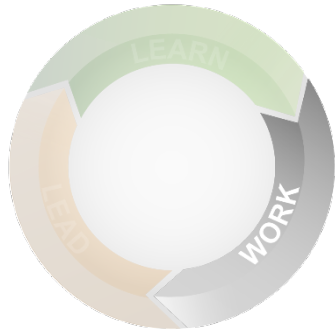
25 Districts
Worth Visiting

- Great Things Are Happening...



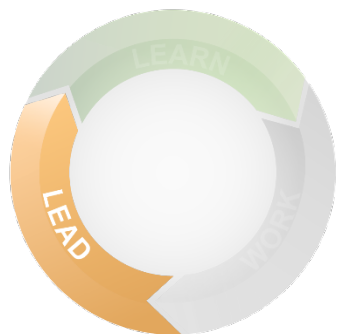


- Residents Support Higher Salaries For Teachers
- Residents Favor No Tax Increase
- Residents Support Charter School As Learning Option, Don't Support Paying for Charter School Construction

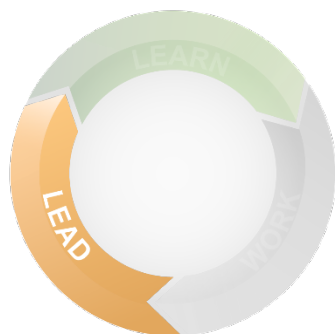


- Refinanced General Bond Debt in 2015
 - Fiscal - Savings of over \$1mm for taxpayers
 - Strategic - Shortened the term to maturity

- Refinanced CoP Instruments in 2015
 - Fiscal - Savings of over \$1.5mm for taxpayers
 - Strategic - Allows maximum impact from 2014 Mill Levy Override (3A)



- One of handful of districts in the state with no general obligation debt (as of late 2017)
- Strong financial stewardship = opportunity
 - For new investment in schools and teachers without raising taxes
 - Layer in as general obligation debt matures
 - Blend multiple instruments appropriately aligned to multiple needs



– As Bonds and related Bond Levy matures, shift the investment to new opportunities:

'Actionable' Mills *

<u>Assessment Date</u>	<u>Assessed Value **</u>	<u>2006 MLO 2014 defined</u>	<u>Bond Levy</u>	<u>Proposed 2016 MLO</u>	<u>Actionable Total change</u>
December 2014	689,724,560	9.800	11.212	0.000	21.012
December 2015	751,972,470	9.800	10.159	0.000	-1.053
December 2016	751,972,470	9.800	5.250	4.909	19.959
December 2017	751,972,470	9.800	0.000	10.159 ***	19.959

* 'Unactionable' mills are General Fund (24.459) and Abatement mill (0.217)

** actual assessed valuation is carried forward

*** 10.159 mills on \$751,972,470 AV = \$7.639mm in revenue



- Four Point Plan

1. Pursue Balanced Opportunities At Traditional High Schools
2. Refresh & Refurbish All Existing Facilities
3. Improve Teacher Compensation
4. Build Two New Elementary Schools

- **Balanced Opportunities at our Three Regular High Schools** (25 Year Instrument for ~ \$14mm of current investment, using \$1.0mm of revenue)



New Flexible Learning Space



Portion Remodeled for Flexible Learning Space to Support Schools & Pathways



New Auditorium, Auxiliary Gym

- Re-Invest In Current Facilities...

(10 Year Instrument for ~ \$20mm in current investment, using \$2.4mm revenue)

- Refresh / Refurbish

- Replace 10-15 Year Assets (chairs, desks, carpet, etc.)

- Modernize & Optimize

- LED Lighting, IT Infrastructure, etc.

- Physical Aesthetics, Functional Improvements

- Entries & Parking - Ingress & Egress, etc.,
'The look of the place'

• Re-Invest In Current Facilities...

(10 Year Instrument for ~ \$20mm in current investment, using \$2.4mm revenue)

Refurb/Refresh Allocations

Average Year Built = 2000

	<u>sq ft</u>	<u>year</u>	<u>allocation</u>
BLRA	57,000	2008	399,000
EIES	53,101	1988	1,230,500
FES	38,561	1983	1,039,500
FHS	176,352	2007	1,378,000
FMS	92,421	1984	2,441,000
SSAE	20,000	2012	75,500
HMS	66,380	1988	1,538,500
ICA	48,000	2010	258,500
MRES	55,731	2004	571,000
OES	44,505	2006	384,000
FLC	36,750	1952	990,000

	<u>sq ft</u>	<u>year</u>	<u>allocation</u>
PPSEL	29,872	2008	209,000
RES	49,784	1997	791,500
RVES	57,362	2002	680,500
RMCA	93,000	2015	125,500
SCHS	189,866	1999	2,711,500
SMS	122,317	2001	1,549,500
FHP	7,000	2001	88,500
SRES	56,914	2002	674,500
SES	50,223	1992	1,001,500
VRHS	166,617	2008	1,167,500
WHES	51,603	2000	695,000

* Square Footage Allocation increased/reduced 6% per year different from average year built

- **Additional Teacher Compensation**

(using \$1.0mm in revenue)

- 2014-3A Mill Levy Override question provided new funds for “attracting and retaining highly effective teachers...”
 - Plan to re-position lost compensation steps approved in 2015 – ‘retaining’
 - After re-position plan is complete, 2014-3A funds will shift to focus on ‘attracting’
 - 2016 plan suggests additional funds for same/similar purposes.

- New Elementary Schools Leveraged with Other Facilities

- Falcon Zone

- Near Falcon Middle School

- (25 Year Instrument for ~ \$24mm investment, using \$1.6mm of revenue)

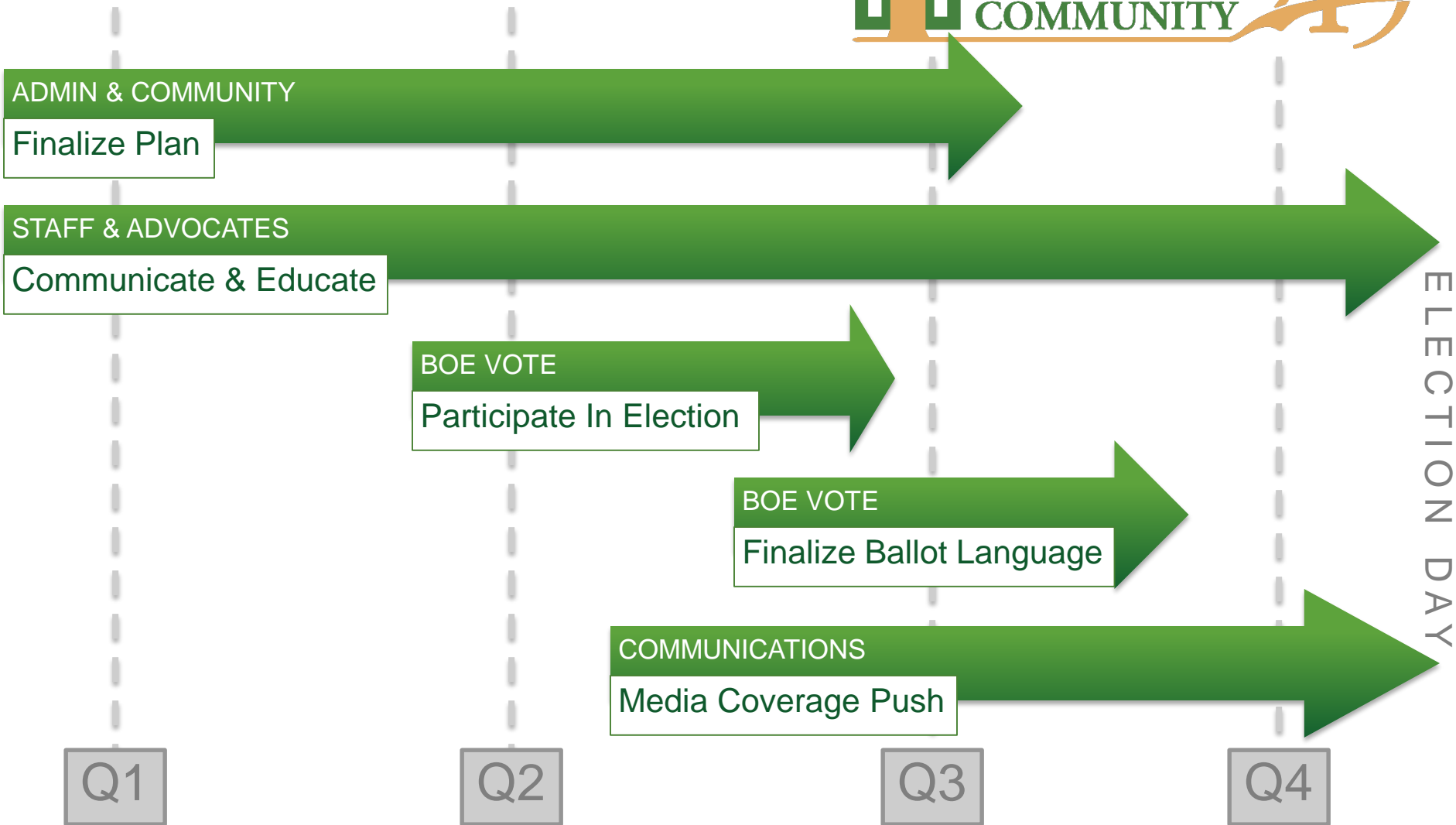
- POWER Zone

- In Banning Lewis Ranch

- (25 Year Instrument for ~ \$24mm investment, using \$1.6mm of revenue)

• Four Point Plan Financial Recap

	<u>Investment Opportunity</u>	<u>Revenue Used</u>
1. Pursue Balanced Opportunities at ‘Regular’ High Schools	\$14mm	\$1.0mm
2. Refresh & Refurbish All Existing Facilities	20mm	2.4mm
3. Improve Teacher Compensation		1.0mm
4. Build Two New Elementary Schools:		
	PZone 23mm	1.6mm
	Fzone <u>23mm</u>	<u>1.6mm</u>
	<u>80mm</u>	<u>7.6mm</u>





Help Us Educate Our Community

- Learn About & Share The Plan
- Information Available on D49.org
- Pamphlet Material Available (February)



Thank You!

Questions?



Nov. 8



NOV. 8

THE BEST PLAN FOR STUDENTS, STAFF & TAXPAYERS

**Special Board of Education Meeting
Annual Planning Workshop
January 23, 2016**

- 9. Review BOE Annual Action Calendar (5 minutes)**
Richer/BOE
 - a. Review item 9.a in packet.**
 - b. Recommend any revisions.**

Board of Education Annual Action Calendar

JULY - Regular Meeting		
Annual Contract Approvals for Maintenance and Supplies	COO	
Appointment of Designated Election Official	EA to BOE	election year
Approval of Board Appointments: a) CD BOCES and b) FCBC	BOE	
Approval of CEO Annual Evaluation Metrics	CEO	
Approval of Memorandum of Understanding with CD BOCES	CBO	
Approval of Resolution for Call for Nominations for Candidates	EA to BOE	election year
Approval of Resolution for Intent to Participate in Coordinated Election	EA to BOE	election year
BOE Resolutions for CASB	BOE CASB Representative	
Charter School Application-Public Hearing/Spring Cycle	iConnect ZL	
Review Policy BCA-E-1 & 2 Code of Ethics	BOE	
School Finance Campaign Ballot Language	Chiefs	election year
Student Handbook Review	Dir Culture	
JULY - Special Meeting (if necessary)		
Action on Charter School Applications/Spring Cycle	iConnect ZL	
AUGUST - Regular Meeting		
Appoint Board Representative to Attend CASB Delegate Assembly	BOE	
Approval of Intergovernmental Agreement for November Election	EA to BOE	election year
Approval of Nutrition Services Equipment Maintenance Contract	Purchasing Mgr/COO	
DAAC Annual Report	DAAC Representative	
District Resolutions for CASB	BOE CASB Rep	
Reauthorization of the Pikes Peak BOE of Cooperative Educational Services Contracts	EDIE	
School Finance Campaign Ballot Language	CBO	election year
AUGUST - Work Session		
CMAS Science and Social Studies Results	Coord CIA	
Cultural Compass Review	Chiefs	
Enrollment Update	CBO	
SEPTEMBER - Regular Meeting		
Approval of Resolution for Constitution Day	CEO	
COO Performance Review-Assessments/Reports	COO/BOE	
Enrollment Update	CBO	
iConnect Zone Performance Report	iConnect ZL	
Performance Excellence Self-Assessment	Chiefs/BOE	1-time add
Proposed CASB Resolutions and Direction to Board Delegate	BOE/EA to BOE	
SEPTEMBER - Work Session		
Accreditation of Schools and UIP Update	EDLS/CEO	
Charter School Annual Performance Report	iConnect ZL	
Charter School Application Presentation-Public Hearing/Fall Cycle	iConnect ZL	
Cultural Capacity and Department of Justice Update	Dir Culture	

Board of Education Annual Action Calendar

Educator Effectiveness Update	EDLS	
Falcon Zone Performance Report	Falcon ZL	
Operations Performance Report		
a. Information Technology	CCS President	add in 2016
b. Safety & Security	Dir Safety	keep for 2015 & 2016
c. Facilities	COO	add in 2016
Primary Literacy Performance Report	Coord of CIA	
Resolution in Support of Bond Measure	CEO	election year
OCTOBER - Regular Meeting		
Action on Resolution in Support of Bond Measure	CEO	election year
Approval of Accreditation of Schools	EDLS	
Approval of District Benefit Plan	Risk Benefit Mgr/CBO	
Approval of Official Survey Date for Impact Aid	CBO	
COO Final Evaluation	BOE	
Communications Department Performance Report	Dir Communications	
Energy Management Performance Report	COO	
Sand Creek Performance Report	Sand Creek ZL	
Update to Students Fees	CBO	
OCTOBER - Work Session		
CBO Performance Review-Assessments/Reports	CBO/BOE	
Individualized Education Performance Report	EDIE	
Operations Performance Reports		
a. Nutrition	Dir Nutrition	
b. Transportation	Dir Transportation	
Recommendation from Charter Application Review Team	iConnect ZL	
Review of Post-Election Scheduling	EA to BOE	election year
Unified Improvement Plan - Draft Review	EDLS	
NOVEMBER - Regular Meeting		
Action on Charter School Applications	iConnect ZL	
Amended Budget & Student Count Update	Accounting Group Mgr.	
Approval of American Education Week Resolution	CEO	
Approval of Graduation Dates and Times (current year)	CEO	
CBO Final Evaluation	BOE	
CEO Performance Review-Assessments/Reports	CEO/BOE	
Fantastic 49: Falcon Education Foundation Mini Grants Awarded	Dir Communications	
POWER Zone Performance Report	POWER ZL	
NOVEMBER - Work Session/Special Meeting		
Administrative Staffing Calibration Report	Dir HR	
BOE Meeting Dates	EA to BOE	biennial
Board Organizational Meeting	EA to BOE	Board election year
CEO Final Evaluation	BOE	Board election year
Course Proposals	Various	

Board of Education Annual Action Calendar

DAAC Annual Report	DAAC Chairperson	
District Calendars	EDLS/CEO	biennial
Innovation Plan Review - Meridian Ranch ES	Principal	1-time add
Innovation Plan Review - Falcon ES	Principal	1-time add
Job Descriptions	Various	
Student Count Update/Amended Budget	CBO	
DECEMBER - Regular Meeting		
Amended Budget	CBO	
Approval of BOE Meeting Dates	EA to BOE	biennial
Approval of District Calendars	EDLS/CEO	biennial
Approval of Course Proposals	Various	
Approval of Job Descriptions	Various	
Approval of Mill Levy Rate	CBO	
Board Annual Planning Workshop Agenda	BOE/Chiefs	
CEO Final Evaluation	BOE	non-election year
Election Planning	Chiefs	
Financial Audit	CBO	
Innovation Plan Review - Springs Ranch ES	Principal	1-time add
DECEMBER - No work session		
JANUARY - Regular Meeting		
Amended Budget	CBO	
Approval of Charter Contracts Fall Cycle	iConnect ZL	
Charter School Amended Budgets	CBO	
School Health Improvement Plan Update	Coord Health	
Unified Improvement Plans Update	EDLS	
JANUARY - Work Session/Special Meeting		
Approval of Amended Budget	CBO	
Approval of Charter School Amended Budgets	CBO	
Audit Results	CBO	
Charter School Contract Renewals	iConnect ZL	
Election Planning	Chiefs	election year
English Language Performance Report	EDIE	
Human Resources Performance Report	Dir HR	
Information Technology Performance Report		
Innovation Plan Review - RES & SRES	Principals/ZLs	1 time add
PARCC Results	Coord CIA	
Strategic Plan Review	Chiefs	
JANUARY Annual Planning Workshop		
Performance Excellence Update/Review & Direction	Board/Chiefs	
Review and Direction on District Mission, Vision & Values	Board/Chiefs	
Strategic Plan Review and Direction	Chief Officers	

Board of Education Annual Action Calendar

Cultural Compass Review and Direction	Chief Officers	
Board Committees, Liaisons and SBOR	EA to BOE/Board	
Election Planning	CBO	
Review BOE Annual Action Calendar	Chiefs/EA to BOE	
FEBRUARY - Regular Meeting		
Action on Innovation Plans - RES & SRES	Principals/ZLs	1 time add
Administration Contract Renewals	Dir HR	
Approval of Matters Relating to Building Administrative Personnel	Dir HR	
Approval of Matters Relating to Central Office Personnel	Dir HR	
Approval of Matters Relating to Chiefs	Dir HR	
Approval of Matters Relating to Zone Leaders	Dir HR	
Approval of Resolution for Capital Planning Campaign	CEO/CBO	election year
Capital Campaign Events & Strategies	COO/CEO/CBO	election year
Energy Management Performance Report	COO	
Falcon Zone Performance Report	Falcon ZL	
Election Planning	Chiefs	election year
FEBRUARY - Work Session		
Budget and Legislative Update-Next Fiscal Year	CBO	
Capital Campaign Events & Strategies	COO/CEO/CBO	election year
DAAC By Law Revisions	Dir Culture	biennial
Individualized Education Performance Report	EDIE	
Information Technology Contract Recommendation	CBO	
Innovation Plan Review - WHES	Principal WHES	1 time add
New Courses	Principals/Zone Leaders	
Primary Literacy Performance Report	Coord CIA	
MARCH - Regular Meeting		
Action on Innovation Plan - WHES	Principal/WHES	1 time add
Approval of DAAC By Law Revisions	CEO	biennial
Approval of Matters Relating to Specialized Services Professionals	Dir HR	
Budget Focus-Next Fiscal Year	CBO	
COO Site Visits Operational Capital Needs Update	COO	
Department of Justice Update	Dir Culture	
iConnect Zone Performance Report	iConnect ZL	
MARCH - Work Session		
Charter School Application Presentation	iConnect ZL	
Chief Officer Evaluation Review	BOE Liaisons to Chiefs	
Cultural Compass Review	Chiefs	
District Budget and Legislative Update	CBO	
Gifted Program Performance Report	Coord CIA	
Health and Wellness Plans Update	Coord Heath	
Innovation Plan Review - SCHS & FHS	Principals/ZLs	1 time add
REMINDER - Complete Review for Executive Assistant	BOE and Chiefs	

Board of Education Annual Action Calendar

Unified Improvement Plan Update	EDLS	
APRIL - Regular Meeting		
Action on Innovation Plans - SCHS & FHS	Principals/ZLs	1 time add
Approval of Food Service for BLRA, IIR, PPSEL	Dir Nutrition	
Approval of Teacher Appreciation Week Resolution	BOE	
Approval of Unified Improvement Plans	EDLS	
Budget Focus - next fiscal year	CBO	
Career and Technology Education Performance Report	CTE Director	
Communications Department Performance Report	Dir Communications	
Sand Creek Performance Report	Sand Creek ZL	
Summer School Performance Report	iConnect Mgr	
APRIL - Work Session		
Chief Officer Performance Review-proposed set of performance domains, targets, standards and evidence	Chiefs	
Compensation Schedule Review	CBO	
District Budget and Legislative Update-Next Fiscal Year	CBO	
Job Descriptions	Chiefs/ZL's	
Operations Performance Review		
a. Information Technology	CCS President	
b. Safety & Security	Dir Safety	
c. Facilities	COO	
May - Regular Meeting		
Affirmation of Chief Officer Performance Domains, Targets, Standards and Evidence	COO/CEO/CBO/BOE	
Approval of Changes to Compensation Schedules:	CBO	
a. Licensed	CBO	
b. Educational Support Personnel	CBO	
c. Professional/Technical	CBO	
d. Administrative	CBO	
Approval of Fees:		
a. Nutrition	Dir Nutrition	
b. Transportation Fee for Services	Dir Transportation	
c. School Fees	CBO	
Approval of Funding for Area Vocational Program provided by Pikes Peak Community College	CTE Director	
Approval of Funding for Area Vocational Program - Cosmetology provided by International Salon and Spa Academy	CTE Director	
Approval of Information Technology Contract	CBO	
Approval of Job Descriptions	Chiefs/ZL's	
Approval of Matters Relating to Non-Renewal of Probationary Teachers	Dir HR	
Approval of Supplemental Budget for Fund 22 and 26	CBO	
Budget Discussion and Legislative Update-Next Fiscal Year	CBO	
DAAC Review of District Budget	DAAC	

Board of Education Annual Action Calendar

Operations Performance Review:		
a. Nutrition	Dir Nutrition	
b. Transportation	Dir Transportation	
POWER Zone Performance Report	POWER ZL	
Property and Casualty Insurance	Risk Benefit Mgr/CBO	
May - No work session		
JUNE - Regular Meeting		
Approval of Charter School Budgets	CBO	
Approval of District Budget	CBO	
Energy Management Report	COO	
Legislative Update	Amy Atwood	
Professional Development Performance Review	EDLS	
Reauthorization of CPCD/Head Start Contract	EDIE	
JUNE - Special Meeting/Work Session		
Administrative Staffing Calibration Report	Dir HR	
Alternative Education Campus Measurement	iConnect ZL/EDLS	
Charter School Application-Public Hearing/Spring Cycle	iConnect ZL	
Primary Literacy Performance Review	Coord of CIA	
Renewal of Champions Contract	Zone Leader	2016?
Review of Student Handbooks	Dir Culture	
Strategic Plan Review	Chiefs	
Monthly Consent Items		
Approval of Matters Relating to Administrative and Professional/Technical Personnel	Dir HR	
Approval of Matters Relating to Licensed Personnel	Dir HR	
Approval of Matters Relating to Educational Support Personnel	Dir HR	
Approval of Matters Relating to Schedule B Personnel	Dir HR	
Approval of DAAC Membership	EA to CEO	
Approval of Minutes from Previous BOE Meetings	EA to BOE	
Monthly Information Items		
Process Improvement Update	EA to BOE	
Student Study Trips	EA to CEO	
Suspensions and Expulsions	Dir Culture	
Work Session Items		
49 Pathways Update	Chiefs	
Performance Excellence Update	Chiefs	
Policy and Procedure Review	Chiefs/EA to BOE	
Monthly Financial Report	Finance Group Manager	
Monthly Chief Reports	COO/CEO/CBO	
Oversight Committee Report	COO	

Board of Education Annual Action Calendar

Strategic Plan - revised every 3-5 years (approved 3-14-13)	Chiefs	
Innovation Plans - Review every 3 years	Principals/ZL's	



**Special Board of Education Meeting
Annual Planning Workshop
January 23, 2016**

10. Policy Process (10 minutes) Richer/BOE

Attachments:

10.a Policy Process Presentation

10.b Policy BG

10.c Master Policy List



Policy Process

Donna Richer

Executive Assistant to the BOE



It is the intent of the Board of Education to develop policies and put them in writing so that they may serve as guidelines for its own operations and for the successful and efficient functioning of the public schools.

Policy BG

– Policy Revision and Review



In an effort to keep its written policies up-to-date, the Board shall review its policies on a continuing basis.

The Chief Officers and the Executive Assistant to the Board are given the continuing commission of calling to the Board's attention all policies that have not been reviewed or revised within the past three years or for other reasons appear to need revision.

CASB Policy Recommendations

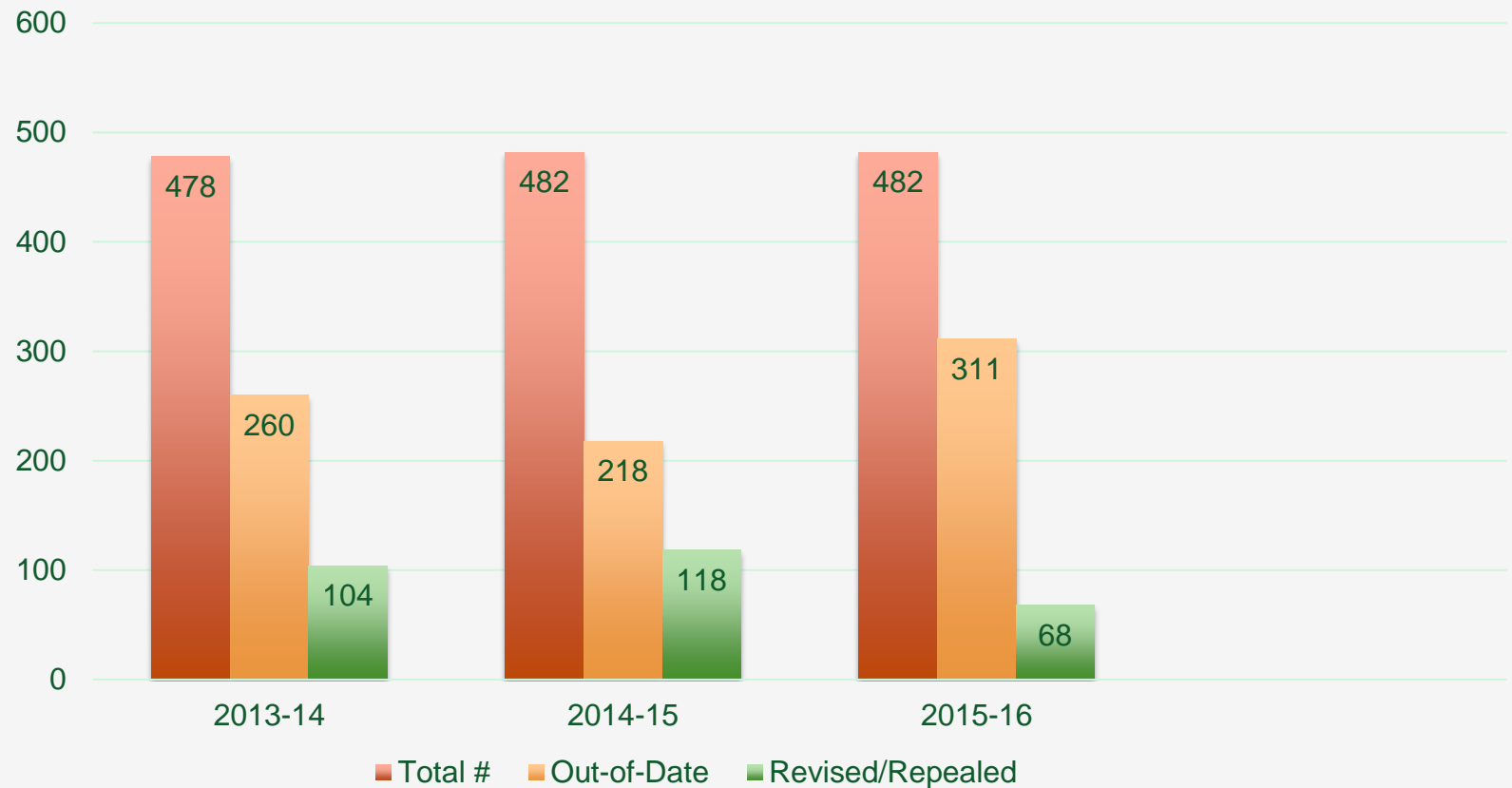


- CASB's Policy Parameters and Special Policy Updates are reviewed by board's assistant.
- Custodian of the policy is asked to review recommended revisions.
- Upon receiving custodian's recommendation, add to a future BOE work session agenda.

Policy Manual



By the Numbers



Policy Details



- Policy work is not a high priority for everyone in the district.
- 45% of policies, regulations and exhibits are currently out-of-date.
- Average turn-around time for policy review is 6-9 months after multiple requests.

Policy Committee



- Form a Policy Committee that meets monthly.
- Chief Officers appoint a committee member or two from their team.
- Committee is chaired by board assistant.
- Greater accountability and more efficient use of time.

Title	School Board Policy Process
Designation	BG
Office/Custodian	Board of Education/Executive Assistant to BOE

It is the intent of the Board of Education to develop policies and put them in writing so that they may serve as guidelines for its own operations and for the successful and efficient functioning of the public schools.

The Board endorses for use in this district the policy development and codification system of the National Education Policy Network/National School Boards Association (NEPN/NSBA), as recommended by the Colorado Association of School Boards.

This system, while it may be modified to meet needs, is to serve as a general guideline for such tasks as policy research, drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation and the continuous maintenance of the Board policy manual.

The Board considers policy development one of its chief responsibilities. Proposals regarding policies may originate with a member of the Board, any Chief Officer, the Executive Assistant to the Board, staff members, parents, students, consultants, civic groups or other resident of the district. A careful and orderly process shall be used in examining such proposals prior to action upon them by the Board. The Board shall take action after hearing the recommendations of the Chief Officers, the custodian of the policy and the viewpoints of persons and groups affected by the policy.

The policies of the Board are framed and meant to be interpreted in terms of state laws and regulations and other regulatory agencies within state and federal levels of government.

Policy adoption

Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board of Education.

The Board shall adhere to the following procedure in considering and adopting policy proposals to ensure that they are well examined before final adoption.

1. The proposal shall be presented for the first reading as a discussion item.
2. The proposal shall be presented for a second reading, discussion and vote.

During discussion of a policy proposal, the views of the public and staff shall be considered. Amendments may be proposed by Board members. An amendment shall not require that the policy go through an additional reading except as the Board determines that the amendment needs further study and that an additional reading would be desirable.

Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions. However, the above procedure is required before the policy shall be considered permanent. In addition, the Board shall establish procedures to waive policies to facilitate attainment of school-level goals.

Policy revision and review

In an effort to keep its written policies up-to-date, the Board shall review its policies on a continuing basis.

The Chief Officers and the Executive Assistant to the Board are given the continuing commission of calling to the Board's attention all policies that have not been reviewed or revised within the past three years or for other reasons appear to need revision. Policy revision shall be accomplished in the same manner as policy adoption.

Board review of regulations

The Board reserves the right to review regulations issued by the administration at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies and regulations adopted by the Board. The Board shall be provided with copies of all district wide regulations issued by the administration.

Regulations shall be officially approved by the Board when this is required by state or federal law or when strong community, staff or student attitudes make it advisable for the regulations to have Board approval.

Before issuance, regulations shall be properly titled and coded as appropriate to the policy codification system selected by the Board.

Policy communication/feedback

The Chief Officers and the Executive Assistant to the Board are directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the regulations needed to put them into effect. Staff will be informed of policy changes on a regular basis.

Accessibility is to extend to at least all employees of the school system, to members of the Board and, insofar as conveniently possible, to all persons in the District.

The Board shall evaluate how the policies have been executed by staff and shall weigh the results. It shall rely on the staff, students, and community for providing evidence of the effect of the policies which it has adopted.

The Board's policy manual is a public record and shall be open for inspection on line at www.d49.org under Board of Education Board Policies.

Suspension/repeal of policy

In the event of special circumstances, the operation of any section or sections of Board policies, including those governing its own operating procedures, may be temporarily suspended by a majority vote of Board members present at any regular or special meeting. This, however, does not apply to any section of Board policies that may be established by law or by contract.

Policy repeal shall be accomplished in the same manner as policy adoption.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: September 3, 1998
- Revised: August 10, 2000
- Revised: September 10, 2009
- Revised: May 12, 2011
- Revised: April 10, 2014

- Revised: September 10, 2015

LEGAL REFS:

- C.R.S. 22-32-109 (1)(a-c),,(y)(I) (*specific duties of board*)

Title	Designation	Adopted	Revised	Office	Custodian	Co-Custodian	Co-Custodian
Preamble to Policies			4/10/2014	BOE	EA to BOE		
Nondiscrimination/Equal Opportunity	AC	1980	9/10/2015	Education	Dir Culture		
Nondiscrimination/Equal Opportunity	AC -E-1	5/9/2014	8/13/2015	Education	Dir Culture		
Report of Discrimination or Harassment	AC -E-2	5/9/2014	5/9/2014	Education	Dir Culture		
Nondiscrimination/Equal Opportunities (Complaint Form)	AC -E-3	5/9/2014	5/9/2014	Education	Dir Culture		
Nondiscrimination/Equal Opportunity	AC -R	8/12/2010	8/13/2015	Education	Dir Culture		
Commitment to Religious Accommodation and Neutrality	ACD	7/10/2003	10/13/2008	Education	Dir Culture		
Commitment to Religious Accommodation and Neutrality	ACD -R	7/10/2003	5/12/2011	Education	Dir Culture		
Falcon School District #49 Mission Statement & Educational Philosophy Statement	AD	10/15/1992	11/11/2010	Education	CEO		
Tobacco-Free Schools	ADC	3/20/1986	12/10/2015	Operations	Dir Safety		
Safe Schools	ADD	8/10/2000	4/10/2014	Operations	Dir Safety		
Safe Schools	ADD -E	8/10/2000	7/27/2012	Operations	Dir Safety		
Safe Schools	ADD -R	8/10/2000	4/28/2010	Operations	Dir Safety		
Falcon School District 49 Wellness Policy	ADF	5/17/2006	9/11/2014	Education	Coord Health		
Wellness Policy Guidelines	ADF-R	12/11/2014	12/9/2015	Education	Coord Health		
Accountability/Commitment to Accomplishment	AE	8/4/1994	11/13/2014	Education	EDLS		
Accountability/Commitment to Accomplishment	AE -R	8/13/1998	11/13/2014	Education	EDLS		
Standards Based Education	AEA	8/13/1998	5/5/2011	Education	EDLS		
Accreditation	AED	7/8/2010	7/10/2014	Education	EDLS		
Accreditation	AED -R	7/8/2010	1/10/2013	Education	EDLS		
Board Powers and Responsibilities	BBA	4/21/1977	4/10/2014	BOE	EA to BOE		
Board Member Qualifications	BBBA	10/8/2009	12/11/2014	BOE	EA to BOE		
School Board Member Conduct	BC	9/3/1998	11/13/2014	BOE	EA to BOE	Legal Counsel	
School Board Member Financial Disclosure	BC -R	9/3/1998	12/11/2014	BOE	EA to BOE	Legal Counsel	
Board Member Code of Ethics	BCA -E-1	9/3/1998	11/13/2014	BOE	EA to BOE	Legal Counsel	
Code of Ethics for School Board Members	BCA -E-2	5/9/2014	7/9/2015	BOE	EA to BOE	Legal Counsel	
Board Member Conflict of Interest	BCB	8/21/1977	11/13/2014	BOE	EA to BOE	Legal Counsel	
Board Organizational Meeting	BDA	4/21/1977	12/11/2014	BOE	EA to BOE		

Title	Designation	Adopted	Revised	Office	Custodian	Co-Custodian	Co-Custodian
Board Officers	BDB	4/21/1977	12/10/2015	BOE	EA to BOE		
Advisory Committees	BDF	1992	5/12/2011	Education	EDLS		
District Personnel Performance Evaluation Council	BDFA	2/27/1986	3/13/2014	Education	EDLS	Dir HR	
Vocational Advisory Council (and Vocational Program Advisory Committees)	BDFB	9/3/1998	2/11/2010	Education	CTE Director		
Preschool Council	BDFC	9/3/1998	7/9/2015	Education	EDIE		
District Safe and Drug-Free Schools Advisory Council	BDFD	9/3/1998	12/10/2015	Operations	Dir Safety		
School Board Meeting	BE	4/21/1977	11/13/2014	BOE	EA to BOE		
Electronic Participation in School Board Meetings	BEAA	2/13/2014	3/12/2015	BOE	EA to BOE		
Executive Sessions	BEC	9/19/1996	9/11/2014	BOE	EA to BOE		
Notification of Board Meetings	BEDA	9/3/1998	7/9/2015	BOE	EA to BOE		
Agenda	BEDB	4/21/1977	12/10/2015	BOE	EA to BOE		
Rules of Order	BEDD	4/21/1977	12/11/2014	BOE	EA to BOE		
Voting Method	BEDF	4/21/1977	11/13/2014	BOE	EA to BOE		
Minutes	BEDG	9/3/1998	9/11/2014	BOE	EA to BOE		
Public Participation at Board Meetings	BEDH	9/3/1998	4/9/2015	BOE	EA to BOE		
School Board Policy Process	BG	9/3/1998	9/10/2015	BOE	EA to BOE		
Policy Adoption (Waiver Requests)	BG -R	9/3/1998	12/11/2014	BOE	EA to BOE		
Board Communications with Staff	BHC	4/21/1977	4/10/2014	BOE	EA to BOE		
Board Member Compensation and Expenses/Insurance/Liability	BID/BIE	4/21/1977	12/11/2014	BOE	EA to BOE		
Qualifications/Powers and Responsibilities of Chief Officers	CBA/CBC	7/10/2014	7/10/2014	BOE	EA to BOE	Chiefs	
Recruitment of Chief Officers	CBB	9/19/1996	4/10/2014	BOE	EA to BOE	Legal Counsel	
Chief Officers' Contracts	CBD	5/5/1977	7/10/2014	BOE	EA to BOE	Legal Counsel	
Chief Officer's Conduct	CBF	9/3/1998	4/10/2014	BOE	EA to BOE	Legal Counsel	
Evaluation of Chief Officers	CBI	9/11/2014	9/11/2014	BOE	EA to BOE	Chiefs	
Evaluation of Chief Officers	CBI -R	9/11/2014	9/11/2014	BOE	EA to BOE	Chiefs	
Administrative Organization	CC	1992	1/10/2013	BOE	EA to BOE		
School Building Administration	CF	5/5/1977	5/12/2011	Education	CEO		
Policy Implementation	CH	9/3/1998	1/10/2013	BOE	EA to BOE		

Title	Designation	Adopted	Revised	Office	Custodian	Co-Custodian	Co-Custodian
Handbooks and Directives	CHCA	1980	6/11/2015	BOE	EA to BOE		
Administration in the Absence of Policy	CHD	1980	1/10/2013	BOE	EA to BOE		
Fiscal Management Goals/Priority Objectives	DA	9/1/1977	1/14/2010	Business	Finance		
Financial Administration	DAB	9/1/1977	1/10/2013	Business	CBO		
Financial Administration	DAB-E	8/13/2015	8/13/2015	Business	CBO		
Continuing Financial Stability	DAC	11/4/1999	5/12/2011	Business	Finance		
Annual Budget	DB	11/1/1977	1/10/2013	Business	Finance		
Budget Planning, Preparation and Schedules	DBC	1980	1/10/2013	Business	Finance		
Deadlines in Budgeting Process Set by Statute	DBC -E	8/4/1994	2/11/2010	Business	Finance		
Determination of Budget Priorities	DBD	7/19/1984	1/10/2013	Business	Finance		
Determination of Budget Priorities	DBD -R	11/11/2010	11/12/2010	Business	CBO		
Communication of Budget Recommendations/ Budget Hearings and Reviews	DBE/DBF	7/19/1984	1/10/2013	Business	Finance		
Budget Adoption	DBG	7/19/1984	1/10/2013	Business	Finance		
Budget Referenda	DBGA	8/4/1993	5/13/2010	Business	CBO		
Budget Implementation	DBI	7/19/1984	1/10/2013	Business	Finance		
Budget Transfers	DBJ	1992	1/10/2013	Business	Finance		
Fiscal Emergencies	DBK	11/4/1999	5/13/2010	Business	CBO		
Funding Proposals, Grants, and Special Projects	DD	7/19/1984	1/10/2013	Business	Finance		
Funds from Local Tax Sources	DEA	9/9/2010	9/10/2015	Business	Finance		
Loan Programs (Funds from State Tax Sources)	DEB	9/9/2010	9/10/2015	Business	Finance		
Revenues from Investments/Use of Surplus Funds	DFA/DFAA	10/15/1992	10/7/2010	Business	CBO		
Revenues from Investments/Use of Surplus Funds (Cash Management and Investment Procedures)	DFA-R/DFAA-R	10/7/2010	1/10/2013	Business	Finance		
Banking Services (And Deposit of Funds)	DG	1980	5/12/2011	Business	CBO		
Authorized Signatures/Check-Writing Services	DGA/DGB	1984	1/10/2013	Business	Finance		
Bonded Employees and Officers	DH	1984	5/12/2011	Business	CBO		
Fiscal Accounting and Reporting	DI	1980	1/10/2013	Business	Finance		
Online Schools and Online Programs	DIA	9/11/2014	10/9/2014	Education	iConnect ZL		
Accounting System/Types of Funds	DIA/DIB	9/1/1977	8/12/2010	Business	CBO		
Financial Reports and Statements	DIC	9/1/1977	1/10/2013	Business	Finance		
Record of Fixed Assets	DID	7/19/1984	1/10/2013	Business	Finance		

Title	Designation	Adopted	Revised	Office	Custodian	Co-Custodian	Co-Custodian
Audits/Financial Monitoring	DIE	9/1/1977	7/8/2010	Business	CBO		
Purchasing/Purchasing Authority	DJ/DJA	9/1/1977	1/10/2013	Business	Finance		
Purchasing Procedures	DJB	7/19/1984	1/10/2013	Business	Finance		
Purchasing Procedures	DJB -R	1980	1/10/2013	Business	Finance		
Cooperative Purchasing	DJD	7/19/1984	2/11/2010	Business	Finance		
Bidding Procedures	DJE	11/4/1999	5/13/2010	Business	CBO		
Bidding Procedures	DJE -R	5/13/2010	5/13/2010	Business	CBO		
Vendor Relations	DJG	11/4/1999	2/11/2010	Business	Finance		
Sales Calls and Demonstrations	DJGA	7/19/1984	3/11/2010	Business	Finance		
Payment Procedures	DK	7/19/1984	1/10/2013	Business	Finance		
Payment Procedures	DK -R	12/21/1989	11/11/2010	Business	CBO		
Payroll Procedures/Schedules	DKA	7/19/1984	1/10/2013	Business	Finance		
Salary Deductions	DKB	9/1/1977	1/10/2013	Business	Finance		
Expense Authorization/Reimbursement	DKC	1980	1/10/2013	Business	Finance		
Tax Sheltered Annuities and Salary Deferrals	DLB	12/10/2009	12/10/2009	Business	Finance		
Tax Sheltered Annuities	DLB -R	12/10/2009	12/10/2009	Business	Finance		
Cash in Buildings	DM	8/21/1980	6/10/2010	Business	CBO		
School Properties Disposition	DN	7/19/1984	1/10/2013	Business	Finance		
Equipment Relocation/Disposal Request Form	DN -E	FORM	N/A	Business	Finance		
School Properties Disposition	DN -R	12/12/2009	1/10/2013	Business	Finance		
Environmental and Safety Program	EB	1980	1/10/2013	Operations	Env Safety		
Hazardous Materials	EBAB	8/18/1989	11/10/2011	Operations	Env Safety		
Hazardous Materials	EBAB -R	5/18/1989	1/10/2013	Operations	Env Safety		
Prevention of Disease/Infection Transmission (Handling Body Fluids)	EBBA	1999	2/11/2010	Operations	Env Safety		
Prevention of Disease/Infection Transmission (Handling Body Fluids and Substances)	EBBA -R	3/4/1999	8/12/2010	Operations	Env Safety		
Accident Reports	EBBB	1980	1/10/2013	Oper/Bus	Dir Safety	Risk Ben Mgr	
Accident Reports	EBBB -R	5/13/2010	1/10/2013	Oper/Bus	Dir Transp	Risk Ben Mgr	
Disaster Plans	EBCA	8/21/1980	1/10/2013	Operations	Chiefs	Env Safety	Dir Safety
Safety Drills	EBCB	3/4/1999	1/10/2013	Operations	Dir Safety		
Safety Drills	EBCB - R	3/4/1999	1/10/2013	Operations	Dir Safety		

Title	Designation	Adopted	Revised	Office	Custodian	Co-Custodian	Co-Custodian
School Closings and Cancellations	EBCE	11/3/1977	11/10/2011	Education	CEO		
School Closings and Cancellations	EBCE -R	8/21/1980	3/11/2010	Education	CEO		
Buildings/Grounds/Property Management	EC	3/4/1999	1/10/2013	Operations	Dir Facilities		
Buildings/Grounds/Property Management	EC -E	4/28/2010	4/28/2010	Operations	Dir Facilities		
Buildings/Grounds/Property Management	EC -R	4/28/2010	4/28/2010	Operations	Dir Facilities		
Security/Access to Buildings	ECA/ECAB	8/12/2010	12/10/2015	Operations	Dir Safety		
Vandalism	ECAC	11/3/1977	1/10/2013	Operations	Dir Safety		
Maintenance and Control of Materials and Equipment	EDB	3/4/1999	10/8/2015	Business	Purch Mgr		
Personal Custody Property Record/Hand Receipt	EDB-E-1	10/8/2015	10/8/2015	Business	Purch Mgr		
Satement of Damage or Loss	EDB-E-2	10/8/2015	10/8/2015	Business	Purch Mgr		
Authorized Use of School-Owned Materials or Equipment	EDC	11/8/1993	10/8/2015	Business	Purch Mgr		
Waste Management and Recycling	EDE	3/11/2010	3/12/2010	Operations	Dir Facilities		
Student Transportation	EEA	4/7/2005	8/24/2011	Operations	Dir Transp		
Student Transportation	EEA -R	11/3/2005	8/24/2011	Operations	Dir Transp		
Bus Scheduling and Routing	EEAC	5/17/1984	8/24/2011	Operations	Dir Transp		
Bus Scheduling and Routing	EEAC -R	3/4/1999	8/24/2011	Operations	Dir Transp		
Bus Safety Program	EEAE	10/12/1989	4/28/2010	Operations	Dir Transp		
District Employee/Driver Requirements, Training and Responsibilities	EEAEA	1992	11/10/2010	Operations	Dir Transp		
District Employee/Driver Requirements, Training and Responsibilities	EEAEA -R	11/11/2010	1/10/2013	Operations	Dir Transp		
Drug and Alcohol Testing for Commercial Drivers/Licensed Employees	EEAEAA	12/15/1994	11/11/2010	Operations	Dir Transp		
Student Conduct on Buses	EEAEC /JICC	5/17/1984	8/24/2011	Operations	Dir Transp		
Student Conduct on Buses	EEAEC -R/JICC -R	3/16/1984	8/24/2011	Operations	Dir Transp		
Video Cameras on School District Property	EEAEF	5/19/1994	4/10/2014	Operations/ Educ	Dir Transp	Dir Safety	
Video Cameras on School District Property	EEAEF -R	5/19/1994	7/10/2014	Operations/ Educ	Dir Trans	Dir Safety	

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Use of Wireless Communication Devices by District Employees	EEAEG	11/3/2005	11/11/2010	Operations/ Business	Dir Trans	Risk Ben Mgr	
Use of Wireless Communication Devices by District Employees	EEAEG -R	11/11/2010	11/11/2010	Operations/ Business	Dir Trans	Risk Ben Mgr	
Extracurricular Activity Buses/Field Trips/Special Events Transportation	EEAFA	1992	1/10/2013	Operations	Dir Transp		
Use of School Buses by Community Groups	EEAFB	5/17/1984	1/10/2013	Operations	Dir Transp		
Student Transportation in Private Vehicles	EEAG	3/4/1999	1/10/2013	Operations/ Business	Dir Trans	Risk Ben Mgr	
School-Owned Vehicles (Use of Seat Belts)	EEBA	5/17/1984	5/13/2010	Operations	Dir Transp		
Use of Vehicles on District Business	EEBB	2/4/1999	1/10/2013	Operations	Dir Transp		
Use of Vehicles on District Business	EEBB -R	3/11/2010	1/10/2013	Operations	Dir Transp		
Food Services	EF	1980	1/10/2013	Operations	Dir Nutrition		
Free and Reduced-Price Food Services	EFC	1980	1/27/2010	Operations	Dir Nutrition		
Free and Reduced-Price Food Services	EFC -R	7/21/1977	1/27/2010	Operations	Dir Nutrition		
Nutritious Food Choices	EFEA	5/27/2009	1/27/2010	Operations	Dir Nutrition		
Information Technology Management	EG	5/28/2008	1/10/2013	Education	IT Spec		
Information Technology Management	EG -R	11/17/2010	1/10/2013	Education	IT Spec		
Electronic Communication	EGAEA	3/4/1999	1/10/2013	Education	IT Spec		
Records Retention	EHB	3/12/2015	3/12/2015	BOE	EA to BOE		
Insurance Program/Risk Management	EI	9/1/1977	1/10/2013	Business	Risk Ben Mgr		
Compliance with the Affordable Care Act	EIE	9/10/2015	9/10/2015	Business	Risk Ben Mgr		
Facilities Development Goals/Priority Objectives	FA	9/3/1998	10/8/2015	BOE	EA to BOE		
Prioritization of Facility Improvements	FBC	12/11/2008	1/10/2013	Business	Strategic Pl		
Prioritization of Facility Improvements	FBC -R	12/11/2008	2/24/2010	Business	Strategic Pl		
Facilities Funding	FD	9/3/1998	6/11/2015	BOE	EA to BOE		
Bond Campaigns	FDA	11/3/1998	6/11/2015	BOE	EA to BOE		
Site Selection and Acquisition	FEE	3/15/2006	12/9/2010	Business	Strategic Pl		
Site Selection and Acquisition	FEE -R	12/9/2010	12/9/2010	Business	Strategic Pl		
Construction Contracts Bidding and Awards	FEG	1/7/1999	12/9/2010	Business	Purch Mgr		
Construction Contracts Bidding and Awards	FEG -R	12/9/2010	9/8/2011	Business	Purch Mgr		
Naming Facilities	FF	6/8/2006	2/12/2015	Education	CEO		

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Naming Facilities	FF -R	6/8/2006	2/12/2015	Education	CEO		
Personnel Goals/Priority Objectives	GA	4/21/1977	4/28/2010	Business	Dir HR		
Open Hiring/Equal Employment Opportunity and Affirmative Action	GBA	1980	3/13/2014	Business	Dir HR		
Sexual Harassment	GBAA	5/16/1996	7/9/2015	Business	Dir HR	Dir Culture	
FMLA Eligible Staff Leaves and Absences	GBC	6/17/2009	2/12/2015	Business	Dir HR		
FMLA Eligible Staff Leaves and Absences	GBC -R	6/17/2009	2/12/2015	Business	Dir HR		
Non FMLA Eligible Staff Leaves and Absences	GBCA	6/17/2009	2/12/2015	Business	Dir HR		
Staff Unpaid Leave of Absence	GBCAG	6/17/2009	9/8/2011	Business	Dir HR		
Non FMLA Eligible Staff Leaves and Absences	GBCA-R	6/17/2009	2/12/2015	Business	Dir HR		
Vacation Leave and Holidays	GBD	11/13/2014	11/13/2014	Business	Dir HR		
Staff Fringe Benefits	GBDD	10/8/2015	10/8/2015	Business	Dir HR		
Staff Ethics/Conflict of Interest	GBEA	4/21/1977	5/9/2013	Business	Dir HR		
Staff Ethics/Conflict of Interest	GBEA-R	8/14/2014	8/14/2014	Business	Dir HR	Risk Ben Mgr	
Staff Conduct and Responsibilities	GBEB	4/4/1994	7/10/2014	Business	Dir HR		
Staff Conduct and Responsibilities Professional Boundaries	GBEB -R-1	4/4/1994	7/10/2014	Business	Dir HR		
Staff Conduct and Responsibilities Financial Interests	GBEB -R-2	4/4/1994	7/10/2014	Business	Dir HR	Finance	
Staff Conduct and Responsibilities Legal and Child Welfare	GBEB -R-3	4/4/1994	7/10/2014	Business	Dir HR		
Staff Dress, Accessories, and Grooming	GBEBA	1/11/2001	11/11/2010	Business	Dir HR		
Gifts to and Solicitations by Staff	GBEBC	4/21/1980	4/28/2010	Business	Dir HR		
Alcohol and Drug-Free Workplace	GBEC	5/4/1989	3/12/2015	Bus/Oper	Dir HR	Dir Safety	
Staff Use of the Internet and Electronic Communications	GBEE	3/4/1999	8/11/2011	Education	IT Spec		
Participatory Media Use	GBEE-1	7/11/2013	7/11/2013	Education	Dir Comm		
Participatory Media Use	GBEE-1 -R	7/11/2013	7/11/2013	Education	Dir Comm		
Liability of School Personnel/Staff Protection	GBG	11/11/2010	11/12/2010	Bus/Oper	Dir HR	Dir Safety	
Staff Health (Physical and Mental Health Examination Requirements)	GBGA	5/11/2000	8/11/2011	Business	Dir HR		

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Staff Health (Staff Members with HIV/AIDS/Communicable Diseases)	GBGA -R	5/11/2000	1/10/2013	Business	Dir HR		
First Aid Training	GBGAB	7/9/2015	7/9/2015	Education	EDIE		
Staff Personal Security and Safety	GBGB	3/12/2009	6/30/2011	Bus/Oper	Dir HR	Dir Safety	
Workers' Compensation	GBGD	3/4/1993	8/11/2011	Business	Risk Ben Mgr		
Workers' Compensation	GBGD -R	4/18/1985	12/10/2009	Business	Risk Ben Mgr		
Staff Sick Leave	GBGG	12/12/2010	2/12/2015	Business	Dir HR		
Catastrophic Leave Bank	GBGGA	7/7/1994	3/13/2014	Business	Dir HR	Risk Ben Mgr	
Catastrophic Leave Bank	GBGGA-R	7/7/1994	3/13/2014	Business	Dir HR	Risk Ben Mgr	
Staff Leaves and Absences	GBGI	3/6/2003	2/12/2015	Business	Dir HR	Risk Ben Mgr	
Personnel Records and Files	GBJ	4/21/1977	5/14/2015	Business	Dir HR		
Personnel Records and Files	GBJ -R	10/7/1993	5/14/2015	Business	Dir HR		
Disclosure of Information to Prospective Employers	GBJA	1/11/2001	5/13/2010	Business	Dir HR		
Staff Identification Cards	GBM	8/12/2010	8/11/2011	Business	Dir HR		
Staff Identification Cards	GBM -R	8/12/2010	8/11/2011	Business	Dir HR		
Professional Staff	GC	5/11/2000	3/12/2015	Business	Dir HR		
Professional Staff Positions	GCA	5/11/2000	1/10/2013	Business	Dir HR		
Professional Staff Contracts and Compensation	GCB	5/11/2000	10/10/2010	Business	Dir HR	Finance	
Instructional Staff Contracts/Compensation/Salary Schedules	GCBA	4/21/1977	3/8/2012	Educ/Bus	Dir HR	EDLS	Finance
Instructional Staff Contracts/Compensation/Salary Schedules	GCBA -R	4/21/1977	3/8/2012	Educ/Bus	Dir HR	EDLS	Finance
Professional Staff Supplementary Pay Plans	GCBC	4/21/1977	5/13/2010	Business	Dir HR	Finance	
Professional Staff Supplementary Pay Plans/Overtime	GCBC -R	1992	6/10/2010	Business	Dir HR	Finance	
Instructional Staff Sabbaticals	GCCAF	6/20/1996	10/7/2010	Business	Dir HR	Finance	
Instructional Staff Sabbaticals	GCCAF -R	10/7/2010	8/11/2011	Business	Dir HR	Finance	
Posting and Advertising of Professional Vacancies	GCEC	4/21/1977	10/7/2010	Business	Dir HR		
Professional Staff Recruiting/Hiring	GCF	4/21/1977	4/9/2015	Business	Dir HR		
Instructional Staff Recruiting/Hiring	GCF-R	4/21/1977	4/9/2015	Business	Dir HR		
Hiring of Instructional Staff/Portability of Non-Probationary Status	GCFA	10/8/2015	10/8/2015	Business	Dir HR		

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Part Time and Substitute Instructional Staff Employment	GCG - R/GCGA-R	3/17/1988	11/11/2010	Business	Dir HR		
Part-Time and Substitute Professional Staff Employment	GCG	4/21/1977	10/8/2015	Business	Dir HR	Finance	
Job Sharing in Professional Staff Positions	GCGC	6/6/2002	10/7/2010	Business	Dir HR		
Job Sharing in Professional Staff Positions	GCGC -R	6/6/2002	8/11/2011	Business	Dir HR		
Staff Professional Development	GCI	1/20/1983	11/11/2010	Education	EDLS		
Staff Professional Development	GCI -R	1/20/1983	1/10/2013	Education	EDLS		
Instructional Staff Transfer and Vacancy	GCKA	8/6/1992	3/13/2014	Business	Dir HR		
Instructional Staff Transfer and Vacancy	GCKA -R	8/6/1992	1/10/2013	Business	Dir HR		
Teacher Displacement	GCKAA	3/13/2014	3/13/2014	Business	Dir HR		
Teacher Displacement	GCKAA -R	3/13/2014	3/13/2014	Business	Dir HR		
Administrative Staff Assignments and Transfers	GCKB	3/13/2014	3/12/2015	Business	Dir HR		
Length of Instructional Staff Work Day	GCLA	4/21/1977	9/9/2010	Business	Dir HR		
Length of Instructional Staff School Year	GCLC	5/5/1977	9/9/2010	Business	Dir HR		
Evaluation of Licensed Personnel	GCO	3/13/2014	3/13/2014	Bus/Educ	Dir HR	EDLS	
Evaluation of Evaluators	GCOE	12/9/2010	8/11/2011	Bus/Educ	Dir HR	EDLS	
Evaluation of Licensed Personnel	GCO-R	6/11/2015	6/11/2015	Bus/Educ	Dir HR	EDLS	
Instructional Staff Reduction in Force	GCQA	2/11/2010	4/27/2011	Business	Dir HR	Finance	
Instructional Staff Reduction in Force	GCQA -R	2/11/2010	4/27/2011	Business	Dir HR	Finance	
Resignation of Instructional Staff/Administrative Staff	GCQC/GCQD	1992	3/12/2015	Business	Dir HR		
Resignation of Instructional Staff/Administrative Staff	GCQC-R/GCQD-R	3/12/2015	3/12/2015	Business	Dir HR		
Retirement of Professional Staff	GCQE	1992	1/14/2009	Business	Dir HR		
Transitional Retirement Plan	GCQEA	6/27/2001	11/14/2013	Business	Dir HR	Finance	
Guidelines for Employment of Retired Persons	GCQEA -R	6/27/2001	11/14/2013	Business	Dir HR		
Discipline, Suspension, and Dismissal of Professional Staff (And Contract Nonrenewal)	GCQF	4/21/1977	3/12/2015	Business	Dir HR		
Discipline, Suspension, and Dismissal of Professional Staff (And Contract Nonrenewal)	GCQF-R	3/12/2015	3/12/2015	Business	Dir HR		
Professional Research and Publishing	GCS	7/27/2012	9/10/2015	Education	EDLS		

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Professional Research and Publishing	GCS-R	9/10/2015	9/10/2015	Education	EDLS		
Research Approval Process	GCS-E-1	9/10/2015	9/10/2015	Education	EDLS		
Request to Conduct Research	GCS-E-2	9/10/2015	9/10/2015	Education	EDLS		
Professional Staff Membership in Professional and Union Organizations	GCU	4/21/1977	9/8/2011	Education	EDLS		
Educational Support Staff	GD	4/21/1977	5/9/2013	Business	Dir HR		
Educational Support Staff Positions	GDA	1992	1/10/2013	Business	Dir HR		
Educational Support Staff Salary Schedules	GDBA	4/21/1977	11/11/2010	Business	Dir HR	Finance	
Educational Support Staff Salary Schedules	GDBA -R	4/18/1985	1/10/2013	Business	Dir HR	Finance	
Posting and Advertising of Educational Support Staff Vacancies	GDEA	4/21/1977	1/10/2013	Business	Dir HR		
Educational Support Staff Hiring	GDF	4/21/1977	3/12/2015	Business	Dir HR		
Educational Support Staff Hiring	GDF-R	4/21/1977	4/9/2015	Business	Dir HR		
Part-Time and Substitute Educational Support Staff Employment	GDG	4/18/1985	1/10/2013	Business	Dir HR		
Educational Support Staff Transfer and Vacancy Policy	GDJ	2/4/1993	1/13/2011	Business	Dir HR		
Educational Support Staff Transfer and Vacancy Procedure	GDJ -R	2/4/1993	1/10/2013	Business	Dir HR		
Educational Support Staff Schedules and Calendars	GDK	4/21/1977	1/10/2013	Business	Dir HR		
Educational Support Staff Career Development	GDM	8/4/1994	1/10/2013	Business	Dir HR		
Evaluation of Educational Support Staff	GDO	1980	3/12/2015	Business	Dir HR		
Evaluation of Educational Support Staff	GDO -R	1980	3/12/2015	Business	Dir HR		
Educational Support Personnel Reduction in Force	GDQA	5/11/2000	2/11/2010	Business	Dir HR	Finance	
Education Support Personnel Reduction in Force	GDQA -R	2/11/2010	1/10/2013	Business	Dir HR	Finance	
Resignation of Educational Support Staff	GDQB	8/4/1993	1/10/2013	Business	Dir HR		
Retirement of Educational Support Staff	GDQC	1992	11/11/2010	Business	Dir HR		
Educational Support Staff Transitional Retirement Plan	GDQCA	6/27/2001	11/14/2013	Business	Dir HR	Finance	
Educational Support Staff Transitional Retirement Plan	GDQCA -R	6/27/2001	11/14/2013	Business	Dir HR	Finance	

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Discipline, Suspension, and Dismissal of Educational Support Staff	GDQD	4/21/1977	1/10/2013	Business	Dir HR		
Academic Freedom	IB	1980	1/14/2010	Education	CEO		
School Year/School Calendar/Instruction Time	IC/ICA	11/3/1977	9/8/2011	Educ/Bus	EDLS	Dir HR	Finance
School Year/School Calendar/Instruction Time	IC/ICA -R	2/11/2010	2/11/2010	Educ/Bus	EDLS	Dir HR	Finance
Organization of Instruction	IE	11/3/1977	9/8/2011	Education	CEO		
Curriculum Development	IG	7/10/2014	3/12/2015	Education	EDLS		
Basic Instructional Program	IHA	11/3/1997	11/11/2010	Education	EDLS		
Basic Instructional Program	IHA -R	11/11/2010	11/11/2010	Education	EDLS		
Law -Related Education	IHACA	9/2/1999	2/24/2010	Education	EDLS		
Character Education	IHAK	3/11/2010	10/27/2011	Education	Dir Culture		
Teaching about Religion	IHAL	11/3/1977	7/8/2010	Education	Dir Culture		
Teaching about Religion	IHAL -R	7/8/2010	7/8/2010	Education	Dir Culture		
Health and Family Life/Sex Education	IHAM	11/3/1977	7/10/2014	Education	EDLS		
Health and Family Life/Sex Education Exemption Procedure	IHAM -R	7/10/2014	7/10/2014	Education	EDLS		
Teaching about Drugs, Alcohol, and Tobacco	IHAMA	11/3/1977	10/27/2011	Education	EDLS		
Special Education Programs for Handicapped/Disabled/Exceptional Students	IHBA	7/8/2010	7/8/2010	Education	EDIE		
Special Education Programs for Handicapped/Disabled/Exceptional Students	IHBA -R	7/8/2010	7/8/2010	Education	EDIE		
Response to Intervention (RtI)	IHBAA	8/12/2010	8/12/2010	Education	EDIE		
Falcon School District 49 Multi-Tiered Model of Instruction and Intervention	IHBAA -E-1	CHART	N/A	Education	EDIE		
Response to Intervention (RtI)	IHBAA -R	8/12/2010	11/10/2011	Education	EDIE		
Gifted Education	IHBB	1992	3/12/2015	Education	EDIE		
English Language Learner	IHBEA	9/2/1999	3/12/2015	Education	EDIE		
Homebound Instruction	IHBF	8/12/2010	8/12/2010	Education	EDIE		
Home Schooling	IHBG	10/1/1987	10/27/2011	Education	CEO		
Primary/Preprimary Education	IHBIB	1992	7/10/2014	Education	EDIE		
Primary/Preprimary Education Admission of Children Who Wish to Enroll on Tuition Basis	IHBIB -R	9/7/2000	7/10/2014	Education	EDIE		

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Preparation for Postsecondary and Workforce Success	IHBK	7/10/2014	7/10/2014	Education	Dir CE		
Preparation for Postsecondary and Workforce Success Implementation Plan for Student Individual Career and Academic Plans	IHBK -R	7/10/2014	7/10/2014	Education	Dir CE		
Student Travel	IHCB /JJH	1/17/1990	6/30/2011	Education	EA to CEO		
Travel Study (Parent Permission/Consent)	IHCB -E-1/JJH -E-1	8/4/1994	6/30/2011	Education	EA to CEO		
Student Travel	IHCB -R/JJH-R	1/17/1990	6/30/2011	Education	EA to CEO		
Concurrent Enrollment	IHCDA	11/7/1991	10/9/2014	Education	Dir CE		
Concurrent Enrollment	IHCDA -R-1	11/7/1991	10/9/2014	Education	Dir CE		
Concurrent Enrollment	IHCDA -R-2	10/9/2014	10/9/2014	Education	Dir CE		
Adult/Community Education	IHD	9/13/1990	10/27/2011	Education	EDLS		
Class Size	IIB	11/3/1977	10/27/2011	Education	CEO		
Instructional Resources and Materials	IJ	11/3/1977	7/10/2014	Education	EDLS		
District 49 Worksheet for Selecting Supplementary Materials	IJ -E-1	FORM	9/11/2014	Education	EDLS		
Falcon School District 49 MOVIES PERMISSION FORM	IJ -E-2	FORM	9/11/2014	Education	EDLS		
Instructional Resources and Materials	IJ -R	9/13/2007	9/11/2014	Education	EDLS		
Instruction through Online Learning	IJNDAB	12/9/2010	4/11/2013	Education	CEO		
Instruction through Online Learning	IJNDAB -R	12/9/2010	4/11/2013	Education	CEO		
Field Trips	IJOA	7/10/2014	7/10/2014	Education	EDIE		
Academic Achievement	IK	11/17/2010	3/12/2015	Education	EDLS		
Grading/Assessment Systems	IKA	9/2/1999	9/10/2015	Education	EDLS		
Grading/Assessment Systems	IKA-R	8/13/2015	8/13/2015	Education	EDLS		
Weighted Grading	IKCA	4/4/2002	3/12/2015	Education	Dir CE		
Ensuring All Students Meet Standards Promotion, Retention and Acceleration of Students	IKE	11/3/1977	7/10/2014	Education	EDIE		
Student Retention, Student Acceleration and Appeal Process	IKE -R	7/10/2014	7/10/2014	Education	EDIE		

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Graduation Requirements	IKF	1980	3/12/2015	Education	EDLS		
Early Graduation	IKFA	12/3/1987	10/27/2011	Education	EDLS		
Graduation Exercises	IKFB	1/21/1991	7/10/2014	Education	CEO		
Graduation Requirements	IKF-R	1980	3/12/2015	Education	EDLS		
Literacy and Reading Comprehension Assessments (Colorado READ Act)	ILBC	5/8/1998	8/13/2015	Education	EDLS		
Early Literacy and Reading Comprehension	ILBC-R	8/13/2015	8/13/2015	Education	EDLS		
Teaching about Controversial Issues and Use of Controversial Materials	IMB	9/2/1999	7/10/2014	Education	EDLS		
Teaching About Controversial/Sensitive Issues	IMB -R	9/13/2007	10/27/2011	Education	EDLS		
Exemptions from Required Instruction	IMBB	1980	7/10/2014	Education	Dir Culture	EDLS	
Patriotic Exercises	IMDA	4/28/2010	4/28/2010	Education	CEO		
Flag Displays	IMDB	9/2/1999	10/27/2011	Education	CEO		
Equal Educational Opportunities	JB	1980	5/14/2015	Education	Dir Culture		
Equal Educational Opportunities for Students- Complaint Form	JB -E-1	5/9/2014	5/9/2014	Education	Dir Culture		
Equal Education Opportunities Student Complaint Procedure Section 504 Plans	JB -R	1/14/2010	8/13/2015	Education	Dir Culture		
Nondiscrimination on the Basis of Sex	JBA	12/9/2010	10/27/2011	Education	Dir Culture		
Nondiscrimination on the Basis of Sex	JBA -E	12/9/2010	4/3/2015	Education	Dir Culture		
Sexual Harassment	JBB	5/16/1996	7/9/2015	Education	Dir Culture	Dir HR	
School Attendance Areas	JC	11/3/1977	10/27/2011	Education	Dir Culture		
Compulsory Attendance Ages	JEA	8/4/1994	5/13/2010	Education	Excel Dean		
Entrance Age Requirements	JEB	8/4/1994	3/28/2012	Education	Dir Culture		
Admission and Denial of Admission	JF	11/3/1977	9/10/2015	Education	Dir Culture		
Admission and Denial of Admission	JF -E	9/7/2000	4/27/2012	Education	Dir Culture		
Admission and Denial of Admission	JF -R	4/8/2010	4/27/2012	Education	Dir Culture		
Residency Requirements for Admission	JFAA	9/7/2000	4/8/2010	Education	Dir Culture		
Continuing Enrollment of Nonresident Students	JFAB	11/3/1977	11/11/2010	Education	Dir Culture		
Nonresident Tuition Charges	JFABA	9/2/2004	9/2/2004	Education	Dir Culture		
Admission of Non-immigrant Foreign Students	JFABB	2/14/1991	4/28/2010	Education	Dir Culture		
Admission of Non-immigrant Foreign Students	JFABB -R	2/14/1991	10/27/2011	Education	Dir Culture		

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Homeless Students	JFABD	4/28/2010	7/9/2015	Education	EDLS		
Homeless Students	JFABD -R	7/9/2015	7/9/2015	Education	EDLS		
School Choice/Open Enrollment Transfer Policy	JFBA	11/3/1977	6/30/2011	Education	Dir Culture		
School Choice/Open Enrollment Transfer Policy	JFBA -R	11/8/1990	6/30/2011	Education	Dir Culture		
Inter-District Choice/Open Enrollment	JFBB	5/16/1996	10/27/2011	Education	Dir Culture		
Student Withdrawal from School/Dropouts	JFC	11/10/2005	4/28/2010	Education	Dir Culture		
Student Withdrawal from School/Dropouts	JFC -R	11/10/2005	5/13/2010	Education	Dir Culture		
Assignment of Continuing Students to Classes (Elementary School)	JGB	1992	4/8/2010	Education	EDLS		
Student Attendance	JH	5/19/1994	10/5/2000	Education	Excel Dean	EDLS	
Student Attendance	JH -E	4/8/2010	6/30/2011	Education	Excel Dean	EDLS	
Student Attendance	JH -R	10/5/2000	7/8/2010	Education	Excel Dean	EDLS	
Truancy	JHB	5/13/1994	7/8/2010	Education	Excel Dean		
Truancy	JHB -R	7/8/2010	7/8/2010	Education	Excel Dean		
Released Time for Students	JHC	11/3/1977	11/11/2010	Education	EDLS		
Open/Closed Campus (High School/Middle School/Elementary School)	JHCA	May-94	6/25/2012	Operations	Dir Safety		
Exclusions and Exemptions from School Attendance	JHD	1980	10/27/2011	Education	Excel Dean		
Exclusions and Exemptions from School Attendance	JHD -E	5/19/1994	10/7/2010	Education	Excel Dean		
Student Government	JIBA	11/12/2015	11/12/2015	Education	CEO		
Student Government	JIBA-E	11/12/2015	11/12/2015	Education	CEO		
Student Government	JIBA-R	11/12/2015	11/12/2015	Education	CEO		
Student Conduct	JIC	5/19/1994	9/12/2013	Education	Dir Culture		
Student Dress Code	JICA	11/3/1977	9/12/2013	Education	Dir Culture		
Care of School Property by Students	JICB	11/3/1977	1/27/2010	Operations	Dir Safety		
Student Conduct on Buses	JICC - R/EEAEC-R	2/16/1984	8/24/2011	Operations	Dir Transp		
Student Conduct on Buses	JICC/EEAEC	11/3/1977	9/12/2013	Operations	Dir Transp		
Code of Conduct	JICDA	5/19/1994	9/12/2013	Education	Dir Culture		
Violent and Aggressive Behavior	JICDD	7/12/2001	9/12/2013	Education	Dir Culture		
Bullying Prevention and Behavior	JICDE	1/10/2002	7/21/2011	Education	Dir Culture		
Cyber Bullying	JICDF	5/10/2010	5/10/2010	Education	Dir Culture		

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Cyber Bullying	JICDF -R	5/13/2010	5/13/2010	Education	Dir Culture		
School -Related Student Publications	JICEA	2/14/1991	10/27/2011	Education	EDLS		
School -Related Student Publications (School Publications Code)	JICEA -R	5/19/1994	10/27/2011	Education	EDLS		
Student Distribution of Noncurricular Materials	JICEC	5/19/1994	1/14/2010	Education	Dir Culture		
Student Distribution of Noncurricular Materials	JICEC -R	5/19/1994	1/14/2010	Education	Dir Culture		
Student Expression Rights	JICED	8/10/2000	1/14/2010	Education	Dir Culture		
Secret Societies/Gang Activity	JICF	5/19/1994	6/30/2011	Operations	Dir Safety		
Secret Societies/Gang Activity	JICF -R	9/2/1999	3/24/2010	Operations	Dir Safety		
Student Government	JIBA	11/12/2015	11/12/2015	Education	CEO		
Student Government Procedure and Bylaws	JIBA-R	11/12/2015	11/12/2015	Education	CEO		
Student Government Procedure and Bylaws	JIBA-E	11/12/2015	11/12/2015	Education	CEO		
Drug and Alcohol Involvement by Students	JICH	1/23/1986	9/12/2013	Operations	Dir Safety		
Drug and Alcohol Involvement by Students	JICH -R	9/10/1987	9/12/2013	Operations	Dir Safety		
Weapons in School	JICI	5/19/1994	9/12/2013	Operations	Dir Safety		
Weapons in School (Gun Free Schools Act) (Definition of "Firearm")	JICI -E	FORM	N/A	Operations	Dir Safety		
Use of Electronic Communication Devices	JICJ	10/3/2002	9/12/2013	Education	IT Spec		
Students of Legal Age	JID	1992	4/28/2010	Education	Dir Culture		
Pregnant/Married Students	JIE/JIG	9/2/1999	4/8/2010	Education	Dir Culture		
Student Interviews and Searches	JIH	11/3/1977	5/14/2015	Operations	Dir Safety		
Student Interviews and Searches	JIH -R	7/8/2010	5/14/2015	Operations	Dir Safety		
Parking Lot Searches	JIHB	5/19/1994	4/28/2010	Operations	Dir Safety		
Student Concerns, Complaints, and Grievances	JII	7/12/2001	7/8/2010	Education	Dir Culture		
Student Organizations (Secondary Schools)	JJA	9/2/1999	4/28/2010	Education	EDLS		
Student Organizations (Secondary Schools)	JJA -R	1/23/1986	10/27/2011	Education	EDLS		
Student Activities Funds	JJF	12/21/1989	10/27/2011	Business	Finance		
Student Travel	JJH /IHCB	1/17/1990	6/30/2011	Education	EA to CEO		
Student Travel	JJH -R/IHCB-R	1/17/1990	6/30/2011	Education	EA to CEO		
Student Travel	JJH-E/IHCB-E	8/4/1994	6/30/2011	Education	EA to CEO		

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Extracurricular Activity Eligibility	JJJ	8/4/1994	10/10/2013	Education	Excel Dean		
Extracurricular Activity Eligibility	JJJ -R	7/8/2010	10/10/2013	Education	Excel Dean		
Student Discipline	JK	5/19/1994	6/12/2013	Education	Excel Dean		
Student Discipline	JK -R	5/19/1994	9/12/2013	Education	Excel Dean		
Discipline of Students with Disabilities	JK-2	8/13/1998	10/27/2011	Education	EDIE		
Discipline of Students with Disabilities	JK-2 -R	7/8/2010	10/27/2011	Education	EDIE		
Use of Physical Intervention and Restraint	JKA	1980	7/8/2010	Oper/Educ	Dir Safety	EDIE	
Restraint or Other Student Safety Report	JKA -E	FORM	7/30/2015	Oper/Educ	Dir Safety	EDIE	
Restraint or Incident Report	JKA-E-2	7/30/2015	7/30/2015	Oper/Educ	Dir Safety	EDIE	
Use of Physical Intervention and Restraint	JKA -R	7/8/2010	7/8/2010	Oper/Educ	Dir Safety	EDIE	
Student Detention	JKB	5/19/1994	7/8/2010	Education	Excel Dean		
Disciplinary Removal from Classroom	JKBA	8/10/2000	6/30/2011	Education	Dir Culture		
Disciplinary Removal from Classroom	JKBA -R	8/10/2000	9/12/2013	Education	Dir Culture		
Suspension/Expulsion of Students (and Other Disciplinary Interventions)	JKD /JKE	3/21/1996	9/12/2013	Education	Excel Dean		
Suspension/Expulsion of Students	JKD -E/JKE - E	3/21/1996	7/27/2012	Education	Excel Dean		
Suspension/Expulsion of Students	JKD -R/JKE - R	3/21/1996	7/27/2012	Education	Excel Dean		
Educational Alternatives for Expelled Students	JKF	8/13/1998	9/10/2015	Education	Excel Dean		
Educational Alternatives for Expelled Students	JKF -R	8/13/1998	7/27/2012	Education	Excel Dean		
Expulsion Prevention	JKG	8/13/1998	9/12/2013	Education	Excel Dean		
Student Insurance Programs	JLA	11/2/1999	9/9/2010	Educ/Bus	Excel Dean	Risk Ben Mgr	
Student Health Services and Records	JLC	1980	8/12/2010	Education	EDIE		
Student Health Services and Records	JLC -R	8/12/2010	8/12/2010	Education	EDIE		
Physical Examinations of Students	JLCA	9/2/1999	7/8/2010	Education	EDIE		
Immunization of Students	JLCB	11/3/1977	7/21/2011	Education	EDIE		
Immunization of Students	JLCB -R	2/17/1977	7/21/2011	Education	EDIE		
Communicable/Infectious Diseases Students with HIV/AIDS	JLCC	11/2/1999	11/12/2015	Education	EDIE		
Administering Medications to Students	JLCD	1980	11/11/2010	Education	EDIE		
Administering Medications to Students	JLCD -E	FORM	N/A	Education	EDIE		

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Administering Medicines to Students	JLCD -R	10/6/2005	11/11/2010	Education	EDIE		
Students with Food or Environmental Allergies	JLCDA	4/8/2010	4/8/2010	Education	EDIE		
First Aid and Emergency Medical Care	JLCE	1980	8/12/2010	Education	EDIE		
First Aid and Emergency Medical Care	JLCE -R	8/12/2010	8/12/2010	Education	EDIE		
Screening/Testing of Students (And Treatment of Mental Disorders)	JLDAC	9/7/2000	11/11/2010	Education	EDIE		
Reporting Child Abuse/Child Protection	JLF	1980	10/27/2011	Education	EDIE		
Report of Child Abuse	JLF -E	6/17/1993	9/2/1999	Education	EDIE		
Reporting Child Abuse/Child Protection	JLF -R	1980	8/13/2015	Education	EDIE		
Supervision of Students	JLIA	11/4/1999	1/27/2010	Education	EDLS		
Early Dismissal of Students	JLIB	11/4/1999	5/13/2010	Education	Dir Culture		
Early Dismissal of Students	JLIB -R	4/28/2010	4/28/2010	Education	Dir Culture		
Student Fees, Fines and Charges	JQ	11/3/1977	7/8/2010	Business	Finance		
Student Fees, Fines, and Charges	JQ -R	7/8/2010	6/30/2011	Business	Finance		
Student Records/Release of Information on Students (Notification to Parents and Students of Rights Concerning Student Education Records)	JRA JRC-E-1	9/7/2000	6/30/2011	Education	Dir Culture		
Student Records/Release of Information on Students	JRA/JRC	11/3/1977	6/30/2011	Education	Dir Culture		
Student Records/Release of Information on Students) (Opt-Out Form for Disclosure of Information to Military Recruiters)	JRA/JRC-E-2	7/8/2010	7/8/2010	Education	Dir Culture		
Student Records/Release of Information on Students (Notification to Parents and Students of Rights Concerning Student School Records)	JRA-E/JRC-E	9/7/2000	7/10/2003	Education	Dir Culture		
Student Records/Release of Information on Students (Review, amendment and hearing procedures)	JRA-R/JRC-R	6/30/2011	6/30/2011	Education	Dir Culture		
Sharing of Student Records/Information between School District and State Agencies	JRCA	8/10/2000	10/27/2011	Operations	Dir Safety		
Student Use of the Internet and Electronic Communications	JS	5/1/1997	9/12/2013	Education	IT Spec		

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Student Use of the Internet and Electronic Communications (Annual Acceptable Use Agreement)	JS -E	12/13/2013	12/13/2013	Education	IT Spec		
Student Use of the Internet and Electronic Communications	JS -R	7/8/2010	12/13/2012	Education	IT Spec		
Parent Involvement in Education	KB	8/12/2010	10/27/2011	Education	EDLS		
Custodial and Noncustodial Parent Rights and Responsibilities (Allocation of Parental Responsibilities)	KBBA	7/12/2001	7/12/2001	Education	Dir Culture		
Custodial and Noncustodial Parent Rights and Responsibilities (Allocation of Parental Responsibilities)	KBBA -R	7/12/2001	6/30/2011	Education	Dir Culture		
Public Information and Communications	KD	9/19/1996	11/10/2011	Education	Dir Comm		
Public's Right to Know/Access to Information	KDB	9/19/1996	9/11/2014	Education	Dir Comm		
Public's Right to Know/Access to Information	KDB -R	7/12/2005	12/10/2015	Education	Dir Comm		
Crisis Management	KDE	9/7/2000	10/27/2011	Operations	Dir Safety		
Crisis Management Communications	KDEA	9/7/2000	10/27/2011	Education	Dir Comm		
Crisis Management Communications	KDEA -R	9/7/2000	10/27/2011	Education	Dir Comm		
Public Concerns/Complaints	KE	11/17/2010	11/17/2010	Educ/Bus	Dir Culture	Dir HR	
Stakeholder Grievance	KEA	10/9/2014	9/10/2015	Business	Dir HR	Dir Culture	
Stakeholder Grievance	KEA -E	10/9/2014	8/13/2015	Business	Dir HR	Dir Culture	
Stakeholder Grievance	KEA -R	10/9/2014	10/9/2014	Business	Dir HR	Dir Culture	
Public Concerns/Complaints about Instructional Resources	KEC	7/21/1983	3/11/2010	Education	Dir Culture	EDLS	
Public Concerns/Complaints about Instructional Resources (Citizen's Request for Reconsideration of Instructional Materials)	KEC -E	FORM	N/A	Education	Dir Culture	EDLS	
Community Use of District Real Property (for Non-District Use)	KF	11/17/1977	10/27/2011	Business	EA to CBO		
Community Use of District Real Property (Definitions, Regulations, and Procedures)	KF -R	9/16/1993	10/27/2011	Business	EA to CBO		
Public Conduct on District Property	KFA	8/16/1984	10/27/2011	Operations	Dir Safety		

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Guest User Policy	KFD	10/10/2013	10/10/2013	Education	IT Spec		
Distribution/Posting of Non-curricular Materials	KHC	10/27/2011	9/13/2012	Education	Dir Comm		
Distribution/Posting of Non-curricular Materials	KHC -R	1/14/2010	7/8/2015	Education	Dir Comm		
Visitors to Schools	KI	1980	8/12/2010	Operations	Dir Safety		
Relations with State Agencies	KLK	11/3/1977	8/13/2015	BOE	EA to BOE		
Relations with Military Recruiters, Postsecondary Institutions, and Prospective Employers	KLMA	7/10/2003	4/28/2010	Education	CEO		
Relations with Charter Schools	LBD	9/7/1995	5/9/2013	Education	CEO		
Relations with Charter Schools Charter School Application	LBD -E	9/7/1995	5/9/2013	Education	CEO		
Relations with Charter Schools (Procedures for Establishment, Review, Renewal, Revocation and Closure)	LBD -R	9/7/1995	5/9/2013	Education	CEO		
Student Teaching and Internships	LDA	4/17/1977	3/11/2010	Bus/Educ	Dir HR	EDLS	



**Special Board of Education Meeting
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- 11. Miscellaneous (10 minutes) Board President**