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Mission Statement

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

REVISED AGENDA
REGULAR BOARD OF EDUCATION MEETING
February 11, 2016
Fantastic 49 - 6:00 p.m.
Business Meeting – 6:30 p.m.
Education Service Center – Board Room

Fantastic 49	• Assistant Principal of the Year Finalist	
	• FHS Cheerleading Squad to Nationals	• Payroll Office

- 1.0 Call to Order and Roll Call**
- 2.00 Welcome and Pledge of Allegiance**
- 3.00 Approval of Agenda**
- 4.00 Consent Agenda**
 - 4.01 Approval of Matters Relating to Administrative and Professional/Technical Personnel
 - 4.02 Approval of Matters Relating to Licensed Personnel
 - 4.03 Approval of Matters Relating to Educational Support Personnel
 - 4.04 Approval of Matters Relating to Schedule B Personnel
 - 4.05 Approval of Administrative Personnel Recommendations - Chief Officers
 - 4.06 Approval of Administrative Personnel Recommendations - Zone Leaders
 - 4.07 Approval of Administrative Personnel Recommendations – Department and Program Leaders
 - 4.08 Approval of Administrative Personnel Recommendations – Building Leaders
 - 4.09 Approval of Application for Banning Lewis Preparatory Academy Charter Expansion
 - 4.10 Minutes of Regular Board of Education Meeting 1/14/2016 and Special Meetings 1/27/2016 and 2/5/2016
- 5.00 Board Update**
 - 5.01 Chief Officer Update
 - 5.02 Student Board of Representatives Update
- 6.00 Open Forum (3 minute time limit for each speaker)**
- 7.00 Action Items**
 - 7.01 Action on Innovation Plan at Remington Elementary School
 - 7.02 Action on Course Additions/Revisions
 - a. Advanced Design & Development and Engineering Independent Study
 - b. Concert Choir and Vocal Music Program
 - c. Advanced Game Design
 - d. Game Design II
 - e. Technical Writing for Science
 - 7.03 Action on Revised Job Descriptions
 - a. Pathways Data Technician

- b. Health Paraprofessional
- 7.04 Action on D49 School Family Calendar
 - a. ICA, ICA-R Schools Year/School Calendar/Instruction Time
 - b. GBD Vacation Leave and Holidays
 - c. Proposed 2016-17 and 2017-18 Calendars
- 7.05 Action on 2016 Election Planning Communication Plan
- 7.06 Action on iConnect Zone Growth and Development
- 7.07 Action on Policies
 - Policy and Procedure Review (10 minutes)
 - a. ACD, ACD-R Commitment to Religious Accommodation and Neutrality
 - b. BC-R School Board Member Financial Disclosure
 - c. BDF Advisory Committees
 - d. BDFB Vocational Advisory Council
 - e. BE School Board Meeting
 - f. EB Environmental & Safety Program
 - g. EBAB, EBAB-R Hazardous Materials
 - h. EBBA, EBBA-R Prevention of Disease/Infection Transmission
 - i. GBGAA Staff Training in Crisis Prevention and Management
 - j. GBGAB First Aid Training
 - k. IKA Grading/Assessment Systems
 - l. JICDF Cyber Bullying
 - m. JLCE First Aid and Emergency Medical Care
 - n. KDE Crisis Management
- 7.08 Action on Regulation LBD-R Relations with Charter Schools
- 7.09 Items Removed from Consent Agenda
- 8.00 Information Items**
 - 8.01 Expulsion Information
 - 8.02 Student Study Trips
 - 8.03 Process Improvement Update
- 9.00 Discussions Items**
 - 9.01 Falcon Zone Performance Report (10 minutes)
 - 9.02 New Course Additions (5 minutes)
 - a. Advanced Placement (AP) Physics C – E&M
 - b. Advanced Placement (AP) Physics C – Mechanics
- 10.00 Other Business**
- 11.00 Adjournment**

DATE OF POSTING: February 8, 2016

Donna Richer
Executive Assistant to the Board of Education



BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Rebecca Engasser, Human Resources Generalist
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Administrative and Professional-Technical Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

FUNDING REQUIRED: Yes

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

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

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

DATE: January 29, 2016



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Rebecca Engasser, Human Resources
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Licensed Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

FUNDING REQUIRED: Yes

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

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridgway, Chief Business Officer; Paul Andersen, Director of Human Resources **DATE:** January 29, 2016



BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Lisa Cheney, Educational Support Staff Liaison
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Educational Support Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

FUNDING REQUIRED: Yes

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

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

APPROVED BY: Peter Hilts, Chief Education Officer;

Brett Ridgway, Chief Business Officer; Paul Andersen, Director of Human Resources

DATE: February 4, 2016



BOARD OF EDUCATION AGENDA ITEM 4.04

SPECIAL BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Susan Junkins, HR Specialist
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Schedule B Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

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

FUNDING REQUIRED: Yes

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

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

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

DATE: January 29, 2016



BOARD OF EDUCATION AGENDA ITEM 4.05

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Administrative Personnel Recommendations – Chief Officers
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: As a part of its annual business calendar, the Board of Education considers the Chief Officers' recommendations regarding personnel who will continue in administrative positions in the district.

RATIONALE:

Approval of the attached roster will provide leadership continuity for the district's schools, programs and departments.

RELEVANT DATA AND EXPECTED OUTCOMES:

The Board's approval of the action items enables the chief officers to fulfill their responsibility to ensure the district's staff and students receive appropriate leadership support. This supports Board of Education objectives in student achievement.

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

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

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the Chief Officers' recommendations for administrative personnel for 2016-17.

APPROVED BY: Marie LaVere-Wright, Board President

DATE: January 30, 2016



BOARD OF EDUCATION AGENDA ITEM 4.06

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Administrative Personnel Recommendations – Zone Leaders
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: As a part of its annual business calendar, the Board of Education considers the Chief Officers' recommendations regarding personnel who will continue in administrative positions in the district.

RATIONALE:

Approval of the attached roster will provide leadership continuity for the district's schools, programs and departments.

RELEVANT DATA AND EXPECTED OUTCOMES:

The Board's approval of the action items enables the chief officers to fulfill their responsibility to ensure the district's staff and students receive appropriate leadership support. This supports Board of Education objectives in student achievement.

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

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

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the Chief Officers' recommendations for administrative personnel for 2016-17.

APPROVED BY: Peter Hilts, CEO

DATE: January 30, 2016



BOARD OF EDUCATION AGENDA ITEM 4.07

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Administrative Personnel Recommendations – Department and Program Leaders
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: As a part of its annual business calendar, the Board of Education considers the Chief Officers' recommendations regarding personnel who will continue in administrative positions in the district.

RATIONALE:

Approval of the attached roster will provide leadership continuity for the district's schools, programs and departments.

RELEVANT DATA AND EXPECTED OUTCOMES:

The Board's approval of the action items enables the chief officers to fulfill their responsibility to ensure the district's staff and students receive appropriate leadership support. This supports Board of Education objectives in student achievement.

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

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

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the Chief Officers' recommendations for administrative personnel for 2016-17.

APPROVED BY: Peter Hilts, CEO; Brett Ridgway, CBO; Jack Bay, COO

DATE: January 30, 2016



BOARD OF EDUCATION AGENDA ITEM 4.08

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Administrative Personnel Recommendations – Building Leaders
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: As a part of its annual business calendar, the Board of Education considers the Chief Officers' recommendations regarding personnel who will continue in administrative positions in the district.

RATIONALE:

Approval of the attached roster will provide leadership continuity for the district's schools, programs and departments.

RELEVANT DATA AND EXPECTED OUTCOMES:

The Board's approval of the action items enables the chief officers to fulfill their responsibility to ensure the district's staff and students receive appropriate leadership support. This supports Board of Education objectives in student achievement.

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

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

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the Chief Officers' recommendations for administrative personnel for 2016-17.

APPROVED BY: Peter Hilts, CEO; Brett Ridgway, CBO; Jack Bay, COO

DATE: January 30, 2016

BOARD OF EDUCATION AGENDA ITEM 4.09

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Andy Franko
TITLE OF AGENDA ITEM:	BLPA Charter Expansion – Application Approval
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Where as the board approved the Banning Lewis Preparatory Academy expansion charter application on December 10, 2105 *subject to the district providing approval to a proposed management agreement between BLPA and ACCEL Schools*, it is recommended the provision be resolved based on the expectation being met.

RATIONALE:

- The BLRA Board submitted a draft management agreement to D49 administration.
- The draft management agreement between BLRA and ACCEL Schools resolved to extend services to BLPA.
- The draft agreement was reviewed by D49 administration, legal counsel, and an external reviewer (Charter School Solutions).
- Revisions to the draft were requested to meet Educational Service Provider expectations in D49.
- Revisions were made to meet the identified expectations.
- A final contract was negotiated successfully between BLRA/BLPA and ACCEL Schools.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	As a charter authorizer, D49 ensures public funds are being used in a prudent and responsible manner.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the BLPA Expansion Application without condition – Consent Agenda

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 29, 2016

BOARD OF EDUCATION AGENDA ITEM 4.10

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board Meeting 1/14/16 and Special Board Meetings 1/27/16 and 2/5/16
ACTION/INFORMATION/DISCUSSION:	Consent Action

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

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

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

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

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

APPROVED BY: Tammy Harold, Board Secretary

DATE: February 8, 2016

BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Mark Brown, Principal –Remington Elementary
TITLE OF AGENDA ITEM:	Remington Elementary Innovation Plan Renewal
ACTION/INFORMATION/DISCUSSION:	Action

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

RATIONALE: Remington Elementary has been a school of Innovation since the 2011-2012 school year. We are currently at the three-year approval period for our Innovation Plan. The BOE will be provided with information about the original Innovation Plan, progress the school has made, and the revised plan that the staff and community have approved at the beginning of the 2015-2016 school year.

RELEVANT DATA AND EXPECTED OUTCOMES: Certified staff members at Remington Elementary voted on the Innovation Plan on May 22nd and 26th, 2015. The staff approved the plan with all in favor.

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

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

FUNDING REQUIRED: Budget needs are included in the Plan

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion and review, move to approve the revised innovation plan for Remington Elementary School as recommended by the Administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 3, 2016

Remington Elementary School Waivers

REMINGTON ELEMENTARY SCHOOL APPLICATION TO BE DESIGNATED AS AN INNOVATION SCHOOL

A. MISSION STATEMENT:

We will create a safe and positive environment in which respect for self and for education is fostered in each child.

We will create opportunities for each child to grow in responsibility to self and others.

We will guide each student in building a solid base of skills from which to academically and creatively soar.

We will model belief in the power of knowledge, the importance of ethics, and the sustaining strength of community to help insure the best possible future for each and every child.

Remington will achieve this mission by establishing clear policies, calendar schedules, and academic supports through the proposed innovation plan.

REMINGTON VISION STATEMENT:

Remington is a school of excellence that unites with the community and celebrates the uniqueness and success of every student. Our dedicated staff will empower all students to develop critical thinking and problem solving skills and will provide them with the 21st century skills necessary to achieve success in today's diverse society. Our teachers will collaborate with integrity and respect in an on-going commitment to foster a safe and positive environment.

Remington Elementary School Waivers

GOALS/BELIEFS:

WE BELIEVE:

- * There are no programs, policies, or operational documents at Remington Elementary that would be affected by innovations of the plan
- * In appreciating each student and cultivating their unique abilities
- * All students shall have a safe and nurturing environment in which to learn
- * All students shall have access to a high quality education
- * Our school will provide an inclusive atmosphere
- * Remington Elementary will adhere to all NCLB requirements.
- * All students will utilize the PBIS model to enhance the learning environment
- * In fostering individual learning styles and embracing diversity
- * Remington Elementary will adhere to all IDEA requirements.
- * We do not have a collective bargaining agreement in Falcon District #49 and no part of an innovation plan would conflict.

B. INNOVATIONS:

1. School Staffing/Employment

Remington Elementary School currently serves students from a multitude of ethnicities and across the economic spectrum. In order to best meet the needs of our students and to fully implement our educational program, Remington requires the flexibility to hire and retain individuals that can best meet the needs of our diverse population. This may mean hiring individuals who have appropriate background and experience in a given area on a part-time or temporary basis. To create and maintain an outstanding school, Remington will assemble a faculty and staff who will work together to improve achievement for every student and maintain a commitment to the school and students at Remington.

Remington Elementary School Waivers

a. Hiring

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

2. Curriculum, Instruction and Assessment

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

a. Entrance Age Requirement

Kindergarten is an important part of an elementary education and it is essential in building a fundamental base for future years. A child may enter Kindergarten if five (5) years of age on or before August 15th of the year of enrollment. Younger students who do not meet the entrance age requirement for Kindergarten may be accepted if transferring from another Kindergarten program if the Principal or designee determines that placement of the student in Kindergarten is appropriate.

Remington Elementary School Waivers

A child who is four (4) years old on August 15th may request Early Access to Kindergarten in accordance with the applicable state law. Evaluation and assessment will be utilized to determine student performance levels in areas such as: (but not limited to)

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

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

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

3. School Choice/Open Enrollment

The staff at Remington supports Article 36, Public School of Choice -22-36-101, *et seq*, C.R.S. We believe parental choice in the education of their children is essential to providing the best learning opportunities and environment for students. Although we are committed to providing a quality education to students within our boundaries first and foremost, we welcome the opportunity to allow additional students to attend Remington when space and resources

Remington Elementary School Waivers

allow. Unfortunately, there may be instances where a choice student is not successful at Remington. The student attendance and discipline policies included with our BOE school choice policies JFBA, JFBH-R, and JFBB must be adhered to in order to be successful as a student at Remington. The administrative team at Remington reserves the right to accept, deny, or revoke choice enrollment for any student who does not reside in the Remington boundaries. Responsibility for enforcing BOE policies JFBA, JFBH-R, and JFBB will remain at the sole discretion of the Remington principal. The Remington principal will be responsible in determining if choice applications are approved, denied, or revoked. All other aspects of the statute will be adhered to. These decisions will be based on available space in the school and grade level being requested as well as information provided from previous schools attended by the applicant. Similarly, if a choice application is approved and it is later found out the information provided was false or the applicant does not adhere to the agreed upon expectations for attendance and appropriate behaviors while enrolled at Remington, the principal may revoke the choice application at any time. Whenever possible, revocations of choice applications will be at the end of a school year. However, the principal reserves the right to revoke an application at any time during the school year at his discretion.

6. Budget

No cost savings is expected. We do feel there will be increased efficiencies that may not be measurable quantitatively, but will make better sense on a qualitative measure.

Remington Elementary School Waivers

G. Waivers

Colorado Revised Statutes

To enhance the ability of Remington Elementary to innovate, we request the following Colorado Revised Statutes be waived:

C.R.S.	Title/Subject	Substantive/Delegation	Rationale/ Replacement Plan
22-32-109	<u>Board of Education – Required Duties</u> Local Board duties concerning selection of personnel and pay	Delegate authority to the school to establish an educational program and textbooks, and require the school to align its instructional program to state and local standards	Remington Elementary School will select teaching staff directly.
22-32-109(t)	Determine educational program and prescribe textbooks		Remington Elementary School's educational program is described in the Innovation Plan. Remington Elementary School will be able to adapt its instructional program in alignment with state standards.

Remington Elementary School Waivers

22-32-109(aa)	Adopt content standards and plan for implementation of content standards	Delegate authority to the school to establish an educational program and textbooks, and require the school to align its instructional program to state and local standards	Adopt content standards and plan for implementation of content standards. <i>See above.</i>
22-36-101	Choice of Programs and Schools within School District	Delegates authority to the school instead of the district when appropriate school of choice contract needs to be revoked.	District and school policy is described in the Innovation Plan.

District Policies

In addition, we request the following District Policies to be waived:

FSD 49 Board Policy	Title/Subject	Substantive/Delegation	Rationale/ Replacement Plan
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Remington Elementary School Waivers

GCA	<u>Professional Staff Positions</u>	<p>All certificated, administrative, and supervisory positions in the school district shall be established initially by the Innovation Zone Leadership Team. All changes in the titles and/or responsibilities of administrative and supervisory positions shall be approved by the Zone Leadership Team.</p> <p>It will be a priority within our building budget to add additional staff when staff ratios exceeds <i>K-1gr. 22:1, 2-3gr. 23:1, 4-5gr. 25:1</i> by 2 students, provided funds are available to do so.</p>	<p>Remington Elementary School shall have the ability to create and establish professional positions as a means of addressing student achievement needs in a timely fashion.</p>

Remington Elementary School Waivers


IG	<u>Curriculum Development</u>	Delegates authority to Remington Elementary School to develop curriculum which meets/exceeds State Standards. Curriculum will be reviewed by professional staff for efficacy. Results will be reported to the Sand Creek Innovation Leadership Team.	Building Leadership Teams will develop and utilize a collaborative process to create curriculum and monitor its effects on student achievement. Remington Elementary School Leadership Team will have full oversight of this process.
IJ	<u>Instructional Resources and Materials Selection and Adoption</u>	Delegates authority to Remington Elementary School to select its own curriculum and instructional resources.	The Principal and Remington Elementary School Leadership Team shall facilitate the selection of instructional resources and materials using a rubric-based assessment process. The community will have an opportunity to review materials. Final approval of instructional materials will rest with the Remington Elementary School Leadership Team.


Remington Elementary School Waivers

IGF	<u>Curriculum Review</u>	Delegates authority to Remington Elementary School to determine the frequency and process with which curriculum will be reviewed.	The Remington Elementary School Leadership Team in collaboration with staff will develop a process and calendar for curriculum review.
IGD	<u>Curriculum Adoption</u>	Delegates authority to Remington Elementary School to determine education programs best suited to the needs of its students.	The Remington Elementary School will develop and implement collaborative processes to research and adopt curriculum that meets the needs of its students. Curriculum will be evaluated in its ability to produce learners that demonstrate proficiency with the state standards.
IHA	<u>Basic Instructional Program</u>	Delegates authority to Remington Elementary School to develop and implement a basic instructional program aligned with the state standards.	The Remington Elementary School Leadership Team will develop a collaborative process to develop, implement, and review the instructional program offered to our students.

Remington Elementary School Waivers


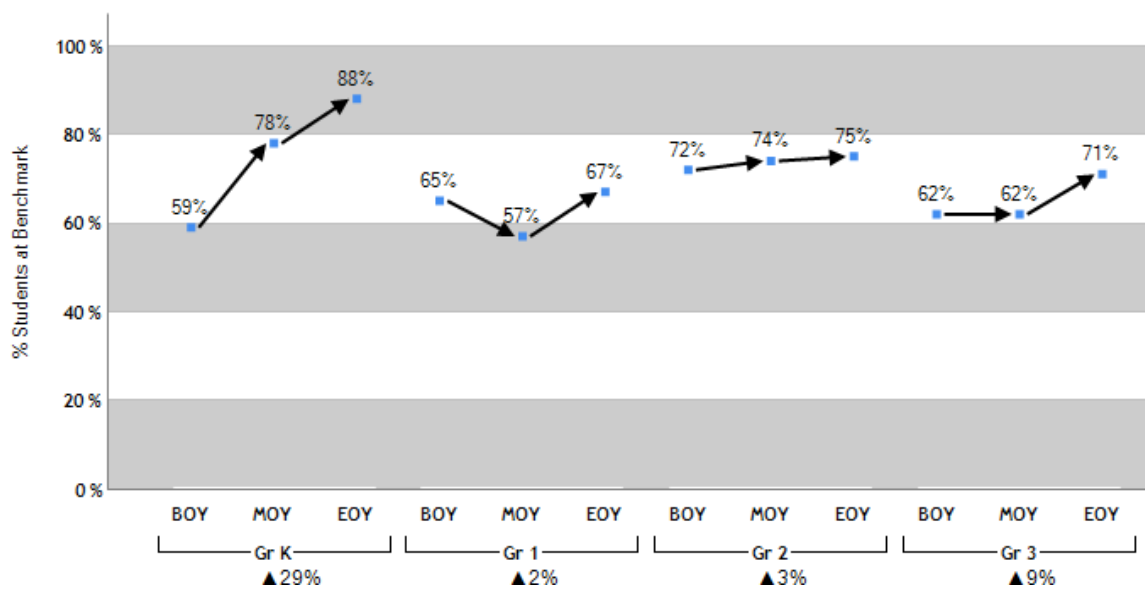
IKA	<u>Grading and Assessment Systems</u>	Delegates authority to the Remington Elementary School Leadership Team to approve the grading and assessment systems of its schools.	The Remington Elementary School shall create and maintain standards-based assessment and grading systems. Schools are highly encouraged to develop common interim assessments, as well as common final exams aligned with State Standards. All assessment and grading systems shall be approved by the Remington Elementary School Leadership Team.
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School and Principal	<p><i>Remington Elementary School</i></p> <p><i>Mark Brown, Principal</i></p>	
Approval date for original plan:	<p>April 2012, approved by the District 49 Board of Education</p> <p>June 2012, approved by the Colorado State Board of Education</p>	
Which state policies were waived as part of your schools innovation plan?	<ul style="list-style-type: none"> • 22-32-109 Board of Education-required duties • 22-32-109(n) Schedule and calendar • 22-32-109 (n)(II)(A) Actual Hours of Teacher-Pupil Instruction • 22-32-109 (n)(II)(B) District Calendar • 22-32-109(t) Determine educational program and prescribe books • 22-32-109(aa) Adopt content standards and plan for implementation of content standards • 22-36-101 Choice of Programs and Schools within School District • 22-63-201 Teacher Employment, Compensation and Dismissal Act of 1990; Employment license required-Exception • 22-63-206 Teacher Employment, Compensation and Dismissal Act of 1990 	
Which D-49 Board policies were waived as part of your schools innovation plan?	<ul style="list-style-type: none"> • GCA --Professional Staff Positions • IGA --Curriculum Development • IJ --Instructional Resources and Materials Selection and Adoption • IGF --Curriculum Review • IGD --Curriculum Adoption • IHA --Basic Instructional Program • IJJ --Instructional Resources and Materials • IKA --Grading and Assessment Systems 	

<p>School and Principal</p>	<p><i>Remington Elementary School</i> <i>Mark Brown, Principal</i></p>	
<p>What academic performance targets were identified in the original innovation plan?</p>	<p>The Remington Innovation Plan was written to support the goals included in our School Wide Unified Improvement Plan 2011-2012.</p> <ol style="list-style-type: none"> 1. Utilize standards to create the written, taught, and assessed curriculum. 2. Increase the knowledge and implementation of differentiation strategies to include; creativity, critical thinking, and higher level questioning on a school-wide basis for reading, writing, math, and science. 	
<p>To what degree is the school achieving or making adequate progress toward achieving the academic performance results identified in the school's innovation plan?</p>	<p>Remington has earned an overall rating of “MEETS” on the School Performance Framework for the past three years.</p> <p>Reading:</p> <p>Over the past 5 years, Remington has shown a slight upward trend in reading when reviewing the 3 Year SPF data. (72.5%, 72.7%, 73.04%, 73.57%, 73.91%) We are APPROACHING state expectations on our 3 Year SPF, however our 1 Year SPF MEETS state expectations.</p> <p>Writing:</p> <p>In the area of writing, Remington achievement scores have shown a small decrease when reviewing the past 5 years of data. It was noted that the writing scores have shown a decrease. (58.4%, 59.2%, 55.15%, 56.06%, 54.35%)</p> <p>We are APPROACHING state expectations on our 3 Year Plan, but Remington is MEETING state expectations on the 1 Year SPF.</p> <p>Math:</p> <p>Reviewing the same data, Remington’s results in math have declined in prior years but have made a large increase this past year. (71.4%, 67.6%, 64.79%, 64.81% 68.28%) We are now APPROACHING state expectations on our 3 Year SPF, however our 1 Year SPF MEETS state expectations.</p>	


School of Innovation
Self-Assessment for Three-Year Review



School and Principal	Remington Elementary School Mark Brown, Principal																										
What other academic performance data might inform the Board's decision?	<p>Our local assessment data is showing positive signs of growth in reading achievement. In 2014-15, Remington saw 11% growth school wide of the percentage of students scoring at benchmark on Dibels from 64% at the beginning of the year to 75% at the end of the year. The following charts show Dibels growth by grade level for the 2014-2015 school year.</p>  <table><thead><tr><th>Grade</th><th>BOY</th><th>MOY</th><th>EOY</th><th>Change</th></tr></thead><tbody><tr><td>Gr K</td><td>59%</td><td>78%</td><td>88%</td><td>▲29%</td></tr><tr><td>Gr 1</td><td>65%</td><td>57%</td><td>67%</td><td>▲2%</td></tr><tr><td>Gr 2</td><td>72%</td><td>74%</td><td>75%</td><td>▲3%</td></tr><tr><td>Gr 3</td><td>62%</td><td>62%</td><td>71%</td><td>▲9%</td></tr></tbody></table>	Grade	BOY	MOY	EOY	Change	Gr K	59%	78%	88%	▲29%	Gr 1	65%	57%	67%	▲2%	Gr 2	72%	74%	75%	▲3%	Gr 3	62%	62%	71%	▲9%	
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What other academic performance data might inform the Board's decision?	<p>We have been using BEACON and Curriculum assessments as tools to determine levels of proficiency according to standards. Teachers disaggregate the data and identify gaps in standards proficiencies. This data is used to drive instruction.</p>																										
As the school principal, which recommendation do you make to the Board?	<div><input type="checkbox"/> Affirm the existing innovation plan</div> <div><input type="checkbox"/> Revoke the school's innovation status</div> <div><input type="checkbox"/> Remove the school from the innovation zone</div> <div><input checked="" type="checkbox"/> Revise the innovation plan</div>																										

School of Innovation
Self-Assessment for Three-Year Review



School and Principal	<p><i>Remington Elementary School</i></p> <p><i>Mark Brown, Principal</i></p>	
If you recommend revisions, which state policy, waivers do you seek to retain?	<ul style="list-style-type: none"> • 22-32-109 Board of Education-required duties • 22-32-109(t) Determine educational program and prescribe books • 22-32-109(aa) Adopt content standards and plan for implementation of content standards • 22-36-101 Choice of Programs and Schools within School District 	
If you recommend revisions, which D-49 Board policy waivers do you seek to retain?	<ul style="list-style-type: none"> • GCA --Professional Staff Positions • IG (formally IGA) --Curriculum Development • IJ --Instructional Resources and Materials Selection and Adoption • IGF --Curriculum Review • IGD --Curriculum Adoption • IHA --Basic Instructional Program • IKA --Grading Assessment Systems 	
If you recommend revisions, which policy waivers do you seek to <i>add</i> ?	NA	
Which, if any, of the proposed new waivers require approval from the State Board of Education?	NA	

My recommendation is to approve the revised 2015-2016 Remington Elementary School Innovation Plan.

Remington Elementary School Waivers

REMINGTON ELEMENTARY SCHOOL APPLICATION TO BE DESIGNATED AS AN INNOVATION SCHOOL

A. MISSION STATEMENT:

We will create a safe and positive environment in which respect for self and for education is fostered in each child.

We will create opportunities for each child to grow in responsibility to self and others.

We will guide each student in building a solid base of skills from which to academically and creatively soar.

We will model belief in the power of knowledge, the importance of ethics, and the sustaining strength of community to help insure the best possible future for each and every child.

Remington will achieve this mission by establishing clear policies, calendar schedules, and academic supports through the proposed innovation plan.

REMINGTON VISION STATEMENT:

Remington is a school of excellence that unites with the community and celebrates the uniqueness and success of every student. Our dedicated staff will empower all students to develop critical thinking and problem solving skills and will provide them with the 21st century skills necessary to achieve success in today's diverse society. Our teachers will collaborate with integrity and respect in an on-going commitment to foster a safe and positive environment.

GOALS/BELIEFS:

WE BELIEVE:

Remington Elementary School Waivers

- * There are no programs, policies, or operational documents at Remington Elementary that would be affected by innovations of the plan
- * In appreciating each student and cultivating their unique abilities
- * All students shall have a safe and nurturing environment in which to learn
- * All students shall have access to a high quality education
- * Our school will provide an inclusive atmosphere
- * Remington Elementary will adhere to all NCLB requirements.
- * All students will utilize the PBIS model to enhance the learning environment
- * In fostering individual learning styles and embracing diversity
- * Remington Elementary will adhere to all IDEA requirements.
- * We do not have a collective bargaining agreement in Falcon District #49 and no part of an innovation plan would conflict.

B. INNOVATIONS:

1. School Staffing/Employment

Remington Elementary School currently serves students from a multitude of ethnicities and across the economic spectrum. In order to best meet the needs of our students and to fully implement our educational program, Remington requires the flexibility to hire and retain individuals that can best meet the needs of our diverse population. This may mean hiring individuals who have appropriate background and experience in a given area on a part-time or temporary basis. To create and maintain an outstanding school, Remington will assemble a faculty and staff who will work together to improve achievement for every student and maintain a commitment to the school and students at Remington.

a. Hiring

With input from the Remington staff, the principal will make final decisions on hiring of staff at Remington. The principal will take into account highly qualified status and the best interests of the school and students when making hiring decisions. We will retain the right to hire personnel which best fit the needs of our school, without

Remington Elementary School Waivers

having to accept forced transfers from other schools within the district. The principal, along with the Human Resources department, will post vacancies as soon as possible after they occur. At the discretion of the principal, Remington reserves the right to prepare specific job descriptions for our school when posting a vacancy. The principal may choose to use a standard district job description, but it not limited to them. Personnel for open positions/vacancies will be selected as soon as possible a vacancy is determined.

2. Curriculum, Instruction and Assessment

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

a. Entrance Age Requirement

Kindergarten is an important part of an elementary education and it is essential in building a fundamental base for future years. A child may enter Kindergarten if five (5) years of age on or before August 15th of the year of enrollment. Younger students who do not meet the entrance age requirement for Kindergarten may be accepted if transferring from another Kindergarten program if the Principal or designee determines that placement of the student in Kindergarten is appropriate.

A child who is four (4) years old on August 15th may request Early Access to Kindergarten in accordance with the applicable state law. Evaluation and assessment will be utilized to determine student performance levels in areas such as: (but not limited to)

- Knowledge of number sense
- Knowledge of beginning alphabet sounds
- Knowledge of shapes

Remington Elementary School Waivers

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

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

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

b. Class Size

There is ample research that shows a strong correlation between class sizes and the individual growth and achievement of students. We have firsthand knowledge of the benefit lower class size provides to students and the ability to deliver effective, specific, intensive instruction to each student on a daily basis. Evidence supports class sizes in the primary grades as essential to helping children learn to read. In Kindergarten and First grades we will have a targeted class size of 22:1, and request the ability to add another teacher when that ratio reaches 24:1. In Second and Third grades we will have a targeted class size of 23:1 and will add another teacher when that ratio reaches 25:1. In Fourth and Fifth grades we will have a targeted class size of 25:1 and will add another teacher when the ratio reaches 27:1. It will be a priority within our building budget to add additional staff members when staff ratios exceed those above by 2 students, provided funds are available to do so.

3. Annual Review/School Improvement Plans

Remington Elementary School Waivers

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

4. Health and Wellness

The academic, physical, social, and emotional well being of our students is of primary importance at Remington. To meet the health and wellness requirements we cannot be held accountable to policy or law that is impossible to enforce. We request a waiver to BOE policy ADF in order to more effectively provide a quality educational program to our students without unnecessary burden. We will continue to be responsible for upholding federal law.

5. School Choice/Open Enrollment

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

Remington Elementary School Waivers

applicant. Similarly, if a choice application is approved and it is later found out the information provided was false or the applicant does not adhere to the agreed upon expectations for attendance and appropriate behaviors while enrolled at Remington, the principal may revoke the choice application at any time. Whenever possible, revocations of choice applications will be at the end of a school year. However, the principal reserves the right to revoke an application at any time during the school year at his discretion.

6. School Calendar/Class Scheduling

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

The staff at Remington is dedicated to providing high quality instruction on a daily basis. As such, we require the freedom to make decisions regarding the use of district assigned days for professional development and other purposes (e.g. Late Start days, Early Release days, Professional Development days, Staff Development days, Teacher Work days, etc.). We will allow opportunities for staff to attend centralized trainings in specialized areas like Special Education and GT.

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

Remington Elementary School Waivers

7. Budget

No cost savings is expected. We do feel there will be increased efficiencies that may not be measurable quantitatively, but will make better sense on a qualitative measure.

22-63-206	Teacher Employment, Compensation and Dismissal Act of 1990	Transfer of teachers – compensation	District will no longer make direct placement of teachers to the school, or direct placement within schools
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District Policies

In addition, we request the following District Policies to be waived:

FSD 49 Board Policy	Title/Subject	Substantive/Delegation	Rationale/ Replacement Plan
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Remington Elementary School Waivers

G. Waivers

Colorado Revised Statutes

To enhance the ability of Remington Elementary to innovate, we request the following Colorado Revised Statutes be waived:

C.R.S.	Title/Subject	Substantive/Delegation	Rationale/ Replacement Plan
22-32-109	<u>Board of Education – Required Duties</u> Local Board duties concerning selection of personnel and pay		Remington Elementary School will select teaching staff directly.
22-32-109(n)	Schedule and Calendar	Delegate authority to school to establish its own calendar Within the district-wide calendar, Remington will have the autonomy to determine the specific use of district assigned days that are not student contact days.	<i>Schedule and calendar</i> Remington Elementary School will meet or exceed statutory minimums for calendar, hours of teacher/pupil contact and schedule. Subject to district oversight.
22-32- 109(n)(II)(A) 22-32- 109(n)(II)(B)	Actual hours of teacher-pupil instruction and contact School Calendar	Delegate authority to school to establish its own calendar	Actual hours of teacher-pupil instruction and contact. <i>See above.</i>

Remington Elementary School Waivers

22-32-109(t)	Determine educational program and prescribe textbooks	Delegate authority to the school to establish an educational program and textbooks, and require the school to align its instructional program to state and local standards	Remington Elementary School's educational program is described in the Innovation Plan. Remington Elementary School will be able to adapt its instructional program in alignment with state standards.
22-32-109(aa)	Adopt content standards and plan for implementation of content standards	Delegate authority to the school to establish an educational program and textbooks, and require the school to align its instructional program to state and local standards	Adopt content standards and plan for implementation of content standards. <i>See above.</i>

GCA	<u>Professional Staff Positions</u>	All certificated, administrative, and supervisory positions in the school district shall be established initially by the Innovation Zone Leadership Team. All	Remington Elementary School shall have the ability to create and establish professional positions as a means of addressing student achievement needs in a timely fashion.
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Remington Elementary School Waivers

22-36-101		Delegates authority to the school instead of the district when appropriate school of choice contract needs to be revoked.	District and school policy is described in the Innovation Plan.
22-63-201	Teacher Employment, Compensation and Dismissal Act of 1990; Employment license required-Exception	The school will comply with federal law and regulation on Highly qualified Teacher. The board delegates to the school the duty to identify employees as highly qualified.	Remington Elementary School will verify to the district the qualifications of teachers for the purpose of complying with federal law and the schools will face the same sanctions as other district schools.

		changes in the titles and/or responsibilities of administrative and supervisory positions shall be approved by the Zone Leadership Team. It will be a priority within our building budget to add additional staff when staff ratios exceeds <i>K-1gr. 22:1, 2-3gr. 23:1, 4-5gr. 25:1</i> by 2 students, provided funds are available to do so.	
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Remington Elementary School Waivers

IGA	<u>Curriculum Development</u>	Delegates authority to Remington Elementary School to develop curriculum which meets/exceeds State Standards. Curriculum will be reviewed by professional staff for efficacy. Results will be reported to the Sand Creek Innovation Leadership Team.	Building Leadership Teams will develop and utilize a collaborative process to create curriculum and monitor its effects on student achievement. Remington Elementary School Leadership Team will have full oversight of this process.
IJ	<u>Instructional Resources and Materials Selection and Adoption</u>	Delegates authority to Remington Elementary School to select its own curriculum and instructional resources.	The Principal and Remington Elementary School Leadership Team shall facilitate the selection of instructional resources and materials using a rubric-based assessment process. The community will have an opportunity to review materials. Final approval of instructional materials will rest with the Remington Elementary School Leadership Team.

Remington Elementary School Waivers

IGF	<u>Curriculum Review</u>	Delegates authority to Remington Elementary School to determine the frequency and process with which curriculum will be reviewed.	The Remington Elementary School Leadership Team in collaboration with staff will develop a process and calendar for curriculum review.
IGD	<u>Curriculum Adoption</u>	Delegates authority to Remington Elementary School to determine education programs best suited to the needs of its students.	The Remington Elementary School will develop and implement collaborative processes to research and adopt curriculum that meets the needs of its students. Curriculum will be evaluated in its ability to produce learners that demonstrate proficiency with the state standards.
IHA	<u>Basic Instructional Program</u>	Delegates authority to Remington Elementary School to develop and implement a basic instructional program aligned with the state standards.	The Remington Elementary School Leadership Team will develop a collaborative process to develop, implement, and review the instructional program offered to our students.

Remington Elementary School Waivers

IJJ	<u>Textbook Selection and Adoption</u>	Delegates authority to Remington Elementary School to select and adopt textbooks	Remington Elementary School shall create Pre K- 5 curriculum articulation teams that are grade-level and content area specific. One of the responsibilities of the curriculum articulation teams will be to review and suggest textbooks to be adopted. Final decisions regarding textbook adoptions shall rest with the Remington Elementary School Leadership Team.
IKA	<u>Grading and Assessment Systems</u>	Delegates authority to the Remington Elementary School Leadership Team to approve the grading and assessment systems of its schools.	The Remington Elementary School shall create and maintain standards-based assessment and grading systems. Schools are highly encouraged to develop common interim assessments, as well as common final exams aligned with State Standards. All assessment and grading systems shall be approved by the Remington Elementary School Leadership Team.

REMINGTON ELEMENTARY BUDGET 2014-2015					
<u>Account #</u>	<u>Account Name</u>	<u>Original Budget</u>	<u>Adjusted Budget</u>	<u>Amount Spent</u>	<u>Amount Left</u>
10-135-11-0010-0430-000-0000	Instr Repairs/Maint	\$6,000.00			
	Canon Copier				
10-135-11-0010-0610-000-0000	Class Supplies	\$30,000.00			
	Kindergarten = 2.5	\$100.00			
	1st Grade = 4	\$100.00			
	2nd Grade = 4	\$100.00			
	3rd Grade = 5	\$100.00			
	4th Grade = 4	\$100.00			
	5th Grade = 5	\$100.00			
	Construction Paper & Copy Paper	\$1,000.00 & \$6,000.00			
	All Consumables	\$9,000.00			
	Laminator	\$300.00			
	PBS Assemblies				
10-135-11-0010-0640-000-0000	Inst.-Books	\$3,000.00			
10-135-11-0010-0650-000-0000	RES-Software	\$2,000.00			
10-135-11-0010-0734-000-0000	Technology Equip.	\$4,000.00			
Total 0010	GENERAL ELEMENTARY ED	\$45,000.00			
10-135-11-0080-0650-000-0000	Library Media Software	\$1,500.00			
	Overhead light bulbs, Follett Software				
Total 0080	LIBRARY	\$1,500.00			
10-135-11-0200-0610-000-0000	RES-Instr-Art-Class Supplies	\$2,000.00			
0200	Art	\$2,000.00			
10-135-11-0830-0610-000-0000	Phys Ed-Supplies	\$600.00			
	Mats, volleyballs, basketballs, jump ropes				
Total 0830	PHYSICAL EDUCATION	\$600.00			
10-135-11-1200-0610-000-0000	Music-Supplies	\$600.00			
	Poppler's Music Inc. - Supplies				
Total 1200	MUSIC	\$600.00			
10-135-11-1300-0610-000-0000	Instr-Sci-Class Supplies	\$1,000.00			
Total 1300	NATURAL SCIENCE	\$1,000.00			
10-135-11-1600-0430-000-0000	Tech-Maint/Repairs	\$300.00			
10-135-11-1600-0610-000-0000	Tech Ed-Supplies	\$3,000.00			
10-135-11-1600-0734-000-0000	Instr-Tech Ed-Tech Equip.	\$2,500.00			
Total 1600	TECHNICAL EDUCATION	\$5,800.00			
10-135-21-2130-0610-000-0000	Health-Supplies	\$600.00			
Total 2130	HEALTH SERVICE	\$600.00			
10-135-22-2213-0581-000-0000	Staff Trng-Trvl/Wkshp	\$5,000.00			
Total 2213	INSTRUCTIONAL STAFF DEVELOPMENT	\$5,000.00			
10-135-24-2410-0430-000-0000	Admin-Repairs/Maint.	\$600.00			
10-135-24-2410-0442-000-0000	Operating Lease	\$6,700.00			
	Canon Copiers				
10-135-24-2410-0531-000-0000	Telecommunications	\$2,200.00			
	Phone for Mark, Suzy and James				
10-135-24-2410-0533-000-0000	Admin. Postage	\$1,000.00			
10-135-24-2410-0583-000-0000	Admin. Mileage	\$300.00			
10-135-24-2410-0610-000-0000	Admin. Supplies	\$2,000.00			
10-135-24-2410-0733-000-0000	Admin.-Furn. & Fixtrs	\$1,000.00			
10-135-24-2410-0850-000-0000	Admin.-Reim Maint Work	\$1,000.00			
Total 2410	SCHOOL ADMINISTRATION	\$14,800.00			
10-135-90-9000-0840-000-0000	Contingency	Remaining Budget			

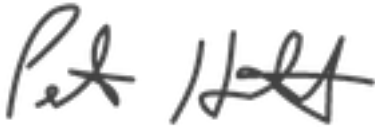
Total 9000	CONTINGENCY	? Amount			
Total Budget					

REMINGTON ELEMENTARY SCHOOL INNOVATION REVIEW AND PLAN

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

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

The innovation efforts at Remington Elementary School support the school's commitment to increase performance and do not require any additional funding, personnel, or program support.

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

Peter Hilts, Chief Education Officer

BOARD OF EDUCATION AGENDA ITEM 7.02a

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Todd Matia, Engineering Teacher
TITLE OF AGENDA ITEM:	SCHS Course Additions: Advanced Design & Development and Engineering Independent Study
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- The SC School of Design would like to add **“Advanced Design and Development”** to the offered courses. Currently, students are able to complete the Engineering program in 3 years, as a result of Digital Electronics being removed to create room for the new CSE Program.
- The SC School of Design would like to add **“Engineering Independent Study”** to the offered courses. Currently, students are able to complete the Engineering program in 3 years, as a result of Digital Electronics being removed to create room for the new CSE Program.

RATIONALE:

- Adding **“Advanced Design and Development”** would offer a second year, high-level capstone design course that would allow for more complex industry projects, internships and partnerships. Adding this course would not create a small singleton course because it would be co-sat with the current EDD course that is also co-sat with IB DP Design Tech HL 2. This would significantly limit how many teachers would be required to teach all of the junior and senior design students. It would also reduce the training requirement for future teachers, but would create opportunities for exceptional project outcomes.
- Adding **“Engineering Independent Study”** would offer a second year, high-level capstone design course that would allow for more complex industry projects, internships and partnerships. Adding this course would create a small singleton course, but it would not add a prep if there was a teacher willing to support the independent learning of the course in a hands-off support role. Students would still be expected to hit specific course benchmarks, but would be expected to acquire most of the information utilizing resources, such as the PLTW LMS. This would significantly limit how many teachers would be required to teach all of the junior and senior design students. It would also reduce the training requirement for future teachers, but would create opportunities for exceptional project outcomes.

RELEVANT DATA AND EXPECTED OUTCOMES:

- This option has been explored through a general independent study for the previous 2 years, and all participating students have shown significant growth from their first development project completed in their junior year. The complexity and level of the projects has grown exponentially, and the students have become much more adept in their skills as communicators, researchers, designers and project managers.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	The level of projects completed provides evidence of a solid program, as well as distinguishing accolades that lend to the acquisition of prestigious grants and scholarships; i.e. all Daniels and Boettcher Scholars have come from our program.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The overall intention for the future development of the program is to implement more and more real-world industry development projects. This requires a connection to the community.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	As far as I am aware, no one else is doing high-level development projects tied in to industry in our state.



BOE Regular Meeting February 11, 2016
Item 7.02a continued

Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Our engineering program has received national recognition and is being used as a model school for other engineering programs nationwide.
Rock #5 — Customize our educational systems to launch each student toward success	This change is being implemented specifically to create more opportunities for more students to focus on student and industry centered design.

FUNDING REQUIRED: Current FTE

AMOUNT BUDGETED: Currently grant funds are used to support student projects.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve to two course additions in item 7.02a as recommended by the Administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 3, 2016

BOARD OF EDUCATION AGENDA ITEM 7.02b

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	William Christy, Choir Director
TITLE OF AGENDA ITEM:	SCHS Course Revisions: Concert Choir and Vocal Music Program
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- The Sand Creek Vocal Music Program would like to change the name of “Concert Choir” to “**Mixed Choir.**” Course objectives for “Mixed Choir” will remain the same as “Concert Choir.”
- The Sand Creek Vocal Music Program would like to change student fees from \$40 for “Chamber Choir” and “Women’s Select Choir” and \$25 for “Concert Choir,” “Men’s Ensemble,” and “Women’s Ensemble” to **\$30 for all choirs.**

RATIONALE:

- “Concert Choir” is the current class offered as the beginning level choir for girls while the beginning level choir for boys is “Men’s Ensemble.” “Women’s Ensemble” is also offered, but is an auditioned, intermediate level choir. This arrangement is awkward and confusing for students, parents, teachers, counselors, and administrators. Changing the introductory level choir to a co-ed class named “Mixed Choir” is motivated by the following:
 - Establishing one introductory level choir as a co-ed class will make it easier for boys to get involved in choir. In the current course offerings, new boys to the program have only one class period to take choir. This change will give them two. Merely changing “Concert Choir” (also called “Women’s Concert Choir”) to a co-ed class would not make it clear to new students that the choir is for boys as well as girls, given the past use of the name.
 - With “Mixed Choir” as the introductory level choir for both boys and girls, “Men’s Ensemble” and “Women’s Ensemble” can both become intermediate level choirs. This is more logical and consistent. It also fosters greater growth opportunities for boys throughout the program and aligns with current pathway designs in the school.
- Current student fee structure was established to collect more funds from advanced choirs to facilitate their required participation in All State Choir auditions and Solo & Ensemble. Introductory choirs were charged a lesser fee as they were not required to participate All State Choir auditions and Solo & Ensemble. My philosophy is against requiring students to prepare and sing solos if they are not inclined to do so of their own accord. Since I do not therefore require participation in All State Choir auditions and Solo & Ensemble for the advanced choirs, they should not pay a higher fee. Leveling fees to \$30 for all students in choir will be a fairer fee structure.

RELEVANT DATA AND EXPECTED OUTCOMES:

- I expect both of these propositions to equalize opportunities for boys and girls involved in vocal music at Sand Creek. Fee structure is fair and boys have access to the same opportunities as girls for beginning and advancing in their study of vocal music throughout high school. Counselors and administrators will enjoy easier scheduling of students and accommodation in the master schedule.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Leveling the fee structure is fair and provides equal opportunities for students to grow through the program.
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BOE Regular Meeting February 11, 2016
Item 7.02b continued

Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The arts enrich the community beyond the school by producing cultural and artistic events at a minimal, or free, ticket price.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	This is a step in moving a program, school, and district forward.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	A thriving vocal music program is an asset to the school, creating publicity opportunities in addition to school pride.
Rock #5 — Customize our educational systems to launch each student toward success	This broadens opportunities for participation in the program and growth throughout the program.

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at the previous work session, I move to approve the course and fee changes outlined in item 7.02b as recommended by the Administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 3, 2016

BOARD OF EDUCATION AGENDA ITEM 7.02c

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Margaret Jurek, Science Teacher
TITLE OF AGENDA ITEM:	VRHS Course Proposal for Advanced Game Design (Online)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the semester- long course entitled Advanced Game Design (Online).

RATIONALE: The number of students interested in Information Technology (IT) careers and courses is on the rise. Currently we offer Game Design, which is a semester-long introductory course. Students are asking for more classes like this to go deeper into the field. By adding this course (Advanced Game Design) and Game Design II, we believe we will provide students with the courses they are asking for. These courses are for those students who have a distinct passion for game design and want to prepare for future study and career opportunities in this amazing field as indicated by their Individual and Career Plans (ICAPs). UCCS currently offers two minors under their Interdisciplinary Bachelor of Innovation degree - game design and game programing; offering these two proposed new courses at the high school level will help these students better compete to get into UCCS's program or other schools offering it.

IT2513? Advanced Game Design (Online)

Grade Level: 10-12

Length: Year

Prerequisite: must have successfully (C or better) completed Game Design II and teacher recommendation.

Applicable Career Clusters: Education & Training; STEM, Arts, Design, & Information Technology; Skilled Trades & Technical Sciences

This course is a team-based, multi-disciplinary, project-oriented, performance-based course, focused on creating a single digital game. It is intended to empower those with a passion for game development and interactive design an opportunity to explore this exciting field as a possible career or educational path. Students will use professional game and 3D engines while developing business skills such as client-studio relationships, Beta and Alpha presentation, promotion and advertisement, and team building skills. Students will also have the opportunity to assume a leadership role serving their Team or their Department, and possibly at State and National competitions. The game production pipeline will follow the Agile workflow methodology to replicate the professional atmosphere giving students skills they can apply in their future careers.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Approval of IT courses helps to define academic pathway in STEM for students
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	

BOE Regular Meeting 2/11/16
Item 7.02c continued

Rock #5 — Customize our educational systems to launch each student toward success	
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FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the course proposal for Advanced Game Design at Vista Ridge High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 11, 2016

BOARD OF EDUCATION AGENDA ITEM 7.02d

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Margaret Jurek, Science Teacher
TITLE OF AGENDA ITEM:	VRHS Course Proposal for Game Design II (Online)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the semester- long course entitled Game Design II (Online).

RATIONALE: The number of students interested in Information Technology (IT) careers and courses is on the rise. Currently we offer Game Design, which is a semester-long introductory course. Students are asking for more classes like this to go deeper into the field. By adding this course (Game Design II) and Advanced Game Design, we believe we will provide students with the courses they are asking for. These courses are for those students who have a distinct passion for game design and want to prepare for future study and career opportunities in this amazing field as indicated by their Individual and Career Plans (ICAPs). UCCS currently offers two minors under their Interdisciplinary Bachelor of Innovation degree - game design and game programming; offering these two proposed new courses at the high school level will help these students better compete to get into UCCS's program or other schools offering it.

IT2512? Game Design II (Online)

Grade Level: 9*-12

Length: Semester

Applicable Career Clusters: Education & Training; STEM, Arts, Design, & Information Technology; Skilled Trades & Technical Sciences

**Prerequisites: Successful completion (C or better) of Game Design I and previously or concurrently enrolled in an additional technology course.*

This course is a follow-on course to Game Design. In addition to developing skills introduced in Game Design to a deeper level, students will be able to understand the history of video games and the developers who brought them to us and will practice the methodology of a game studio production pipeline. Additionally, students will apply a formal approach to gameplay analysis as established by industry leaders and gain hands-on experience while developing their skills in a variety of professional tutorials.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

BOE Regular Meeting 2/11/16
Item 7.02d continued

FUNDING REQUIRED: Yes, textbooks

AMOUNT BUDGETED: N/A

Textbook: *Designing Games*, Tynan Sylvester- available on Amazon.com and other book sellers, about \$27 Games will be developed using free open-source software: Unity (<http://unity3d.com/get-unity>) and Blender (<https://www.blender.org>).

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the course proposal for Game Design II at Vista Ridge High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 3, 2016

BOARD OF EDUCATION AGENDA ITEM 7.02e

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Margaret Jurek, Science Teacher Stacey Henderson, English/Language Arts Teacher
TITLE OF AGENDA ITEM:	Course Proposal for Technical Writing for Science
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the semester- long course entitled Technical Writing for Science.

RATIONALE: When students start exploring science pathways it is important for them to be able to communicate in a scientific manner. This course would provide them instruction on how to conduct a scientific article review – looking for claim, evidence, reasoning, and potential biases and how to properly cite sources and correctly format written correspondence and lab reports in APA format (American Psychological Association). This course would be recommended for any students considering majoring in science, computer science, or engineering in college.

ENxxxx Technical Writing for Science

Grade Level: 9*-12

Length: Semester

Applicable Career Clusters: Education & Training; STEM & Information Technology; Skilled Trades & Technical Sciences

*Prerequisites: Interested in a STEM career field (10-12); *9th must have science department chair approval and be enrolled in Biomed I.*

This course provides students instruction on how to conduct a scientific article review – looking for claim, evidence, reasoning, and potential biases and how to properly cite sources and correctly format written correspondence and lab reports in APA format (American Psychological Association).

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the course proposal for Technical Writing for Science at Vista Ridge High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 3, 2016



BOARD OF EDUCATION AGENDA ITEM 7.03a

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Zach Craddock, Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	New Job Description
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The District eliminated the District Counselor position in 2015-2016 and selected job roles of this position were reassigned to the newly created 49 Pathways Secretary position. This position has dramatically shifted since the start of the year. Current major duties involving coordination of CE budget, management of the entire CIC system, and oversight over Gifted Student Information System accountability.

RATIONALE: Job duties has shifted as position has evolved to meet the needs of zones and schools.

RELEVANT DATA AND EXPECTED OUTCOMES: Ensure proper support and functioning of various initiatives and departments that align with our secondary initiative of 49 Pathways.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Reduction of District Counselor position and hiring of 49 Pathways Technician at reduced cost to taxpayers, while still delivering high quality services to zones and schools.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Supporting teachers in successfully navigating College in Colorado
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	Supporting teachers in College and Colorado, CE enrollment and ICAP support

FUNDING REQUIRED: \$1,242

AMOUNT BUDGETED: \$1,242

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the recommended changes to the Pathways Data Technician job description.

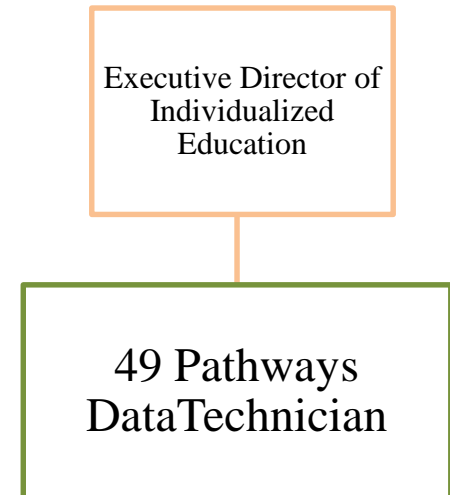
APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 19, 2016

D49 PATHWAYS DATA TECHNICIAN

Job Title:	49 Data Technician
Initial:	August 2015
Revised:	N/A
Work Year:	220 days
Office:	Education
Department:	Individualized Education
Reports To:	Executive Director of Individualized Education
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 17

Related Organization Chart



SUMMARY: The 49 Pathways Data Technician supports to successful implementation of 49 Pathways programming by:

- Assisting the Director of Concurrent Enrollment Education in the management and implementation of Concurrent Enrollment and the Academies programs;
- Assisting the Individualized Education department with College in Colorado data tracking; and providing technical support to all staff and students district wide;
- Working cooperatively across all departments and divisions to align efforts.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

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

ICAP

- Provides College in Colorado technical expertise and support to all buildings for grades 6-12 to include account management for students/staff
- Researches and collaborates in development of ICAP grade-level curriculum and discussion prompts for soft skills and 21st century skills for middle and high schools.
- Researches and updates college and career planning resources in the district's learning management system.
- Prepares quarterly executive summary to include ICAP milestones per school by grade level.
- Loads courses into CIC to help students complete their Plan of Study Milestone
- Supports principals, counselors, and staff with logistics and planning for ICAP implementation.

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

-
- Serves as an informed resource to families regarding Individual Career & Academic Plans, CIC, and Concurrent Enrollment & ASCENT programs.
 - Maintains Concurrent Enrollment grades in each semester.
 - Loads and maintains postsecondary master course catalog.
 - Creates and maintains all Concurrent Enrollment student data including, but not limited to, budgeting information, student grades, student schedules, and student attendance/grade checks,
 - Liaison between collegiate financial departments and District 49 for tuition and textbook payment for staff and students.
 - Responsible for budget tracking for all Concurrent Enrollment accounts

Individualized Education

- Assists with data collection for College in Colorado.
- Assists with ICAP Milestone collection and reporting in College in Colorado.
- Assists with summary reports for SB 191 and School Counselors.
- Builds skeletal ALP in Alpine for Gifted and Talented Students
- Performs other duties as assigned by the supervisor or program leaders.
- Certified Cognitive Abilities Test Administrator and Scorer
- Maintain all G/T student records to stay in compliance with CDE Guidelines
- Trained on the Gifted Identification Process as per CDE Guideline

The requirements listed below are representative of the education, experience, knowledge, skills, and abilities required for this position:

EDUCATION AND TRAINING:

- High school diploma or equivalent required
- Associates degree preferred

EXPERIENCE:

- A minimum of three (3) years of experience working in office, secretarial, or other professional capacity, preferably in K-12 education

CERTIFICATES, LICENSES, & REGISTRATIONS:

- Criminal background check required for hire.

SKILLS & KNOWLEDGE

- Excellent communication and presentation skills
- Demonstrated ability to work as a member of a high performing team
- Ability to work well with others in a diverse educational community and interact with all stakeholders in a professional and approachable manner
- Interpersonal relations skills
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to defuse and manage volatile and stressful situations

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

-
- Personal computer, keyboarding and word processing skills
 - Operating knowledge of and experience with personal computers and common office equipment
 - Operating knowledge of and experience with various software applications such as Microsoft Office and web applications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS:

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

WORK ENVIRONMENT:

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



BOARD OF EDUCATION AGENDA ITEM 7.03b

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Zach Craddock, Director of Individualized Education
TITLE OF AGENDA ITEM:	Health Paraprofessional Range Reclassification
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Readjustment of Health Paraprofessional Salary Range from 3 to 5. This placement is more appropriate and aligns with specific job duties/responsibilities and makes District 49 more competitive in this market area. This request amounts to an \$.86 increase per hour for a first year Health Paraprofessional.

RATIONALE: This salary range aligns with their job duties and responsibilities

RELEVANT DATA AND EXPECTED OUTCOMES: Reduction of vacancies for this specific position, and makes District 49 more marketable in the Pikes Peak region.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Research conducted discovered we are on the very low end of starting salary for this position. This aligns us with our competitors and allows for greater retention in this position.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Our students/parents must be ensured that their health needs are being met. Health paraprofessionals the front line workers to ensure this.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: \$12,023.62 for the remainder of the 15-16 school year. **AMOUNT BUDGETED:**

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at a previous meeting, move to approve the recommended revisions to the Health Paraprofessional job description as recommended by the administration.

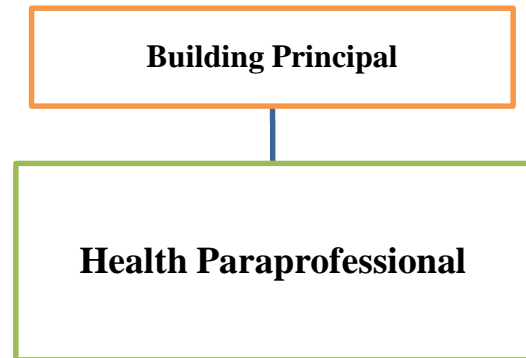
APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 19, 2016

HEALTH PARAPROFESSIONAL

Job Title:	Health Paraprofessional
Initial:	November 1, 2006
Revised:	December 10, 2015
Work Year:	10 months
Office:	Education
Department:	Special Services
Reports To:	Building Principal
FLSA Status:	Non-Exempt
Pay Range:	Range 5

Related Organization Chart



SUMMARY: Responsible for daily care for ill or injured students. Maintain health files and assist district nurse.

ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Care for ill and injured students.
- Administer medication as directed.
- Communicate with parents regarding the health needs of children.
- Input daily student log in current student file program.
- Assist and communicate with the school nurse.
- Monitor immunizations and follow-up on compliance.
- Maintain health files on each student and monitor doctor orders and care plans.
- Input health concerns, immunizations, vision and hearing results in current student database, and send appropriate referrals.
- Implement vision and hearing testing in building.
- Update and distribute health lists.
- Complete accident and “bump on the head” notes.
- Assist in recognizing and reporting instances of possible child abuse.
- Recognize and provide appropriate response to common health conditions such as diabetes, allergies, asthma, etc.
- Performs other duties as assigned.

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

Supervision & Technical Responsibilities:

- This position has no supervisory responsibilities at this time.

Budget Responsibility:

- This position has no budget responsibilities at this time.

QUALIFICATIONS

The requirements listed below are representative of the education, experience, knowledge, skills, and/or abilities required for this position:

Education & Training:

- High school diploma or equivalent

Experience:

- No experience required; experience in childcare or medical background preferred

Knowledge Skills & Abilities:

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Personal computer, keyboarding and word processing skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities
- Ability to manage multiple tasks with frequent interruptions
- Ability to diffuse and manage volatile and stressful situations

Certificates, Licenses, & Registrations:

- Criminal background check at time of hire
- Valid Colorado driver's license
- CPR and First Aid certifications required within 3 months after hire
- Universal Precautions required within 3 months after hire
- Medication Administration required within 1 month after hire

OTHER WORK FACTORS

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

Physical Demands:

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk and hear. The employee frequently is required to stand and walk. The employee is occasionally required to stoop, kneel, crouch, or crawl; talk or hear; taste or smell. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

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

Work Environment:

While performing the duties of this job, the employee will work primarily in a usual office or school environment. The noise level in the work environment is usually moderate.

Mental Functions:

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

BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Peter Hiltz, Chief Education Officer
TITLE OF AGENDA ITEM:	D49 School Family Calendar
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Over the past year, we have observed that the divergence of zone calendars has been a point of confusion and some operational inefficiency.

RATIONALE:

Re-aligning calendars across District 49 will meet the expectations of our community.

RELEVANT DATA AND EXPECTED OUTCOMES:

The specific recommendations for the calendar match, not only our historical pattern, but also reflect the priorities expressed on our calendar survey.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Reducing operational inefficiency is good stewardship of district resources.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The calendar proposal was informed by robust community participation in an extended survey and subsequent conversations.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, move to approve policies ICA and GBD, regulation ICA-R and the proposed 2016-17 and 2017-18 calendars as recommended by the Administration.

REVIEWED BY: Chief Officers

DATE: February 3, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Year/School Calendar/Instruction Time
Designation	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 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.
 - The calendar shall include professional development as full-day sessions—avoiding the practice of half-day schedules.
 - High schools may continue to offer short-day schedules via late start or early release to accommodate teacher professional planning.
 - 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
 - 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



BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Year/School Calendar/Instruction Time
Designation	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.

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*)
- 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



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)

District 49 2016-17 School Family Calendar

2016 Fall Semester (82 Days)

	Su	M	T	W	T	Fr	Sa	
						1	2	1/2 NY Day Observed 1/3 PD Day No Students
	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	2/17 PT Conferences No Students
	21	22	23	24	25	26	27	2/20 Presidents Day D49 Closed
	28	29	30	31	1	2	3	9/2 PD Day No Students
September	4	5	6	7	8	9	10	3/10 PD Day
	11	12	13	14	15	16	17	9/5 Labor Day D49 Closed
	18	19	20	21	22	23	24	3/20-3/31 Spring Break Schools Closed
	25	26	27	28	29	30	1	
October	2	3	4	5	6	7	8	10/7 PT Conferences No Students
	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
December	4	5	6	7	8	9	10	5/29 Memorial Day D49 Closed
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	12/9 Elementary Assessment Day
	25	26	27	28	29	30	31	12/19-30 Christmas Break Schools Closed 12/23-30 D49 Closed

2017 Spring Semester (88 Days)

	Su	M	T	W	T	Fr	Sa
January	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	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, 6th and 9th grade students attend secondary schools.

D49 Closed:

In our elementary schools, principals may schedule kindergarten orientation and assessments on the first day.

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	Thanksgiving Break 11/20–22 Schools 11/23–24 D49
	19	20	21	22	23	24	25	5/26 Graduation 5/28 Memorial Day D49 Closed
	26	27	28	29	30	1	2	
December	3	4	5	6	7	8	9	12/8 Elementary Assessment Day
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	12/18–29 Christmas Break Schools Closed 12/22–29 D49 Closed
	24	25	26	27	28	29	30	

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, 6 th and 9 th grade students attend secondary schools. In our elementary schools, principals will 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 10/5, 12/15, and 3/16.
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.

BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD WORK SESSION OF:	February 11, 2016
PREPARED BY:	Matt Meister, Director of Communications
TITLE OF AGENDA ITEM:	Action on 2016 Election Planning Communication Plan
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board of Education has previously provided guidance to the Administration to conduct primary research for needs, options and financing vehicles for potential participation in the November 201 election.

As the plan continues to be formalized, communication efforts need to ramp up. Colorado law allows any school districts to speak positively and create promotional material about a potential bond issue before it refers the actual bond question to the voters.

RATIONALE: A coordinated communications plan identifying key audiences, materials, presentations and a timeline will help ensure that educational efforts around the proposed plan are effectively executed across the organization.

RELEVANT DATA AND EXPECTED OUTCOMES: Communication efforts outlined in the plan are a combination of tools and delivery vehicles to reach the 40% of district residents that have a direct connection to the district and the 60% of residents that do not have a direct connection to District 49.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Clarity and transparency in revenue generation strategies and related decisions.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	There is no closer engagement for community participation than an election. Pursuing an election question in 2016 will need significant community participation for it to be reflective of the community's wishes for D49.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Recognizing that the efficiencies D49 has achieved the last several years puts the district in a position to be trusted, to be innovative and through the continuous exercise of both, to be the best district to learn, work & lead.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	An election campaign should have clear connection to increasing our portfolio of distinct and exceptional schools.
Rock #5 — Customize our educational systems to launch each student toward success	A commitment to improving facilities and programs will have a positive contribution to ensuring each student has their best opportunity for success.

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at previous meetings, I move to approve the attached communication plan regarding potential participation in the November 2016 General Election.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: February 3, 2016

NOVEMBER 2016 ELECTION PLANNING COMMUNICATIONS PLAN

Version 3.0

160120



VERSION HISTORY

Version #	Implemented By	Revision Date	Approved By	Approval Date	Reason
1.0	Matt Meister	151210			Initial commplan for November 2016 Election
2.0	Matt Meister	151222			Major Additions to Matrix and Audiences
3.0	Matt Meister	160120			Addition of 1.2 Fair Campaign Practices Act. Additions to the Communications Matrix in 3.1 and final edits prior to BOE work session presentation.

District 49 Template Version: 151210

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1 INTRODUCTION

1.1 PURPOSE OF THE COMMUNICATION PLAN

The overall objective of the communications plan is to educate District 49's community about the contents of the school finance measure that will be placed on the November 2016 ballot pending Board of Education (BOE) approval.

The November 2016 election communications plan (commplan) provides a detailed structure that will accomplish this objective.

Different stakeholder audiences are defined; important points about the ballot question that are most likely to be important to each key group are identified. A detailed timeline, methods of information collection, screening, formatting, and distribution of products is provided to help facilitate the execution of the plan.

The document is also meant to provide an outline understanding to members of the District 49 BOE and leadership team regarding the actions and processes necessary to facilitate the critical links among people, ideas, and information that exist.

Communications include all written, spoken, and electronic interaction with identified audiences. This commplan encompasses objectives, goals, and tools for all communications, including but not limited to:

- print material
- online communications
- meeting results and action plans
- media relations
- incoming communications
- identity materials, including logo
- surveys
- annual report
- in-person presentations

The intended audience of the November 2016 election commplan is District 49 Board of Education Directors, chief officers, zone leaders, directors, principals, and any senior leaders whose support is needed to carry out the details of the commplan.

1.2 FAIR CAMPAIGN PRACTICES ACT

District 49, like other governmental agencies is subject to the Fair Campaign Practices Act (FCPA), Colorado Revised Statutes, Section 1-45-101, and Article XXVIII of the Colorado Constitution. These laws govern the use of public moneys in a campaign involving the election of any person to any public office or involving any election question.

There are certain exemptions, including those regarding the time frame, that impact communication efforts between the district and its stakeholders with respect to the proposed Mill Levy Override.

The law firm of Sherman & Howard produced a June 2013 memo titled, '[Guidance for Colorado Governments in Complying with the Fair Campaign Practices Act](#)' which outlines some of these exemptions.

"The FCPA only restricts the use of Government money and resources during a certain time period leading up to an election. The restrictions do not begin with respect to a state or local ballot issue until the issue has been submitted to have a ballot title fixed or has had a ballot title fixed, and do not begin with respect to a referred measure until the measure has been referred to the voters. Thus, a school district can spend district money on a flier speaking positively about a potential bond issue before it refers the actual bond question to the voters."

There are additional opinions and memos providing guidance to Colorado Government entities regarding the Fair Campaign Practices Act that support the guidance from Sherman and Howard. These examples include, but are not limited to, the firms of [Butler & Snow](#) and [Seter & Vander Wall](#).

The proposed communications matrix adheres to the FCPA and will be flexible upon a vote by the Board of Education that officially places a school finance question on the El Paso County ballot.

2 STAKEHOLDER IDENTIFICATION AND ANALYSIS

Name	Important Points	Delivery Vehicle	Comments
Teachers	- New Compensation For Teachers in Plan - Passage of MLO Will Free Up Money For Additional Compensation for Support Staff	-Direct & Bronto Email -In-Presentations -Staff Meetings -Social Media -Earned Media -Fliers	Additional teacher compensation is likely to make this group a strong advocate of the plan.
All Staff	-Any New Compensation New Construction New Technology	-Direct & Bronto Email -In-Person Presentations -Staff Meetings -Social Media -Earned Media -Fliers	Staff are more likely to talk favorably about the ballot question amongst each other and their outside of work social circles if they are well informed
Students	-Existing Facility Upgrades -New Construction	-Teachers -School Assemblies -Twitter (Secondary Students) -Student Board of Reps -Fliers	Students are invested in their education, particularly at the secondary level. Some students will vote in the Nov. 2016 election. Student voice is represented at the Board of Education meetings.

November 2016 Election

D49 Families	-Teacher Compensation -New Facilities -Existing Facility Upgrades -No New Taxes	-Teachers -Principals -Bronto Email -Earned Media -Social Media -Fliers -USPS Mail	Early communication of the plan to existing families may produce a community advocacy group.
D49 Charter Families	-New High School (BLPA) -New construction (reduce enrollment at BLRA and PPSEL)	-USPS Mail -Bronto Email -Social Media -Earned Media -Principals -Teachers -Fliers	This group may be disenfranchised due to the removal of the charter HS from the 2014 election question. The plan does include money for each charter school in priority two.
D49 Military Families	Register to Vote	-Bronto Email -Principals -Teachers -Fliers	New legislation C.R.S will allow military families to retain residency in another state, but vote in Colorado
District 49 Residents	"We Heard You" All Plan Specifics No New Taxes	-USPS Mail -Geo-targeted Advertising -Bronto Email -Social Media -Earned Media -Principals -Teachers -Fliers / Community Events	
Church of Latter-Day Saints Members	-No New Taxes -New Schools -New High School Facilities -Teacher Compensation	-Leadership Meetings -In Person Presentations	Strong community voting block
Moms	-New Schools (Class Sizes) -Teacher Compensation		Moms drive many decisions within the home and are typically pro-education.

3 COMMUNICATIONS VEHICLES & PRODUCTS

3.1 COMMUNICATIONS MATRIX

Product	Target	Description Purpose	Frequency	Owner	Delivery	Internal / External	Comments
One Pager	All Audiences	High Level Plan Overview	-Jan. 24 -Update as needed	Meister	-Bronto Email -D49.org -Flier Handout -Social Media -Local Media (provide info. & peg for coverage)	-Internal -External	If someone sees only one thing, this should provide enough information to educate about the plan at an overview level
D49.org	All Audiences	Digital Hub of Information	Jan. 22	Meister		-Internal -External	
Staff Meetings (School)	All Staff	Inform staff of plan specifics		Principals Zone Leaders	-Presentation -Q&A	-Internal	Relationship between principals and staff

November 2016 Election

Staff Town Halls	All Staff	Inform staff of plan specifics	-One per Semester	Chief Officers	-Presentation -Q&A	-Internal	
High Plains Chamber of Commerce	District 49 Residents	Inform of plan specifics	-April -Sept	Meister Chief Officers	-Presentation -Q&A	-External	May be willing to publicly support
Survey	-All Staff -D49 Families -D49 Residents	Poll	Feb. 1	Hilts Ridgway Meister	D49.org	-Internal -External	Survey notification through Bronto email, social media (internal and external accounts), New Falcon Herald article/CEO report
School Banners	-All Staff -D49 Families -D49 Residents	Advertisement of Election and Where to Get Information on D49.org	Mar. 15	Meister	Communications & Facilities	-Internal -External	Two banners placed at each school. One in student drop off lane and one in front of each school out on corner or main road (community)
External Poll?	-D49 Residents	Traditional Phone Poll	Mar. 1	Vendor	Vendor	-External	There may be additional methods of community engagement and learning opportunities
Overview Video	Each Audience	Plan Overview	-Feb. 2016 -Aug. 1 -Major update as needed	Meister	-D49.org -Social Media	-Internal -External	
Did You Know? Direct Mail	D49 Residents	-Annual Report -Inform of recent successes -Introduce Back To Ballot & General -General Overview	-Feb. 10	Meister	Direct Mail	-External	
Direct Mail	D49 Residents	-Tabloid layout -Plan Details	April 20	Meister	Direct Mail	-External	
Online Google Hangout Town Hall	D49 Residents	-Plan Details -Community Engagement	July	Meister Chiefs	Google Hangouts	-Internal -External	Needs to be ahead of BOE election approval
Community Meetings Town Hall	-D49 Residents	-Plan Details -Community Engagement	August or September	BOE & Chiefs	-Each Zone High School	-External	Prior to BOE election approval
Status	-All Staff	-Plan Updates	Monthly	Meister	-Bronto Email	-External	Monitor open

November 2016 Election

Update (BOE Email)	-D49 Families -D49 Residents	-Meeting Notification			-D49.org -Social Media		rates, page views, engagement
Buttons	-All Staff	-Top of Mind	July 27 Back To School Kick Off	Meister	Vendor	-Internal -External	
News Radio Interviews	-D49 Residents	-High Level Overview	W/ Mail-in ballots	Meister / Chiefs	KVOR, KRDO	-External	Earned Media
Gazette Editorial	-D49 Residents			Meister/ Chiefs			Earned endorsement
Gazette Article	-D49 Residents -All Staff	-High Level Overview	Week mail-in ballots arrive	Meister / Hilts / Ridgway	Debbie Kelley	-External	Gazette also likely has voter guide
New Falcon Herald Articles	-D49 Residents (Falcon Zone)	-All Plan Aspects	Continuous	Meister/ Chiefs	Lindsey Harrison	-External	
TV News Pieces	-D49 Residents -All Staff	-High Level Overview	Week mail-in ballots arrive	Meister	KOAA, KKTU, KRDO, KXRM	-External	

3.1.1 Important Meetings

Meeting	Description Purpose	Frequency	Owner	Internal/ External	Comments/ Participants
BOE Meeting	-First public presentation of plan details -Vote on plan specifics/election participation/language	Monthly	BOE	External	
BOE Work Session	First public presentation of plan details	Monthly	BOE	External	
Chief Officers	-Discussion resulting in presentation to BOE	Weekly	Chief Officers	Internal	
SLT	-Status Updates	Bimonthly	Chief Officers	Internal	
Zone Leaders		Monthly	Chief Officers	Internal	
Principals		Monthly	Principals	Internal	
School Staff	Principals can communicate important details to staff	Variable	Principals	Internal	Information funnel from principals meeting to larger staff groups
Department Meetings	Department heads can communicate important details to staff	Variable	Directors	Internal	Information funnel from SLT meeting to larger staff groups
High Plains Chamber of Commerce		Monthly			

3.1.2 Team Reporting

Meeting	Description Purpose	Frequency	Owner	Internal/ External	Comments/ Distribution List
BOE	Continue to Develop Plan Specifics	Bi-monthly	BOE	Internal & External	Deliverable via BOE action items emails

Chief Officers	Continue to Develop Plan Specifics	Weekly	Chiefs	Internal	-Funnel Important Information to ZL's/Principals for distribution -Notify Communications of changes
Principals	Information Funnel	Monthly	Principals	Internal/External	Conduit to get information to teachers...who may get to families through class letters or conversation

3.1.3 Other Communication Vehicles

Vehicle	Description Purpose	Frequency	Owner	Internal/ External	Comments/ Distribution List
Facebook	Two-Way communication and engagement possible	As Needed – back fill for Bronto emails	Senger	External	Reach issues continue (~10%)
Twitter	140 Characters – Mostly links to D49.org content	As Needed – back fill for Bronto emails	Senger	External	Primarily High School Students
Google Plus	Two-Way communication and engagement possible	As Needed – back fill for Bronto emails	Senger	Internal / External	Mostly staff since migration to gmail
D49.org	Digital communication home base	Continuous Updates	Meister / Senger	Internal / External	All information should be held on these pages

4 BRANDING, LOGO & LOOK

4.1 DESIGN CONCEPT

The design concept incorporates significant portions of the District 49 logo and uses the colors from the District 49 brand kit to maintain identity with the district's existing brand and the look of it's ongoing communications products.

The “49” path leads to a basic shape schoolhouse that evokes the physical construction contained within the plan. The schoolhouse is also a nod to the previous district brand and the last time new school construction occurred on a large scale.

The “Building Our Future Community” slogan for the communications effort is meant to be inclusive, positive and forward looking. Building and Community are in the Adobe Garamond Pro font of the District 49 brand and almost stand out on their own in D49 green. Our Future is more subtle, using the D49 gold and is presented in Arial.

The sub-slogan of “The Best Plan For Students, Staff and Taxpayers” gives a nod to the *Best District* big rock and also alludes to the individual components of the

plan, including new facility construction, existing facility renovation, teacher compensation and no new tax increases.

4.1.1 Main Logo



4.1.2 Alternative / Button Logos



4.1.3 Look of Materials

The presentation look of materials, regardless of medium, will in general adhere to the District 49 brand kit and style guide. Fonts and colors will generally adhere to the overall "District 49" brand launched in 2014. Samples are provided below.



5 COMMUNICATIONS PLAN APPROVAL

The undersigned acknowledge they have reviewed the November 2016 Election Communications Plan and agree with the approach it presents. Changes to this Communications Plan will be coordinated with and approved by the undersigned.

Signature:	_____	Date:	_____
Print Name:	Marie LaVere-Wright		
Title:	Board of Education, President		

Signature:	_____	Date:	_____
Print Name:	David Moore		
Title:	Board of Education, Vice-President		

Signature:	_____	Date:	_____
Print Name:	Tammy Harold		
Title:	Board of Education, Secretary		

Signature:	_____	Date:	_____
Print Name:	Kevin Butcher		
Title:	Board of Education, Treasurer		

Signature:	_____	Date:	_____
Print Name:	John Graham		
Title:	Board of Education, Director		

Signature:	_____	Date:	_____
Print Name:	Peter Hilts		
Title:	Chief Education Officer		

Signature:	_____	Date:	_____
Print Name:	Brett Ridgway		
Title:	Chief Business Officer		

Signature:	_____	Date:	_____
Print Name:	Jack Bay		
Title:	Chief Operations Officer		

APPENDIX - REFERENCES

The following table summarizes the documents referenced in this document.

Document Name and Version	Description	Location
One Pager	High Level Overview Document	D49.org/2016election
Talking Points	Internal Document	D49.org/2016election
Definitions	Description of Important Terms	D49.org/2016election
Pamphlet (Tabloid)	Detailed Print View of Plan	D49.org/2016election
Plan Video	Video Overview	YouTube (No URL Until Creation)
Presentation	Town Halls / Staff Meetings / Community Events	D49.org/2016election
Button Creative	Buttons For Staff / Community	D49.org/2016election
School Banners	Banners In Front of School	D49.org/2016election

BOARD OF EDUCATION AGENDA ITEM 7.06

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Andy Franko, Peter Hilts
TITLE OF AGENDA ITEM:	Growth and Development of iConnect Zone
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: 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.

RATIONALE:

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.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	The proposed organization will provide financial and personnel resources to maintain excellent levels of service in the iConnect Zone. This will reflect purposeful stewardship and reinforce trust.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Both local and statewide charter schools, as well as our blended/online and alternative education campuses serve unique communities across the state.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Increasing support for the iConnect Zone, while adding an early college and refocusing existing programs will extend the leadership of our portfolio of schools. These schools, and the people who lead them, will launch even more students to success.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, I move to approve the attached resolution and timeline as recommended by the Administration.

REVIEWED BY: Peter Hilts, Chief Education Officer

DATE: February 3, 2016

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.

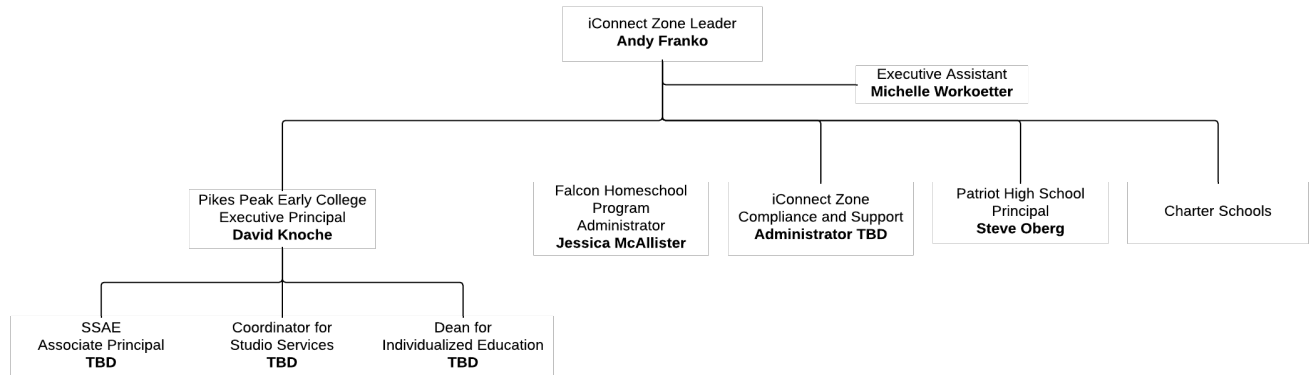
Aligning Positions and People

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.



We, the members of the board, resolve to support the continuation of efforts by administration to carry out the Reorganization of the iConnect Zone as indicted in the proposed plan in conjunction with the timeline stated below:

MILESTONES:

1. Program Changes:

- a. 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:

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

3. Budget:

- a. 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.

TIMELINES:

- **February 2016**
 - Revise Multi-district Online Application and Complete Early College Application for final submission. (PPEC)
 - Submit to CDE
 - Once the PPEC application is approved, Dave Knoche will need to transition into the role of Executive Principal. Addition staff realignment to take place as a result of this change. (PPEC)
 - Board approval needed for new position - Executive Principal
 - Begin the process of transitioning Patriot Learning Center to Patriot High School
 - Board approval needed to rename PLC to PHS
 - PLC Staff works with current families to place middle school and GED students. (PHS)
 - Update policy regulation LBD-R (Charter Authorizing)
 - Board approval needed to update charter policy and timeline for application cycle.
 - Charter School administration fees updated. (Charter Authorizing/Budget)
 - Administrator Ratio updated with Charter numbers included (Personnel/Positions)

- Submit to board
 - BLPA Application provisions accepted. BLPA moves to Land Lease agreements and Contracting. (Charter Authorizing)
 - Board approval needed to accept BLRA/BLPA management agreement
- **March 2016**
 - New iConnect Zone positions created with job descriptions. Postings made upon board approval. (Positions/People)
 - Board approval of new positions
 - PTEC Waivers presented to the board as an addendum to the contract. (Charter Authorizing)
 - Board approval needed to move waivers forward to SBoE.
 - PPEC space approved at Falcon Legacy Campus (PPEC)
 - PPEC begins marketing and enrolling students (PPEC)
 - PPEC positions created and posted (PPEC)
 - Board approval needed for new positions
 - Charter Administrative Fee is adopted and presented to Charter boards (Budget)
- **April 2016**
 - New charter application cycle information is posted to the D49 website (Charter Authorizing)
- **May 2016**
 - 2016-17 iConnect Zone budget submitted for approval (Budgets)
 - Board approval needed

ADOPTED AND APPROVED this 11th day of February, 2016.

Marie LaVere-Wright, Board President
Falcon School District 49

(SEAL)

ATTEST:

Tammy Harold, Board Secretary
Falcon School District 49

BOARD OF EDUCATION AGENDA ITEM 7.07

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION:	Action

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

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

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
12.a	ACD	Commitment to Religious Accommodation and Neutrality	L. Fletcher	Repeal, covered by state and federal law
12.b	BC-R	School Board Member Financial Disclosure	D. Richer/ B. Miller	Revise to adjust dollar amount per state statute and CASB recommendation
12.c	BDF	Advisory Committees	A. Whetstine	Periodic review; recommended revisions
12.d	BDFB	Career and Technical Advisory Council	N. Lester	Periodic review; recommended revisions
12.e	BE	School Board Meetings	D. Richer	Revise per CASB's recommendation
12.f	EB	Environmental and Safety Program	T. Carey	Periodic review; recommended revisions
12.g	EBAB	Hazardous Materials	T. Carey	Periodic review; recommended revisions
12.h	EBBA	Prevention of Disease/ Infection Transmission	T. Carey	Periodic review
12.i	GBGAA	Staff Training in Crisis Prevention and Management	D. Watson	Recommend adoption; align with CASB
12.j	GBGAB	First Aid Training	Z. Craddock	Revise per CASB's recommendation
12.k	IKA	Grading/Assessment Systems	A. Whetstine	Revise per CASB's recommendation
12.l	JICDF	Cyber Bullying	L. Fletcher	Periodic review; recommended revisions
12.m	JLCE	First Aid and Emergency Medical Care	Z. Craddock	Revise per CASB's recommendation
12.n	KDE	Crisis Management	D. Watson	Revise per CASB's Recommendation

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

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

BOE Regular Meeting February 11, 2016
Item 7.07 continued

Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the District.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, I move to approve the fourteen policies in item 7.07.

REVIEWED BY: Chief Officers

DATE: February 3, 2016

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Commitment to Religious Accommodation and Neutrality
Designation	ACD
Office/Custodian	Education/Director of Culture & Services

Notwithstanding anything which may inadvertently still appear in policy, the Board of Education understands that administration and staff must recognize students' First Amendment religious rights. The Board further recognizes that the United States Constitution's First Amendment imposes two equally important obligations on public schools.

First, schools must not forbid students acting on their own from expressing their personal religious views or beliefs. Second, schools may not endorse religious activity or doctrine and students may not coerce participation in religious activity.

Schools must give students the same rights to engage in religious activity and discussion, as they have to engage in other comparable activity. Generally, this means that students may pray in a nondisruptive manner during the school day when they are not engaged in school activity and instruction, subject to the same rules as apply to other speech.

Martin Luther King's birthday, Thanksgiving and Christmas are among the ten (10) secular federal holidays recognized as an element of our rich American heritage that may have a religious significance to some. These holidays are recognized and observed at all levels of government including our own.

In April of 2006 after discovering that a volunteer committee had independently institutionalized censorship of Christmas from District calendars, in accordance with federal law the Falcon School District 49 Board voted to restore the century old tradition of recognizing Christmas break on all District calendars.

The Board hereby refers to the majority opinion in Lynch v. Donnelly, 465 U.S. 668 (1984) in attempting to determine its obligation in this matter. Chief Justice Warren E. Burger represented the court's opinion when he stated that, "*Nor does the constitution require complete separation of church and state; it affirmatively mandates accommodation, not merely tolerance, of all religions, and forbids hostility toward any.*" Again, the words of Warren Burger in Lynch v. Donnelly, "*It is clear that neither the 17 draftsmen of the Constitution who were Members of the First Congress, nor the Congress of 1789, saw any establishment problem in the employment of congressional Chaplains to offer daily prayers in the Congress, a practice that has continued for nearly two centuries. It would be difficult to identify a more striking example of the accommodation of religious belief intended by the Framers.*"

Indeed, federal law and U.S. constitution require the District to recognize and accommodate Martin Luther King's birthday, Thanksgiving and Christmas in order to preserve our cultural identify, despite having religious significance to some: "*Executive Orders and other official announcements of Presidents and of the Congress have proclaimed both Christmas and Thanksgiving National Holidays in religious terms. And, by Acts of Congress, it has long been the practice that federal employees are released from duties on these National Holidays, while being paid from the same public revenues that provide the compensation of the Chaplains of the Senate and the House and the military services. See J.Res. 5, 23 Stat. 516. Thus, it is clear that Government has long recognized—indeed it has subsidized—holidays with religious significance.*" Lynch v. Donnelly.

Justice Burger also made an affirmative statement, which carries the force of law, that sets forth the constitutional instruction for recognizing Christmas and its observances: "*To forbid the use of this one*

~~passive symbol—the creche—at the very time people are taking note of the season with Christmas hymns and carols in public schools and other public places, and while the Congress and legislatures open sessions with prayers by paid chaplains, would be a stilted overreaction contrary to our history and to our holdings.”~~
Lynch v. Donnelly. This statement sums up the notion that federal holiday observances are an American cultural tradition that properly takes place in public schools and that such observances are critical to the preservation of our heritage. Therefore, this District shall recognize breaks surrounding such federal holidays by name on our calendars and accommodate historical and cultural activities related to their observation.

- ~~Adopted: July 10, 2003~~
- ~~Revised: November 13, 2008~~

LEGAL REFS:

- ~~Constitution of Colorado, Article II, Section 4 (religious freedom)~~
- ~~20 U.S.C. 7904 (No Child Left Behind Act of 2001)~~
- ~~C.R.S. 22-1-120 (rights of free expression for public school students)~~
- ~~Lynch v. Donnelly, 465 U.S. 668 (1984)~~

CROSS REF:

- ~~IB, Academic Freedom~~
- ~~IMB, Teaching about Controversial/Sensitive Issues~~
- ~~IMBB, Exemptions from Required Instruction~~
- ~~JJA, Student Organizations~~
- ~~JCEC, Student Distribution of Noncurricular Materials~~
- ~~JICED, Student Expression Rights~~
- ~~IC/ICA, School Year/School Calendar/Instruction Time~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Board Member Financial Disclosure
Designation	BC-R
Office/Custodian	Board of Education/Executive Assistant to the BOE/Legal Counsel

Board of Education members are required by law to disclose certain items received in connection with serving on the Board. If Board members receive such items, they must file a report with the Secretary of State on forms prescribed by the Secretary of State. Such report must be filed on or before January 15, April 15, July 15 and October 15 of each year and shall cover the period since the last report. The report must contain the name of the person from whom the reportable item was received, its value, and the date of receipt. Board members who do not receive any items that must be reported are not required to file a report.

Items which must be reported include the following:

1. Any money received including a loan, pledge, advance, guarantee of a loan or any forbearance or forgiveness of indebtedness from any person with a value greater than \$5~~99~~.
2. Any gift of any item of real or personal property other than money with a value greater than \$5~~99~~.
3. Any loan of real or personal property if the value of the loan is greater than \$5~~99~~. "Value of the loan" means the cost saved or avoided by the Board member by not borrowing, leasing, or purchasing comparable property from a source available to the general public.
4. Any payment for a speech, appearance, or publication.
5. Tickets to a sporting, recreational, educational, or cultural event with a value greater than \$5~~99~~ for any single event.
6. Payment of or reimbursement for actual and necessary expenses for travel and lodging for attendance at a convention, fact-finding mission or trip, or other meeting at which the Board member or candidate for the Board is scheduled to deliver a speech, make a presentation, participate on a panel or represent the school district unless the payment for such expenditures is made from public funds or from the funds of any association of public officials or public entities such as the Colorado Association of School Boards (CASB).
7. Any gift of a meal to a fund-raising event of a political party.

To avoid misunderstanding about the value of an item, the donor must furnish the Board member with a written statement of the dollar value of the item when it is given.

- Adopted: September 3, 1998
- Revised: October 8, 2009
- Revised: December 11, 2014
- Revised: February 11, 2016

LEGAL REFS:

- C.R.S. 24-6-201 *et seq.* (*Public Official Disclosure Law*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Advisory Committees
Designation	BDF
Office/Custodian	Education/Executive Director of Learning Services

The Board of Education of ~~Falcon School~~ District #49 encourages the participation of citizens of the District in decision-making processes. However, the legal responsibility for decision-making in all matters of policy and operation rests with the Board.

1. Board-appointed advisory committees both District-wide and at the school level shall function within organizational frameworks approved by the Board. A staff member or members will be assigned to each group to help it develop an appropriate constitution and/or by-laws, carry out its functions and coordinate its work with other advisory and staff groups. Only the Board shall have the authority to dissolve committees it has created.
2. School and District-level advisory committees required under federal and state programs shall be formed and shall function in accordance with the requirements pertaining to each specific federal or state program. The Board shall grant to those bodies the advisory responsibilities relevant to the planning, implementation and evaluation of such program or project as required by law.
3. Community groups that are neither appointed by the Board nor formed as required under federal or state programs are encouraged to offer suggestions and advice to the Board in order to assist it in the decision-making process. The final responsibility for all decisions, however, rests with the Board alone.

Appointments of citizens to advisory committees shall be approved by the Board or the administration. An advisory committee member may be removed from the committee if that member does not attend three consecutive meetings unless the committee approves any additional absences or unless such absences are due to temporary disability or illness. In addition, the committee by majority vote may request the removal from office of any member. Such removal shall require subsequent Board approval.

All advisory committee meetings shall be open to the public. Meeting notices shall be posted on the District web site www.d49.org.

- Current practice codified: 1992
- Adopted: date of manual revision
- Revised: September 3, 1998
- Revised: August 10, 2000
- Revised: March 11, 2010
- Revised: November 17, 2010
- Revised: May 12, 2011
- Revised: February 11, 2016

LEGAL REFS:

- C.R.S. 22-9-107 (*licensed personnel performance evaluation council*)
- C.R.S. 22-11-301, 401 (*accountability committees*)
- C.R.S. 22-32-109.1 (2) (*community consultation on safe school plan including student conduct and discipline code*)
- C.R.S. 24-6-402 (*open meetings law*)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- BDFA, District Personnel Performance Advisory Council
- BDFB, Vocational Advisory Council (And Vocational Program Advisory Committees)
- BEDA, Notification of Board Meetings
- CBI, Evaluation of Chief Education Officers
- GCO, Evaluation of Licensed Personnel
- JIC, Student Conduct
- JK, Student Discipline

Title	Vocational Advisory Council
Designation	BDFB
Office/Custodian	Education/CTE Director

The ~~Board~~Director of Career and Technical Education (CTE) shall appoint a ~~vocational advisory council~~ which shall Career and Technical Education Advisory Council (CTAC) to assist ~~the Board and~~ administration in overall promotion, planning, coordination, and evaluation of ~~all~~ district ~~vocational~~ education CTE programs. The council shall study issues, offer advice, and make recommendations regarding:

- - ~~1.~~ 1. Current job needs.
 - ~~2.~~ 2. Relevance of current training programs.
 - ~~3.~~ 3. Reduction, deletion or expansion of programs.
 - ~~4.~~ 4. Initiation of new programs.
 - ~~5.~~ 5. Financial and legislative support.
 - ~~6.~~ 6. Promotion of vocational education in the schools and in the community.
- The advisory council shall provide for input from ~~vocational~~ specific CTE program advisory committees that may exist across the district.
- The ~~council~~ Director of CTE shall appoint members to the CTAC who represent a cross-section of the community in terms of sex, race, age, occupation, socioeconomic status, geographical location, and other appropriate factors. ~~The district accountability committee may fulfill this function~~ The composition and activity of the committee shall reflect the district's strategic priorities and desire to engage directly with representatives of our community's businesses and employers.
- The ~~Board~~ Director of CTE, shall also also shall appoint an advisory committee for each ~~vocational~~ education CTE program provided by the district. Program advisory committees shall assist ~~vocational~~ CTE instructors and administrators in establishing, operating, and evaluating programs to serve the needs of students, business, and industry and shall provide expertise pertaining to ~~technological change~~ CTE preparation and certification.
- Each program advisory committee shall be representative of the occupations in the community for which training is provided. ~~The vocational instructor shall serve as an ex-officio member of the committee.~~

- The ~~Board~~[Director of CTE](#) shall approve written ~~guidelines or operational procedures~~ (by-laws) for the advisory council and each program committee which shall specify its composition, length of terms, responsibilities, and rules for conducting business.

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- Adopted: September 3, 1998
- Reviewed: February 11, 2010
- [Revised: February 11, 2016](#)

LEGAL REFS:

- C.R.S. 23-8-103 (2)(c) (career and technical education program school grant eligibility)
- C.R.S. 23-60-303 (occupational education)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment



BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Board Meetings
Designation	BE
Office/Custodian	Board of Education/Executive Assistant to the Board of Education

All meetings of three or more members of the Board, at which any public business may be discussed or any formal action taken, shall be open to the public at all times except for periods in which the Board is in executive session. All such meetings will be properly noticed, and minutes will be taken and recorded as required by law.

No business may be conducted unless a quorum is present. A quorum shall consist of a simple majority (more than half) of the members serving on the Board.

A recording shall be made of regular and special meetings are required by law and at a minimum, shall be an audio recording. Recordings shall be maintained for 90 days.

Regular meetings

Regular meetings of the Board of Education shall be held at least one time each calendar month on such dates and at such times as the Board may establish in accordance with Colorado law. The schedule of regular meeting dates and times will be adopted for each calendar year prior to the end of the preceding year. All regular meetings will be held in the Board room of the central administration building, 10850 East Woodmen Road.

Special meetings

Special meetings of the Board may be called by the Board president at any time and shall be called by the president upon the written request of a majority of the Board members.

The Executive Administrative Assistant of the Board shall be responsible for giving email notice of any special meeting to each Board member at least 72 hours in advance of the meeting **if mailed and** 24 hours in advance if ~~hand-delivered personally to the member~~. The notice must contain time, place, and purpose of the meeting and names of the members requesting the meeting.

Any member may waive notice of a special meeting at any time before, during, or after such meeting, and attendance at a special meeting shall be deemed to be a waiver.

No business other than that stated in the notice of the meeting shall be transacted unless **the item is reasonably related to the subject matter on the notice or an exigency exists. In addition, all members must be** present and **cast a unanimous vote to amend the agenda** ~~agree to consider and transact other business.~~

Work sessions and retreats

The Board, as a decision-making body, is confronted with a continuing flow of problems, issues and needs which require action. While the Board is determined to expedite its business, it is also mindful of the importance of planning, brainstorming and thoughtful discussion without action. Therefore, from time to time the Board may schedule work sessions or retreats, which shall be open to the public. No action shall be taken during such sessions. Public notice of the session, including the topics for discussion and study, shall be provided.

- Adopted: April 21, 1977
- Revised: September 1, 1977

- Revised: November 1, 1979
- Revised: May 21, 1998
- Reviewed: September 3, 1998
- Revised: June 5, 2003
- Revised: January 8, 2004
- Revised: November 3, 2005
- Revised: September 11, 2008
- Revised: October 8, 2009
- Revised: July 27, 2012
- Revised: November 13, 2014
- **Revised: February 11, 2016**

LEGAL REFS:

- C.R.S. 22-32-108 (*board meetings*)
- C.R.S. 24-06-401 et seq. (*open meetings law*)

CROSS REFS:

- BEAA, Electronic Participation in School Board Meetings
- BEC, Executive Sessions
- BEDA, Notification of Board Meetings

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Environmental and Safety Program
Designation	EB
Office/Custodian	Operations/Environmental Safety Coordinator

It shall be the policy of the Board to guard against accidents by taking reasonable precautions to protect the safety of all students, employees, visitors, and others present on District property or at school-sponsored events.

The Board shall insist that its staff adhere to recommended safety practices as these pertain to the school plant, special areas of instruction, student transportation, school sports, occupational safety, etc.

The practice of safety also shall be considered a facet of the instructional program of the District schools, and instruction in accident prevention as well as fire prevention; emergency procedures; and traffic, bicycle, and pedestrian shall be provided in the appropriate grades and classes.

Every principal shall be responsible for the supervision of a safety program for his/her school. The Chief ~~Education-Operations~~ Officer's designee shall have overall responsibility for the safety program of the District. It shall be the responsibility of the Chief ~~Education Officer's-Operations Officer's~~ designee to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: May 11, 2000
- Revised: March 11, 2010
- Revised: January 10, 2013
- Revised: February 11, 2016

LEGAL REFS:

- C. R. S. 22-1-101 through 9-1-106 (*construction requirements, fire escapes, etc.*)
- C.R.S. 22-3-101 through 22-3-104 (*eye protective devices*)
- C.R.S. 22-32-110(1)(w)(*Board of education-specific powers*)
- C.R.S. 22-32-124(2)(3) (*building inspection*)
- C.R.S. 24-10-106.5 (*duty of care*)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Hazardous Materials
Designation	EBAB
Office/Custodian	Operations/Environmental Safety Coordinator

The Board of Education recognizes its responsibility for providing an environment which is reasonably secure from known hazards. There are many areas of the school operation, from science laboratories and art departments to custodial services and vehicle maintenance, which use a variety of materials that are hazardous.

Environmental and Safety

The Chief [Education-Operations](#) Officer shall appoint an environmental and safety coordinator (hereinafter the “coordinator”) who shall: (1) be responsible for the District’s compliance with federal, state and local laws concerning hazardous substances; (2) be responsible for the District’s compliance with the ~~Falcon School~~ District 49 Crisis Response and Management Manual as it relates to hazardous substances; (3) be responsible for the education and training of District employees and students to ensure compliance with federal, state and local laws concerning hazardous substances, and to ensure compliance with the Crisis Response and Management Manual as it relates to hazardous substances; and (4) serve as the District’s liaison with federal, state and local regulators in matters concerning hazardous substance.

Hazardous materials include any substance or mixture of substances that poses a fire, explosive, reactive, or health hazard as more fully defined by law.

The Chief [Education-Operations](#) Officer or designee shall cause to be created procedures which address the purchase, storage, handling, transportation, and disposal of hazardous materials for all school facilities and operations, including instructional areas. Emergency response actions and evacuation plans also shall be coordinated with the procedures.

The procedures shall comply with all local, state, and federal laws and regulations which pertain to the safe and proper storage, transportation, and disposal of hazardous materials.

The goal of the procedures shall be to set into place an ongoing process by which each location in the District must maintain a program of identifying and managing potentially hazardous materials. [District personnel shall submit chemical requests to the coordinator for approval prior to purchasing.](#) District personnel shall be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the quantities of such substances stored on school property. [Proper disposal shall be coordinated through the coordinator.](#)

Appropriate school personnel shall be trained to take precautions to prevent accidents and to handle them in the event they do occur.

It is not the intent of the Board to expand or modify the District's potential liability exposure through the adoption of this policy. The District's voluntary compliance with any statute or regulation to which it is not otherwise subject shall not be construed to create or assume any potential liability under any local, state, or federal law or regulation.

- Adopted: May 18, 1989
- Revised: February 4, 1999
- Revised: March 11, 2010

- Revised: November 10, 2011
- [Revised: February 11, 2016](#)

LEGAL REFS:

- 42 U.S.C. §6901 (1982 & Supp. III 1985) (*Resource Conservation and Recovery Act [RCRA] and accompanying regulations*)
- 42 U.S.C. §9601 (1982 & Supp. IV 1986) (*Comprehensive Environmental Response Compensation and Liability Act [CERCLA] and accompanying regulations*)
- 49 U.S.C. 1801 (*Hazardous Materials Transportation Act*)
- C.R.S. 13-21-108.5 (*persons rendering assistance relating to discharge of hazardous materials immune from civil liability*)
- C. R. S. 24-10-106.5 (*duty of care in Colorado Governmental Immunity Act*)
- C.R.S. 25-15-101 *et seq.* (*State Hazardous Waste Management Program*)
- C.R.S. 29-22-101 *et seq.* (*Hazardous Substance Incidents*)
- C.R.S. 42-4-228 (*vehicles transporting explosive or hazardous materials*)
- C.R.S. 42-4-234 (3)
- C.R.S. 43-6-101 *et seq.* (*Hazardous Materials Transportation Act of 1987*)
- [6 CCR 1007-3, Part 261](#) (*identification and listing of hazardous waste*)
- [8 CCR 1507-1](#) (*operation of commercial vehicles and transportation of hazardous materials*)
- [6 CCR 1010-6](#) (*Rules and Regulations Governing Schools in the State of Colorado*)

~~*NOTE: Applicable local fire codes will be adhered to at all times.*~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Prevention of Disease/Infection Transmission (Handling Body Fluids)
Designation	EBBA
Office/Custodian	Operations/Environmental Safety Coordinator

All schools shall provide a sanitary environment and shall establish routines for handling body fluids that are recommended by appropriate health professionals. All school district personnel shall be advised of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons potentially exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease and individuals without symptoms or with an undiagnosed disease.

The administration shall develop in consultation with medical personnel regulations to be distributed to all staff on a regular basis. Training and appropriate supplies shall be available to all personnel including those involved in transportation and custodial services.

In addition to ensuring that these health and safety practices are carried out on a district wide basis, special emphasis shall be placed in those areas of school district operation that potentially present a greater need for these precautions.

- Adopted: date of manual revision
- Revised: March 4, 1999
- Reviewed: February 11, 2010
- Reviewed: February 11, 2016

CROSS REFS:

- JLCE, First Aid and Emergency Medical Care
- GBGA, Staff Health
- JLCC/JLCCA, Communicable Infectious Diseases/Students with HIV/AIDS

NOTE: See "Procedure Guidelines for Health Care of Special Needs Students in the School Setting," published by the Colorado Department of Education and the Colorado Department of Health.

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Staff Training in Crisis Prevention and Management
Designation	GBGAA
Office/Custodian	Operations/Director of Safety and Security

In order to support the district's efforts to prevent and manage crisis, the Board directs the Chief Education Officer or designee to provide a comprehensive staff training program that at a minimum trains staff to:

1. Recognize and effectively address student behavior and other indicators that signal the potential for violence or other impending crisis.
2. Know when to report student behavior and other indicators to district staff, parents, other persons within the school community and law enforcement.
3. Function with awareness of applicable district policies and guidelines about restorative practices, student discipline and student civil rights.
4. Involve the help of mental health professionals and other experts when needed to address student behavior.
5. Practice physical security methods for self and others.
6. Teach and model nonviolent conflict resolution techniques.
7. Share safety information with parents in order to spread the responsibility for safety and engage parents as partners in crisis prevention.
8. Foster moral reasoning and self-control in students' behavior.
9. Teach and model tolerance of others.
10. Help design and implement crisis prevention and management plans.
11. Effectively manage various types of crisis.
12. Involve mental health professionals as appropriate to assist with debriefing and grieving of staff and students after traumatic loss.

- Adopted: February 11, 2016

LEGAL REF:

- C.R.S. [22-32-110](#) (1)(k) (professional in-service training)

CROSS REFS:

- [JIH](#), Student Interviews, Interrogations, Searches and Arrests
- [JIHB](#), Parking Lot Searches
- [JIHC](#), Use of Metal Detectors
- [KDE](#), Crisis Management (Safety, Readiness and Incident Management Planning)
- [KLG](#), Relations with State Agencies



BOARD-APPROVED POLICY OF DISTRICT 49

Title	First Aid Training
Designation	GBGAB
Office/Custodian	Education/Executive Director of Individualized Education

During the school day and during school sponsored events, including those off-site, At least one staff person shall be on duty in each building, and every staff member who teaches or supervises students in classes or activities where, as determined by the district, students are exposed to dangerous equipment or chemicals or other increased risks of injury, shall hold who has a current standard first aid and CPR training~~and, including CPR training.~~ A list of such staff members shall be maintained in each school office.

Athletic coaches, as that term is defined by applicable rules of the Colorado State Board of Education, shall be certified in CPR and the use of automated external defibrillators (AEDs).

Adopted: July 9, 2015

Revised: February 11, 2016

LEGAL REFS:

- C.R.S. 22-1-125.5 (*athletic coaches must be certified in CPR and the use of automated external defibrillators*)
- 1 CCR 301-96 (*State Board of Education rules for the Administration of the Instruction of Cardiopulmonary Resuscitation in Public Schools Grant Program*)
- 6 CCR 1010-6, Rule 6.13(D)~~chapter 9-102~~ (*first aid and CPR certification requirement*)

CROSS REF:

- JLCE, First Aid and Emergency Medical Care

BOARD-APPROVED POLICY OF DISTRICT 49

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

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

State assessment system

State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the district to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the district's assessment calendar. This policy and its accompanying regulation represent the district's processes to address these requirements.

1. Pencil and paper testing option

The district may determine that a specific classroom or school within the district will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments;
- whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and
- the logistics of administering the state assessment in different formats at a particular school or schools.

Prior to making this determination, the Chief Education Officer or designee shall consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the district.

For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

2. Parent/guardian request for exemption

A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy's accompanying regulation.

In accordance with state law, the district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments.

This policy's exemption process shall apply only to state assessments administered pursuant to C.R.S. 22-7-1006.3 and shall not apply to district or classroom assessments.

3. Sharing of student state assessment results with parents/guardians

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

District assessment system

In addition to the state assessment system, the district has developed a comprehensive assessment system that:

- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;
- includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- provides reliable and valid information on student and school performance to educators, parents/guardians and employers' and
- provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district's standards.

In accordance with applicable law, the district's assessment system shall accommodate students with disabilities and English language learners.

Each school's assessment results, in combination with state assessment results, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the district's academic standards.

Additional assessment information for parents/guardians

In accordance with state law and this policy's accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

Classroom assessment system

Classroom assessment practices shall be aligned with the district's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in information self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

Grading system

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

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

The Board recognizes that classroom grading and/or assessment systems, however effective, are subjective in nature but urges all professional staff members to conduct student evaluations as objectively as possible.

- Adopted: September 2, 1999
- Revised: July 12, 2001
- Revised: July 11, 2002
- Revised: June 30, 2011
- Revised: July 10, 2014
- Revised: March 12, 2015
- Temporary Revision: August 13, 2015
- Revised: September 10, 2015
- Revised: February 11, 2016

LEGAL REFS:

- C.R.S. 22-7-1006.3(1) (*state assessment implementation schedule*)
- C.R.S. 22-7-1006.3 (1)(d) (*district must report to CDE the number of students who will take the state assessment in a pencil and paper format*)
- C.R.S. 22-7-1006.3(7)(d) (*state assessment results included on student report card if feasible;*)
- C.R.S. 22-7-1006.3 (8)(a) (*policy required to ensure explanation of student state assessment results*)
- C.R.S. 22-7-1013 (1) (*district academic standards*)
- C.R.S. 22-7-1013 (6) (*policy required regarding the use of pencil and paper on state assessments*)
- C.R.S. 22-7-1013 (7) (*procedure required concerning distribution of assessment calendar to parents/guardians*)
- C.R.S. 22-7-1013 (8) (*policy and procedure required to allow parents to excuse their children from participation in state assessments*)
- C.R.S. 22-7-1016 (2)(b) (*results of state "readiness assessments" administered in high school must be included on high school student's final transcript*)
- C.R.S. 22-11-101 et seq. (*Education Accountability Act of 2009*)
- C.R.S. 22-11-203 (2)(a) (*principal required to provide educators access to their students' academic growth information "upon receipt" of that information*)
- C.R.S. 22-11-504 (3) (*policy required to ensure explanation of student state assessment results and longitudinal growth information*)

CROSS REFS:

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



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Cyber Bullying
Designation	JICDF
Office/Custodian	Education/Director of Culture & Services

The Board of Education supports a secure and respectful school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable. District 49 strives to address bullying and cyber bullying in all district facilities, school buses, and school-sponsored activities so there is no disruption to the learning environment and learning process.

Cyber bullying is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another student or staff member in a deliberate, repeated, or hostile and unwanted manner under a person's true or false identity. This includes the use of any technological ~~tool~~ to send or post inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, videos, to social network sites or website posting (including blogs) which has the effect of:

1. Physically, emotionally or mentally harming a student or staff member; or
2. Placing another student or staff member in reasonable fear of physical, emotional or mental harm; or
3. Placing a student or staff member in reasonable fear of damage to or loss of personal property; or
4. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities; or
5. Persuading or coercing through threats to reveal secrets or embarrassing information with or without the intent of sharing the information with others; or
6. Intentionally and cruelly excluding someone from an online group with the intention of creating an effect of discrimination; or
- 5.7. Creates an intimidating or hostile environment that substantially interferes with a staff member's ability to conduct their educational duties.

~~The~~ District 49 may discipline for Cyber bullying conduct off school premises when it materially and substantially interferes with the educational process.

- Adopted: May 13, 2010
- Revised: February 11, 2016

LEGAL REFS:

- C.R.S. 22-32-109.1(2)(a)(X) (*policy required as part of safe schools plan*)

CROSS REFS:

- JICDA, Code of Conduct
- JICDD, Violent and Aggressive Behavior

- JICJ, Student Use of Electronic Communication Devices
- JK, Student Discipline
- JS, Student Use of the Internet and Electronic Communications



BOARD-APPROVED POLICY OF DISTRICT 49

Title	First Aid and Emergency Medical Care
Designation	JLCE
Office/Custodian	Education/Executive Director of Individualized Education

No treatment of injuries except first aid shall be permitted in the schools. First aid is that immediate help given by the best qualified person at hand in case of accident or sudden illness.

~~During the school day and during school sponsored events, including those off-site, At least one staff person shall be on duty who has a current certification from a nationally recognized course in standard first aid and CPR in each building and all staff members who teach or supervise students in classes or activities where students are exposed to dangerous equipment or chemicals or other increased risks of injury, as determined by the District, shall have special training in first aid. A master f~~ First aid kits shall be ~~stored~~kept and properly maintained in each school ~~in accordance with applicable school health rules.~~

Any person, who in good faith provides emergency care or assistance without compensation at the place of the emergency or accident, shall not be liable for any civil damages for acts or omissions in good faith. State law also exempts from civil liability certain health care providers who render emergency assistance in good faith and without compensation to persons injured in a competitive sport activity.

Treatment of injuries occurring outside school jurisdiction is not the responsibility of school employees.

- Current practice codified 1980
- Adopted: date of manual adoption
- Revised: September 7, 2000
- Revised: October 6, 2005
- ~~Revised: August 12, 2010~~
- Revised: February 11, 2016

LEGAL REFS:

- 6 CCR 1010, Rule 6.13(d) (*first aid and CPR certification requirement*)
- C.R.S. 13-21-108 (*civil immunity for persons rendering emergency assistance*)
- C.R.S. 13-21-108.5 (*civil immunity for health care providers who assist in sports injuries*)
- C.R.S. 22-1-125 (*requirements concerning automated external defibrillators in schools*)
- C.R.S. 24-10-106.5 (*public entity duty of care*)

CROSS REFS:

- GBGAB, First Aid Training
- JLCD, Administering Medicines to Students
- JLIB, Student Dismissal Precautions

~~NOTE: Pursuant to C.R.S. 22-1-125, school districts must accept a donation of an automated external defibrillator (AED) that meets standards established by the federal food and drug administration and is in compliance with the manufacturer's maintenance schedule. School districts must also accept gifts, grants and donations designated for obtaining AEDs and/or for the inspection, maintenance and training in the use of an AED.~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Crisis Management
Designation	KDE
Office/Custodian	Operations/Director of Safety and Security

The Board of Education acknowledges the necessity of preparing a crisis management plan in the event that despite prevention efforts, a crisis should occur. Any disruptive event that threatens safety and security shall be considered a crisis. Crisis situations that could impact the District may or may not occur on school property and include but are not limited to suicide, death, acts of violence, trauma, natural disaster, and accident.

As an important component of school safety planning, the District shall take the necessary steps to be in compliance with the National Incident Management Systems (NIMS). The District achieved NIMS compliance on July 31, 2011.

The Board directs the Chief Education Officer or designee to develop and implement a School Safety, Readiness and Incident Management Plan (safety plan) that coordinates with any statewide or local homeland security plans already in place.

The safety plan shall incorporate the requirements of state law. The safety plan shall be done in conjunction with the District's community partners including fire departments, law enforcement agencies, emergency medical service personnel, mental health organizations and local public health agencies.

The safety plan shall provide guidance about how-to prevent, prepare for and respond to various crisis situations; a process for coordinating and communicating with law enforcement and other outside service agencies; and protocols for communicating with the media, parents/guardians and the public. The Board further directs the Chief Education Officer or designee to establish a training program for all District employees as part of the school safety plan.

The Chief Education Officer shall appoint a district-wide crisis management coordinator who shall work with the Chief Education Officer to develop the crisis management plan, recruit and supervise building-level teams, coordinate in-service programs for teams and all staff members, serve as a liaison between central office and staff, and serve as a liaison between the District and local emergency agencies. The coordinator shall be responsible for providing copies of current plans developed under this policy to local emergency agencies on a regular basis.

Automated external defibrillator requirements

If the District acquires an automated external defibrillator (AED), the District shall meet the training, maintenance, inspection and physician involvement requirements of C.R.S. 13-21-108.1 (3).

- Adopted: September 7, 2000
- Revised: October 6, 2005
- Revised: July 8, 2010
- Revised: October 27, 2011
- Revised: February 11, 2016

LEGAL REFS:

- C.R.S. 13-21-108.1(3) (*requirements for persons rendering emergency assistance through the use of automated external defibrillators*)

- C.R.S. 22-1-125 (*automated external defibrillators requirements must be referenced in safety, readiness and incident management plan*)
- C.R.S. 22-1-126 (*Safe2Tell Program*)
- C.R.S. 22-32-109.1 (1)(b.5) (*definition of “community partners”*)
- C.R.S. 22-32-109.1 (4) (*school response framework is required part of safe schools plan*)
- C.R.S. 24-33.5-1213.4 (*school all-hazard emergency planning and response*)

CROSS REFS:

- [GBGAA, Staff Training in Crisis Prevention and Management](#)
- JLCE, First Aid and Emergency Medical Care
- JLIA, Supervision of Students

BOARD OF EDUCATION AGENDA ITEM 7.08

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Andy Franko, iConnect Zone Leader
TITLE OF AGENDA ITEM:	Action on Regulation LBD-R Relations with Charter Schools
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Request temporary approval of regulation LBD-R to meet emergency conditions. This item was originally slated for revision without board approval as per policy BG, but district counsel suggested that this regulation go through the regular board approval process. Revised timelines within the regulation require action.

RATIONALE: To update the regulation to match the policy and the current Request for Proposal.

RELEVANT DATA AND EXPECTED OUTCOMES: Regulation LBD-R will be added to the February 24th work session agenda for a first reading and the March 10th regular board meeting for a second reading, discussion and vote.

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve regulation LBD-R on a temporary basis.

REVIEWED BY: Peter Hilts, Chief Education Officer

DATE: February 8, 2016

Title	Relations with Charter Schools
Designation	LBD-R
Office/Custodian	Education/Chief Education Officer

A. Application Requirements Prerequisite for Filing Application

A district charter school applicant must demonstrate that a majority of the proposed district charter school's pupils will reside in the chartering school district or in contiguous school districts in order to apply for or be granted a charter.

The district's Request for Proposals (RFP) and the needs identified within the document shall be prioritized throughout the application process. The district provides a detailed guidebook describing application components and scoring rubrics in addition to the RFP as a resource for applicants.

Intent to Apply

At least thirty (30) days before submitting an application, applicants must file intent to apply form LBD-E with the district. (Note: The district may establish a reasonable time period in which to require an "intent to apply" form before the deadline for submission of an application.)

Timeline for Submission of Application

In accordance with this regulation, a district charter school applicant shall submit an application to the district by April 30 of the year preceding the proposed opening of the district charter school. This allows time for district administrator(s) to review the application for completeness and a review by the district accountability advisory committee, district staff and external experts before the application is officially submitted to the Board of Education. However, the Board and the applicant may jointly waive this deadline. On January 8, 2014 the district's waiver request to the State Board of Education was approved, allowing for an April 30th application submission date.

(Note: The Board can establish a deadline date that falls any time between August 1 and October 1. C.R.S. 22-30.5-107(1) If the date for submitting applications is changed, the Board must notify the Colorado Department of Education and each charter applicant of the change by certified letter.)

Contents of the Application

In accordance with state law, the approved district charter school application will be the basis for negotiating a contract between the district and the district charter school. At a minimum, the application shall include the following:

1. Intent to apply form (exhibit LBD-E)
2. Application Components
 - a. Executive summary
 - b. Vision and mission statements
 - c. Goals, objectives and pupil performance standards
 - d. Purpose and evidence of support
 - e. Educational program

f. Plan for evaluating pupil performance

g. Budget and finance

h. Governance

i. Employees

j. Insurance coverage

k. Parent and community involvement

l. Enrollment policy

m. Transportation and food service

n. Facilities

o. Waivers

p. Student discipline, expulsion, or suspension

q. Serving students with special needs

r. Dispute resolution

s. School management contracts

Submission Procedures

No application fee will be charged by the Board.

The applicant must provide five (5) original copies of the completed application printed single-sided on white paper, not stapled, and an electronic copy of the application. Up to ten (10) hard copies may be required by the district.

At least thirty (30) days prior to submitting an application, the applicant shall complete the intent to apply form (exhibit LBD-E) and provide the completed form to the district's designated administrator(s).

On or before April 30 of the year preceding the proposed opening of the district charter school, the applicant shall submit the application to the district's designated administrator(s). Within fifteen (15) days after receiving the application, the district administrator shall review the application to determine whether all components required by law and policy have been addressed and if the application is deemed incomplete, the district administrator will document the missing components in a written notice to the applicant within the fifteen (15) day period. Applicants shall be allowed fifteen (15) days from the date of receipt of such notification to provide the missing information. (Note: the district may request additional information during the review period and provide reasonable time for the charter applicant to respond. The district may, but is not required to, accept any additional information the charter provides that the district does not request.) Alternatively, the applicant may elect to withdraw the application or submit a complete application in a future year.

If the application is deemed complete, the district administrator will notify the applicant in writing and forward the application to the district's application reviewers.

Review by District Accountability Advisory Committee

The District Accountability Advisory Committee (DAAC) shall review an application and provide the Board with feedback on the application. The committee shall include one (1) person, who need not reside in the district, with knowledge of district charter schools and one parent of a student in the district. The parent must be a district charter school parent if the district has a district charter school. The DAAC will have at least fifteen (15) days, if possible, to review the application prior to review by the Board. (Note: The district may establish a reasonable period of time for the district accountability advisory committee to review the application.) Upon the committee's completion of its review, the designated district administrator(s) shall forward the district accountability advisory committee's feedback on the strengths and weaknesses of the application to the Board for review at the next regular Board meeting.

Review by District Staff

After the charter school application has been deemed complete, district staff, assigned by the charter school administrator, will review and score the charter school application within the designated time frame. District staff may review the entire application or only assigned components. Individual reviewer average scores will be provided to the Board to use in their consideration of the charter school application.

Review by External Experts

As is considered best practice by charter school authorizers, at least three (3) external experts will review the charter school application. Their scores will be provided to the Board to use in their consideration of the charter school application.

Interview of the Applicants

The district will conduct a capacity interview of the charter school applicants after district staff and external experts have conducted their review. The purpose of this interview will be to determine the capacity of the applicant team to successfully open and operate a new charter school. Feedback from these reviewers will be considered in the questions posed to the applicant team.

The applicant team should be comprised of governing board members, potential staff, community members, and/or consultants. The district will ask questions of the applicants that may either be addressed verbally or in writing, at the discretion of the district. The applicant team will be given a reasonable amount of time to respond to questions in writing and these responses will not be considered as an amendment to the charter school application. Instead, the responses will be deemed clarifications to the charter school application. Responses from the applicant will not be considered to be approved amendments of the original charter school application.

Review by the Board

The Board shall not accept or consider an incomplete application nor shall the Board take action on an application if the information deemed necessary by district administration to complete the application is not received within the fifteen (15) day period allowed by state law. Statutory timelines for Board action upon a complete district charter application shall commence when the district's designated administrator(s) receives the initial charter application from the charter applicant. The parties may mutually agree to waive any deadlines during the application process, including extending the deadline for Board consideration of the application.

Public Meetings

After giving reasonable notice, the Board shall schedule and hold community meetings in the affected areas of the entire district to obtain information to assist the Board to make a decision about the district charter school application.

Decision on the District Charter Application

The Board shall make a decision on a complete district charter school application by resolution in a regular or special Board meeting within ninety (90) days after receiving the initial charter application from the charter applicant or such deadline as may be mutually agreed upon by the Board and the applicant. The Board may approve, approve with conditions, or deny the district charter school application.

The Board may unilaterally impose conditions on a district charter school applicant only through adoption of a Board resolution. Such resolution shall, at a minimum, state the Board's reasons for imposing the conditions unilaterally.

If the application is approved with conditions, the applicant must satisfy all conditions before the Board may approve the application. An applicant's failure to satisfy all of the Board's conditions shall result in the Board's denial of the application.

If the application is approved, the district charter shall be granted for a period of at least four (4) academic years.

If the application is denied or if the Board does not review the application, the Board will set forth in writing the grounds for denial or refusal to review. The Board shall notify the Colorado Department of Education of the denial and the reasons within fifteen (15) days after it makes this decision. If the application is approved, the Board will send a copy of the approved district charter to the Department of Education within fifteen (15) days after Board approval of the application.

Negotiations

All negotiations between the Board and an approved district charter school on the district charter agreement shall be concluded by and all terms agreed upon no later than ninety (90) days after the Board resolution approving the district charter application.

B. Annual performance review of district charter

The district's administration shall create a process for and ensure an annual review of the district charter school's performance.

At a minimum, the review shall include the district charter school's progress toward meeting the objectives of its accreditation plan and the results of the district charter school's most recent annual financial audit.

If the district charter school is required to implement a turnaround plan for a second consecutive school year, it shall also present the turnaround plan, a summary of changes made to improve its performance, and evidence that it is making sufficient improvement to attain a higher accreditation category within two (2) school years or sooner.

The district charter school shall receive written feedback from the annual review and a copy shall be given to the Board for consideration in any decision to renew, revoke, or renegotiate the district charter.

C. Renewal of a District Charter

Each district charter shall be provided a copy of these renewal procedures and timelines and receive a copy of any subsequent revisions to the procedures or timelines.

The governing body of a district charter school shall submit a renewal application to the Board no later than December 1 of the year prior to the year in which the district charter expires.

The renewal application shall contain a complete report on the progress of the school in achieving the goals, objectives, student performance standards, content standards, targets for the measures used to determine the levels of attainment of the accreditation performance indicators, and other terms of the district charter contract and the results achieved by the district charter school students on state assessments. Performance metrics included in the district's annual performance review will not need to be included in the charter school's renewal application.

The renewal application shall also include a financial statement that discloses the costs of administration, instruction and other spending categories for the school; and any information or materials resulting from the district's annual review of the district charter school.

Each charter school undergoing renewal shall have a site visit conducted by charter school experts, using standards and a process approved by the district, and the summary report provided to the Board as a part of the renewal application materials.

The Board shall rule by resolution on the renewal application no later than February 1 of the year in which the district charter expires or by a mutually agreed upon date.

D. Revocation of a District Charter

A district charter may be revoked or not renewed by the Board if the Board determines that the district charter school did any of the following:

1. Committed a material violation of any of the conditions, standards or procedures in the contract;
2. Failed to meet or make reasonable progress toward achievement of the goals, objectives, content standards, public performance standards, targets for the measures used to determine the levels of attainment of the student performance indicators, applicable federal requirements, or other terms identified in the contract;
3. Failed to make sufficient improvement to attain an accreditation category higher than turnaround status within two (2) school years or if the district charter school is required to implement a turnaround plan for a third consecutive school year;
4. Failed to meet generally accepted standards of fiscal management; or
5. Violated any provision of law from which the district charter school is not specifically exempt.

The school district administration shall provide the Board and district charter school a written recommendation concerning whether to revoke or renew the district charter, including reasons supporting the recommendation. The recommendation shall be submitted at least fifteen (15) days prior to the date the Board will consider action to revoke or renew the district charter

If the Board revokes or does not renew a district charter, the Board shall state its reasons for doing so in writing.

E. Closure of a district charter school

Following nonrenewal or revocation of a district charter school's charter, the school district shall, when practicable, allow the district charter school to continue to operate through the end of the school year.

However, if the Board determines it is necessary to close the district charter school prior to the end of the school year, the school district shall work with the district charter school to determine an earlier closure date.

The school district shall work with the parents of the students enrolled in the district charter school to ensure that students are enrolled in schools that meet their educational needs, whether such enrollment need happen midyear or at the end of a school year.

The school district shall also work with the district charter school to ensure the district charter school meets its financial, legal and reporting obligations during the period of time that the district charter school is concluding its operations.

- Adopted: September 7, 1995
- Revised: May 3, 2001
- Revised: February 9, 2012
- Revised: May 9, 2013
- Revised: February 11, 2016

BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Zach Craddock, Executive Director of Individualized Education Lou Fletcher, Director of Culture & Services
TITLE OF AGENDA ITEM:	Expulsion Information
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

See attached confidential sheet for list of expulsions in January 2016.

RATIONALE: Board Policy

RELEVANT DATA AND EXPECTED OUTCOMES: See attachment

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: February 4, 2016

BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Barbara Seeley, Executive Assistant to CEO
TITLE OF AGENDA ITEM:	Student Study Trips
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Falcon High School

Americheer Cheerleading Nationals in Orlando, FL

Departure-2/24/16 Return-2/28/16

20 students will attend this trip.

Cost of trip is about \$1095 per student (includes transportation, meals and lodging).

The objective of this trip is for students to compete at Nationals.

Fundraising will be part of this program.

Vista Ridge High School

Rocky Mountain Show Choir Expo in Park City, Utah

Departure-3/24/16 Return-3/27/16

26 students will attend this trip.

Trip cost will include transportation, meals and lodging.

The objective of this trip is for students to compete against other choir groups.

Fundraising will be part of this program.

Springs Studio for Academic Excellence

High Trails Education Center in Florissant, CO

Departure-4/5/16 Return-4/8/16

6th grade students will attend this trip

Cost of trip is about \$100 per student (includes transportation, meals, lodging and insurance).

The objective of this trip is to help students to understand the physical and human characteristic of areas around the world.

Fundraising will be part of this program.

Vista Ridge High School

Baseball team trip to Arizona

Departure-5/20/16 Return-5/25/16

20 students will attend this trip

Trip cost will include transportation, meals and lodging.

The objective of this trip will be to team build, compete and provide unique experiences.

Fundraising will be part of this program.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
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BOE Regular Meeting February 11, 2016

Item 8.02 continued

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 29, 2016

BOARD OF EDUCATION AGENDA ITEM 8.03

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Process Improvement Update
ACTION/INFORMATION/DISCUSSION:	Information/Review

BACKGROUND INFORMATION, DESCRIPTION OF NEED: We seek to continuously improve our processes in the district.

RATIONALE: Administrative regulation development and revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
8.03a	ACD-R	Commitment to Religious Accommodation and Neutrality	L. Fletcher	Repeal, covered by state and federal law
8.03b	EBAB	Hazardous Materials	T. Carey	Periodic review; recommended revisions
8.03c	EBBA	Prevention of Disease/ Infection Transmission	T. Carey	Periodic review
8.03d	JICDF-R	Cyber Bullying	D. Watson J. Litchenberg	Periodic review

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

REVIEWED BY: Chief Officers

DATE: February 4, 2016

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Commitment to Religious Accommodation and Neutrality
Designation	ACD-R
Office/Custodian	Education/Director of Culture & Services

Religious activities of students

~~Individual students may engage in private, quiet religious activities so long as the conduct is not disruptive. This does not include the right to have a captive audience listen or compel other students to participate. Students may speak to their peers about religious topics just as they do with regard to political topics. Teachers and administrators should ensure that no student is in any way coerced to participate in religious activity. Student speech that constitutes harassment aimed at a student or group of students shall not be allowed.~~

Religious activities of staff

~~Staff members, including teachers and administrators, when present on school premises, when attending school sponsored events, or when otherwise acting in their capacity as District employees, are representatives of the state and as such are prohibited from soliciting or encouraging religious activities, participating in religious activities with students, discouraging an activity because of religious content, or soliciting or encouraging anti-religious activities. The prohibitions set forth above do not apply to staff members when they are not acting as an employee of the District or when they are attending non-school sponsored events, regardless of where such events are held.~~

Teaching about religion

~~Public schools may not provide religious instruction. However, objective teaching about religion is permitted. The following may be taught about religion: the history of religion, comparative religion, and the role of religion in the history of the United States and other countries. It is also permissible to teach religious influences in art, music, literature, and social studies. Public schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays. Schools may not observe holidays as religious events or promote such observance by students. In teaching about religion, teachers are prohibited from promoting, criticizing, or ridiculing a religion.~~

Homework or coursework

~~Students may express their beliefs about religion in the form of homework, artwork, and other written and oral expression. Such homework and classroom work should be judged by academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school.~~

Christmas Holiday – Board and Chief Education Officer Guidance requirements

~~The Board hereby directs the Chief Education Officer to provide all staff and teachers with guidance to ensure that all students and staff within the District are afforded their full constitutional rights to religious expression in accordance with policy ACD, including any and all available rights to observation of the Christmas holiday. To that end, the Board therefore directs its attorney annually to draft an advisory memorandum setting forth all such rights in accordance with laws or resolutions that may be passed by the Congress or interpreted by the Supreme Court of the United States, along with any additional legal guidance related to religious expression and federal holiday observance within the public schools.~~

~~Thereafter, the Board's attorney shall supply such memorandum to the Chief Education Officer who shall affect District wide distribution of the memorandum in September of each year.~~

- ~~Adopted: July 10, 2003~~
- ~~Revised: October 9, 2008~~
- ~~Revised: May 12, 2011~~

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Hazardous Materials
Designation	EBAB-R
Office/Custodian	Operations/Environmental Safety Coordinator

1. Hazardous Materials Program Supervisor

Overall supervision of the operation of all hazardous materials policies and procedures within the District will be the responsibility of the Environmental Safety Coordinator, who will serve as the hazardous materials program coordinator, referred to throughout these procedures as the coordinator.

The ~~Environmental Safety Coordinator~~ coordinator will be responsible for all aspects of dealing with hazardous materials at the location and will comply with all District policies and procedures and local, state, and federal laws and regulations dealing with hazardous materials. The coordinator also will be responsible for reporting any violations in the District's hazardous materials policy or procedures simultaneously to the Chief Education Officer, Zone Innovation Leader, Chief Operations Officer and the building administrator.

2. Initial Inventory and Material Identification

The coordinator will cause an initial inventory of all hazardous materials to be completed throughout the District to identify potentially hazardous substances. The coordinator will designate a qualified District employee to conduct the inventory of hazardous materials at each location with the assistance of the building administrator or designee.

The coordinator will work with and provide training in the proper process of identifying hazardous materials to at least one designated District employee at each location.

At the direction of the coordinator, these trained employees will conduct all future inventories.

The coordinator will arrange for the identification of any unknown suspected hazardous substance through the supervisor.

3. Tracking, Inventory, and ~~Material~~ Safety Data Sheets (SDS).

The School designee will be responsible for logging in the receipt of all hazardous materials received at that location. The school designee will track and keep complete written records of the storage, use, and ultimate disposition of the hazardous materials. On or before October 1 of each year, the school designee will provide a copy of the current inventory log and recommend the disposition of all hazardous materials to the coordinator. The coordinator will maintain a copy of each location's inventory and documentation of all hazardous materials. This information may be released to appropriate police, fire, and emergency service authorities.

The coordinator will be responsible for establishing and maintaining the ~~material safety~~ Safety data ~~Data sheets~~ Sheets (~~MSDS~~) system for the District.

Each operation and location will maintain a set of ~~M~~SDSs in the front office and each area where the hazardous material is stored and has contact. The MSDS will be available for inspection by anyone including appropriate police, fire, health, and emergency service authorities.

The coordinator will maintain a set of ~~M~~SDSs for all hazardous materials with which they have had contact.

4. Purchase of Hazardous Materials

In addition to following the District's regular purchasing procedures, an employee may purchase hazardous materials only with the approval of the coordinator for use at a specific location. The purchasing department will not process any purchase order which does not include the appropriate approval.

The coordinator, the purchasing department, and the warehouse will maintain a list of prohibited and restricted hazardous materials which will be updated at least once a year.

Hazardous materials will not be purchased through any mechanism other than a purchase order through the purchasing department unless the following conditions are fulfilled:

- a. The requester secures the prior written approval of the coordinator.
- b. The requester provides written notice of the purchase along with copies of all supporting documents including ~~M~~SDS and the reason for the purchase to the coordinator, the building administrator and the district purchasing agent.

All purchase orders for hazardous materials will include a requirement that the shipment of any such materials includes ~~MSDS-the SDS~~ with any order or portion of the order. Purchase orders also will note that failure to provide ~~MSDS-an SDS~~ with the shipment may result in either the district's refusing to accept the shipment or the district's conditionally accepting the shipment and refusing to pay for it until the ~~M~~SDSs are provided.

Any unapproved purchase of hazardous materials is beyond the course and scope of the district employee's authority and is forbidden. Such a purchase may be grounds for termination.

The acceptance of donated hazardous materials is prohibited.

5. Storage, Recycling, or Transfer of Hazardous Materials

The coordinator will designate an area or areas for storage of:

- a. Materials which might become or are hazardous materials.
- b. Hazardous materials which have been declared waste and are being held for disposal.

The coordinator may designate storage areas at each location if appropriate as well as a central district storage site.

When a coordinator has a material which qualifies as hazardous material at a location and which may require disposal, the coordinator will contact the vendor for appropriate disposal.

When materials are not needed by a district location, operation, or program, the materials may be declared as waste. Only the coordinator will be authorized to declare a hazardous material as waste.

Storage of hazardous materials will be in compliance with federal, state, and local law. All hazardous materials will be separated according to physical properties and stored safely in storage areas appropriate to the risk posed by the materials. For example, volatile substances such as petroleum distillates will be stored in approved safety cabinets. Where appropriate, storage cabinets must be locked and access to students or non-authorized staff limited.

All containers for hazardous materials will be labeled to show date of receipt by the district, shelf life, and expiration date. Where space permits, materials will be stored so that the oldest materials are used first (first in-first out).

Transfer of hazardous materials within the district will be accomplished in compliance with Section 7 of these procedures.

6. Disposal of Hazardous Materials

When a building administrator believes that the location has materials which may qualify as hazardous for which there is no immediate need for program or operation requirements or which may need to be disposed of, the coordinator will be contacted. Only the coordinator will be authorized to declare materials to be waste.

When materials are determined to be ready for disposal, the coordinator will arrange for disposal in a manner that complies with all local, state and federal laws and regulations.

Federal and state laws and regulations provide exemptions from certain regulatory requirements for small quantity generators, i.e., those entities or locations that generate waste in amounts below statutory or regulatory threshold amounts. Disposal determinations should preserve small quantity generator status for each location and for any central storage area.

The coordinator will maintain written documentation of the disposal of hazardous materials from all locations in the district. This documentation will be retained in permanent form at one additional location.

7. Transportation of Hazardous Materials

Transportation of hazardous materials will meet all local, state, and federal requirements and will be coordinated by the coordinator.

Once a hazardous material is under district control, each location controlling the material will be responsible for the material until it is passed to the control of another district location. The coordinator will verify that the transportation used meets all district, local, state, and federal transportation, financial responsibility, and insurance requirements.

Unless specific written approval is received by a district employee from the coordinator, no district employee or volunteer will transport hazardous materials owned by or attributed to the district in a personal automobile.

Subject to the same requirement, no student will be permitted by any district employee or volunteer to transport hazardous materials owned by or attributed to the district in any vehicle, including district vehicles.

Any unauthorized transportation of hazardous materials is beyond the course and scope of the district employee's or volunteer's authority and is forbidden.

8. Emergency Spill Plan

The coordinator will develop an ~~emergency spill plan~~ Chemical Hygiene Plan which will include an Emergency Spill Plan within it that will enable any district employee aware of any incident involving hazardous material to take appropriate action to protect students, staff, the general public, and district property.

This plan will comply with all applicable laws and regulations and will be coordinated with the district and the location evacuation plans.

All information regarding a hazardous materials incident will be released to the media or the public only by the district's communication officer, the superintendent, or their designee. No other district employee is authorized to release information regarding any such incident.

The coordinator through the Director of Facilities will coordinate with the district's legal counsel and the superintendent's office any notification or reports to local, state, and federal authorities as well as the district's appropriate insurance/risk management representative.

9. Evacuation Plan

An evacuation plan will be developed and implemented for each location. In developing the evacuation plan, consideration will be given to the location and the types of hazardous materials present at the location. An evacuation drill will be held at least once each calendar year at each location. Where possible, this plan will be coordinated with existing fire drills, bomb threat evacuation plans, and tornado drills and may be conducted in conjunction with any of these other drills. Written records of the drill will be maintained by each location.

As appropriate for the location, copies of the evacuation plan will be posted within the buildings. Copies of the evacuation plan will be maintained by the coordinator, the location/building administrator, the supervisor, and any other designated person approved by any of the above-named persons.

Where practical, the evacuation plan will be coordinated with the fire department, police department, and the district's transportation department.

10. Training of Staff and Students

The administrators, staff members handling hazardous materials, and school nurses/health paraprofessionals will receive training in responding to hazardous materials emergency incidents.

When hazardous materials are used in the classroom, both staff and students will be trained in the handling, storage, and use techniques appropriate to the materials used as part of the curriculum. The staff also will be instructed in emergency procedures, including evacuation, appropriate to the materials.

11. Hazardous Materials Reduction and Substitution Program

Each location and operation shall begin a program of identifying the quantity of hazardous materials which it uses over the course of the year. Once those quantity requirements have been established, each program or operation will strive to eliminate any excess of those requirements.

12. Asbestos Containing Building Materials

In 1986, the Asbestos Hazard Emergency Response Act (AHERA) was signed into law requiring all non-profit Public and Private schools (K-12) to inspect for the presence of asbestos containing building material (ACBM). The district has completed the initial inspection on all buildings and continues to monitor the status of any materials found during the inspections. A copy of the inspection, subsequent re-inspections, and the Management plan devised to keep in compliance with applicable regulations is to be kept on file at the main office of the school and also in the Facilities Management Office.

- Adopted: May 18, 1989
- Revised: February 4, 1999
- Revised: March 11, 2010
- Revised: January 10, 2013
- Revised: February 11, 2016

CROSS REFS:

- DJB, Purchasing Procedures
- EBCA, Disaster Plans
- EBCB, Safety Drills

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Prevention of Disease/Infection Transmission (Handling Body Fluids and Substances)
Designation	EBBA-R
Office/Custodian	Operations/Environmental Safety Coordinator

The body fluids and substances of all persons should be considered to contain potentially infectious agents. No distinction may be made between body fluids and substances from individuals with a known disease or infection and those from asymptomatic or undiagnosed individuals. Body fluids and substances include blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions (e.g., nasal discharge), and saliva.

The following infection control practices should be followed in all situations involving potential contact with any body fluids and substances:

1. Wear gloves when it is likely that hands will be in contact with body fluids or substances (blood, urine, feces, wound drainage, oral secretions, sputum, or vomit). When possible, wear gloves while holding bloody noses and dealing with cuts that are bleeding heavily. Gloves should be kept in emergency response kits and be readily accessible at sites where students seek assistance for bloody noses or injuries.
 - a. If gloves are not available, the use of towels or some other clean material as a barrier may provide some protection.
 - b. Cuts and sores on *your skin* should be routinely covered to avoid infection.
 - c. When possible, have students wash off their own cuts and abrasions. After cuts are washed with soap and water, they should be covered with Band-Aids or bandages of the appropriate size. Where possible, students should be taught to hold their own bloody noses.
2. When possible, pocket face masks should be used for mouth-to-mouth resuscitation.
3. Wash hands often and well, paying particular attention to areas around and under fingernails and between fingers.
4. Clean up as soon as possible after any skin contact with any body fluid or substance.
 - a. Wash skin with soap and water
 - b. Wash contaminated surfaces and non-disposable items with approved District disinfectant.
 - c. Wash contaminated clothing and linen in detergent with hot water.
 - d. Contaminated tissues, paper towels and other disposable items should be placed in plastic bags before being discarded.

Use individual judgment in determining when barriers are needed for unpredictable situations. It is strongly recommended that barriers be used when contact with body fluids or substances is anticipated.

- Adopted: March 4, 1999
- Revised: August 12, 2010
- Reviewed: February 11, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Cyber Bullying
Designation	JICDF-R
Office/Custodian	Education/Director of Culture & Services

The District may discipline for cyber bullying conduct off school premises when it materially and substantially interferes with the educational process.

The District will take any report of cyber bullying seriously and will investigate credible reports promptly. Students are encouraged to report an incident immediately to a teacher or principal. Students who make a report are requested to preserve evidence of cyberbullying. For example, a student may save or bring a copy of an email, text message, picture, or other electronic transmission that the student believes was intended to harm, insult, or humiliate.

Staff will take appropriate action and will bring it to the attention of the Principal when students report an incident of cyber bullying. Staff will attempt to preserve evidence of the cyberbullying and will submit any evidence to the Principal.

The District may revoke the privilege of a student or third party, who uses District equipment or electronic communication system to engage in cyber bullying, to use any District electronic equipment under the procedures for policy JS; Student Use of the Internet and Electronic Communications. The District may revoke the privilege of a student or third party, who uses a personal communication device to engage in cyberbullying, to bring any personal communication device onto District property or to District-sponsored activities under policy JICJ; Use of Electronic Communication Devices.

Students whose behavior is found to be in violation of this policy shall be subject to loss of privileges, discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. All parties whose behavior is found to be in violation of this policy will be subject to appropriate actions as determined by the administration. The District may also report individuals and violations to law enforcement if necessary.

- Adopted: May 13, 2010
- Reviewed: February 11, 2016



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Julia Roark
TITLE OF AGENDA ITEM:	Falcon Zone Performance Report
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

As one of the innovation zones in District 49, the performance of the Falcon Zone is critical to the performance of the district.

RATIONALE:

It is important for the Board of Education to be informed of the measured progress towards continuous improvement as a zone, and increasing academic growth and success for all students.

RELEVANT DATA AND EXPECTED OUTCOMES:

Relevant data will include assessment results related to the district initiative of Primary Literacy, as well as progress towards effective implementation of ICAP's in addressing the district initiative of 49 Pathways. In addition, the Board of Education will be informed of current efforts to develop and implement the Falcon Zone Improvement Plan and the Falcon Zone Accountability Coalition.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	The work of the Falcon Zone Accountability Coalition, along with School Accountability Committees increase parent and community trust.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The Falcon Zone Accountability Coalition includes community members and is designed to expand and strengthen community participation in the Falcon Zone educational systems.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Professional development, regarding Classroom Instruction That Works, is positively impacting skills of teachers.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	By concentrating on Primary Literacy and 49 Pathways, Falcon Zone schools can continue to grow towards even higher performance.
Rock #5 — Customize our educational systems to launch each student toward success	Goals for Primary Literacy and 49 Pathways include strategies for monitoring progress of students as individuals with unique strengths, interests and needs.

FUNDING REQUIRED: None

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

This is an informational report.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 3, 2016



Falcon Zone Performance Report

Regular Board of Education Meeting

February 11, 2016

***Presented by: Dr. Julia Roark,
Falcon Zone Leader***

Falcon Zone Performance Goals Spring 2016



- At least 90% of 3rd grade students will be reading at or above the DIBELS Next benchmark. (*Primary Literacy*)
- The ACT Composite average will be at least 21 for current 11th grade students at Falcon High School. (*49 Pathways*)



Primary Literacy

Falcon Zone K-3

DIBELS BOY – MOY 2015-16



School	Student Count	BOY% at benchmark	MOY% at benchmark	Change in %	Progress
FESoT	176	59	76	17	Well above average
MRES	431	74	84	10	Well above average
WHES	411	69	81	11	Well above average



Primary Literacy

Falcon Zone 3rd Grade

DIBELS BOY – MOY 2015-16



School	Student Count	BOY% at benchmark	MOY% at benchmark	Change in %
FESoT	48	66	82	16
MRES	126	77	84	7
WHES	134	76	86	10
Falcon Zone	308	74	85	11



49 Pathways: ICAP's

- **Falcon Middle School**

- 6th grade: **93%** completion of their Milestone
- 7th grade: **91%** completion of their Interest Profiler Milestone & **75%** completion of their Career Key Milestone
- 8th grade: **90%** completion of their Career Cluster survey (Plan of Study & Postsecondary and Workforce Goal Milestones to be completed in February)

- **Falcon High School**

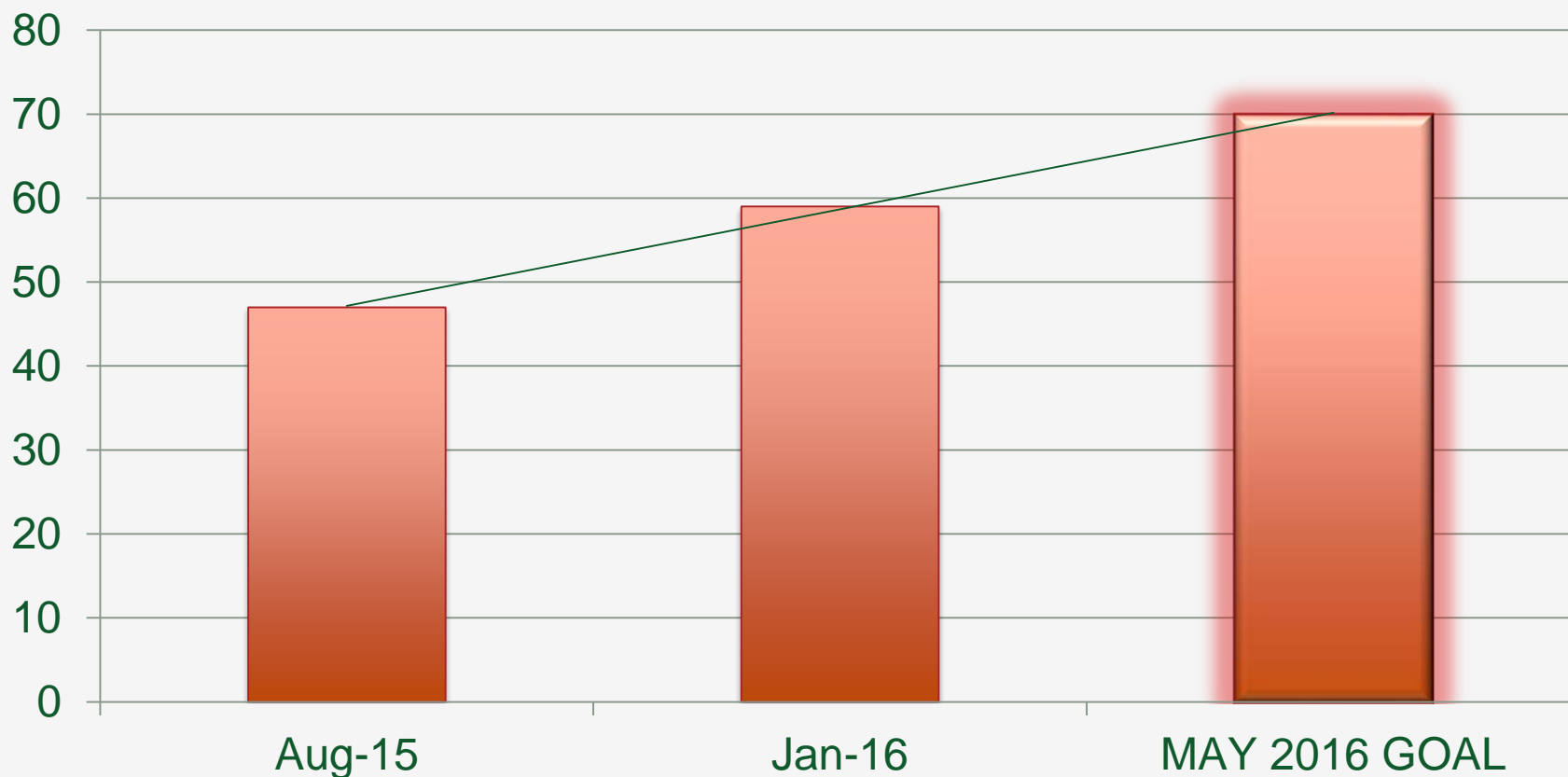
- Each student assigned to an advisor; advisors meet with groups of 10-15 students each Friday; **88%** of students have met with advisor at least once, are on track with ICAP's and College In Colorado, and will meet again 2nd semester
- ICAP's used to build schedules and concurrent enrollment options



49 Pathways: ACT Goal Falcon High School Algebra Readiness Test Results



Algebra Readiness Test – Average % Correct





Classroom Instruction That Works (CITW)

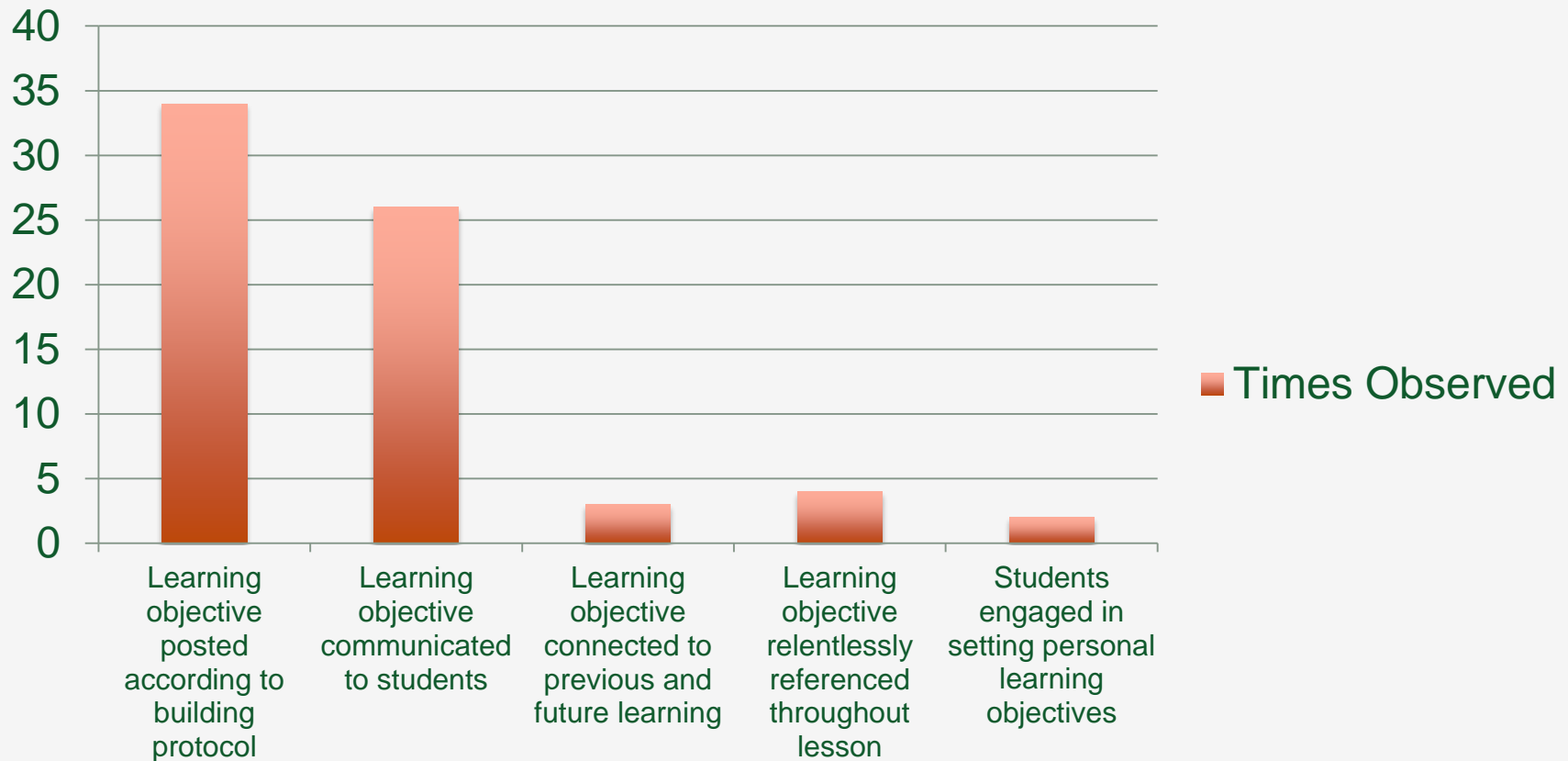


- ✧ All K-8 Teacher Performance MOY Reviews focused on CITW strategies
- ✧ All K-8 Instructional Coaches using CITW Walk-through form for feedback
- ✧ All K-8 Principals collecting data on CITW implementation for use in Administrative PLC's and in gauging future professional development needs

Creating the Learning Environment – One School's Data



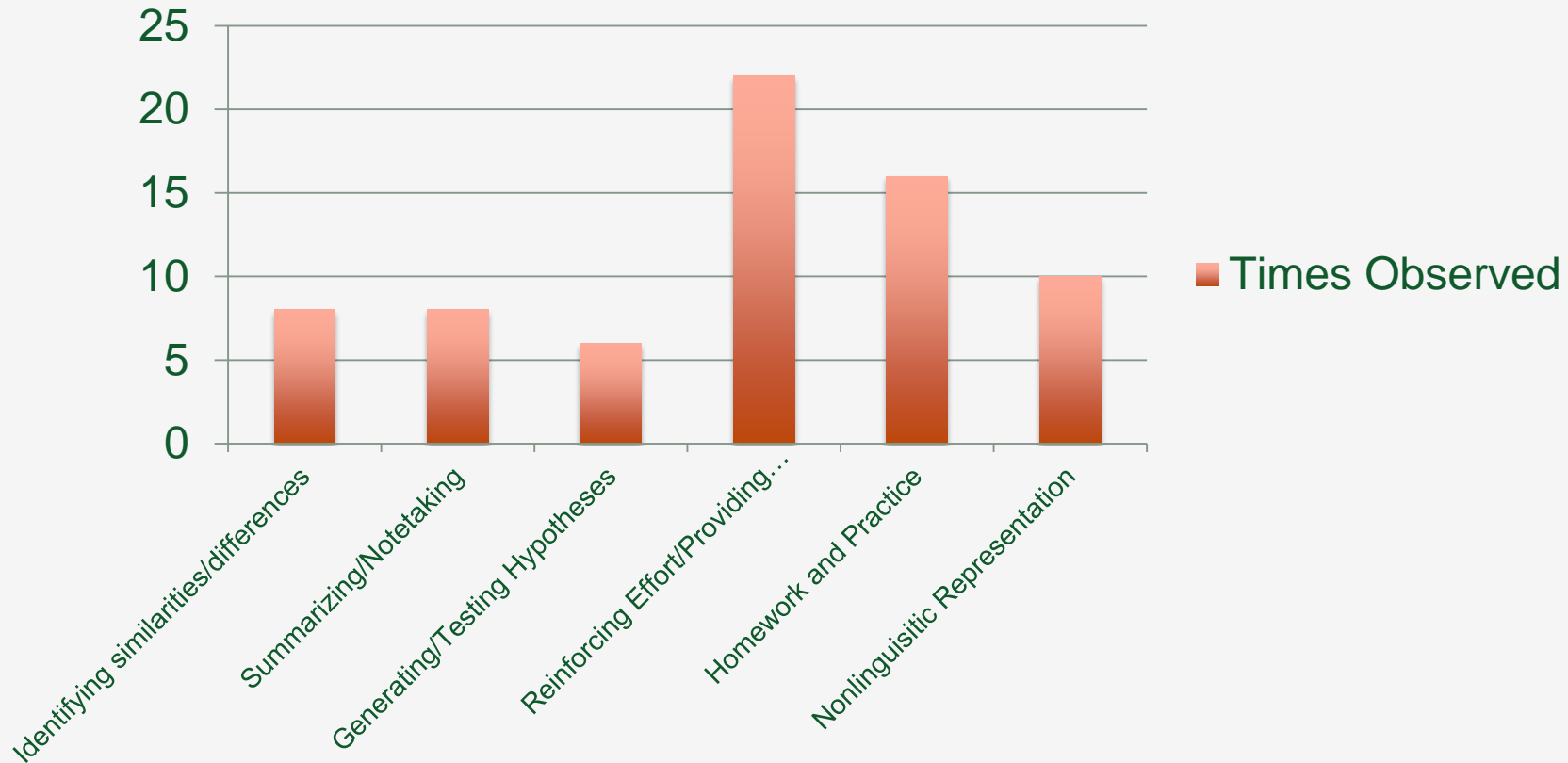
Learning Objectives



Using Research-based Strategies – One School's Data



Research-based Strategies in Action



Falcon Zone Improvement Plan District 49

- ❖ Create Falcon Zone Accountability Coalition *(First meeting: Feb. 24, 2016)*
- ❖ Design the “Compelling Story”
- ❖ Deliver the “Compelling Story” and Focus on Literacy and ACT/SAT *(2016 Kick-off and unified two-way communication)*
- ❖ Build Teacher Leadership and Instructional Capacity
- ❖ Identify Non-Negotiables

Falcon Zone Mission



*Falcon Zone achieves excellence through
a collective responsibility for student
learning.*



THE BEST DISTRICT TO LEARN, WORK & LEAD

BOARD OF EDUCATION AGENDA ITEM 9.02a

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Margaret Jurek, Science Teacher
TITLE OF AGENDA ITEM:	VRHS Course Proposal for Advanced Placement (AP) Physics C – E&M
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the year long course entitled Advanced Placement (AP) Physics C – Electricity and Magnetism (E&M)

RATIONALE: Students who are interested in physics beyond a first year introductory course and/or interested in majoring in science or engineering will benefit from this course. Most colleges use their first year physics course as their “weed-out” course for their science and engineering programs. Providing students with an opportunity to take a calculus-based physics course while in high school will greatly improve their odds of success in future college physics courses, much more so than an algebra-based physics course.

SCxxxxx Advanced Placement (AP) Physics C – E&M

Grade Level: 11-12

Length: Year

Prerequisite: Successful completion of Linear Physics (or equivalent first year high school physics course) or AP Physics 1; and Calculus (can be taken concurrently) and teacher approval.

AP Physics C – Electricity & Magnetism (E&M) is recommended for those students who may pursue a physical science or engineering degree in college. It is equivalent to a first semester college physics course and provides instruction in electrostatics, electric circuits, conductors, capacitors, dielectrics, magnetic fields, and electromagnetism. This course includes hands-on inquiry labs including formal lab notebooks/portfolios/reports. Student should expect to spend 2-3 hours per week on work outside of this class.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

FUNDING REQUIRED: Yes

AMOUNT BUDGETED:

College Level Textbook (options from College Board:

http://www.collegeboard.com/html/apcourseaudit/courses/physics_mech_textbook_list.html)

BOE Work Session 2/11/16
Item 9.02a continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move course proposal for Advanced Placement (AP) Physics C – E&M at Vista Ridge High School for action at the March 10th regular board meeting.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: January 29, 2016

BOARD OF EDUCATION AGENDA ITEM 9.02b

BOARD MEETING OF:	February 11, 2016
PREPARED BY:	Margaret Jurek, Science Teacher
TITLE OF AGENDA ITEM:	VRHS Course Proposal for Advanced Placement (AP) Physics C – Mechanics
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the year long course entitled Advanced Placement (AP) Physics C - Mechanics

RATIONALE: Students who are interested in physics beyond a first year introductory course and/or interested in majoring in science or engineering will benefit from this course. Most colleges use their first year physics course as their “weed-out” course for their science and engineering programs. Providing students with an opportunity to take a calculus-based physics course while in high school will greatly improve their odds of success in future college physics courses, much more so than an algebra-based physics course.

SCxxxxx Advanced Placement (AP) Physics C - Mechanics

Grade Level: 11-12

Length: Year

Prerequisite: Successful completion of Linear Physics (or equivalent first year high school physics course) or AP Physics 1; and Calculus (can be taken concurrently) and teacher approval.

AP Physics C - Mechanics is recommended for those students who may pursue a physical science or engineering degree in college. It is equivalent to a first semester college physics course and provides instruction in kinematics; Newton's laws of motion; work, energy, and power; systems of particle and linear momentum; circular motion and rotation; and oscillations and gravitation. This course includes hands-on inquiry labs including formal lab notebooks/portfolios/reports. Student should expect to spend 2-3 hours per week on work outside of this class.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

FUNDING REQUIRED: Yes

AMOUNT BUDGETED:

College Level Textbook (options from College Board:

http://www.collegeboard.com/html/apcourseaudit/courses/physics_mech_textbook_list.html)

BOE Work Session 2/11/16
Item 9.02b continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move course proposal for Advanced Placement (AP) Physics C – Mechanics at Vista Ridge High School for action at the March 10th regular board meeting.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: January 29, 2016