



AGENDA
REGULAR BOARD OF EDUCATION MEETING
December 15, 2016
Fantastic 49 - 6:00 p.m.
Business Meeting – 6:30 p.m.
Education Service Center – Board Room

Fantastic 49

- Gifted Musician - Horizon Middle School
- Staff Recognition - POWER Zone
- Staff Recognition - Falcon Zone

1.00 Call to Order and Roll Call

2.00 Welcome and Pledge of Allegiance

3.00 Approval of Agenda

4.00 Consent Agenda

- 4.01 Approval of Minutes of Regular Board of Education Meeting 11/10/2016
- 4.02 Approval of Matters Relating to Professional/Technical Personnel
- 4.03 Approval of Matters Relating to Licensed Personnel
- 4.04 Approval of Matters Relating to Educational Support Personnel
- 4.05 Approval of Matters Relating to Schedule B Personnel

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 Falcon High School Course Proposals and Updates
 - a. Career Math
 - b. Introduction to Landscape Design, Installation and Irrigation
 - c. Linux Programming I
 - d. Essentials for Writing
 - e. Digital Photography II
 - f. Algebra III
 - g. Intermediate 3D Art
 - h. Intermediate 2D Art
 - i. Pre-AP Studio Art
- 7.02 Action on Falcon High School Proposed Graduation Requirements
- 7.03 Action on Patriot High School Course Proposal
 - a. CTE Course in Construction I & II
- 7.04 Action on AD-R School District 49 Identity, Vision, Mission and Philosophy: Operating the Cultural Compass (A User's Guide)
- 7.05 Action on Policy Revisions

- a. AE Accountability/Commitment to Accomplishment
- b. ECAC Vandalism
- c. EDE Waste Management and Recycling
- d. EEAEG Use of Wireless Communication Devices While Operating a District Vehicle
- e. GCLC Length of Instructional Staff School Year
- f. GDK Educational Support Staff Schedules and Calendars
- g. JHCA Open/Closed Campus
- h. JLC Student Health Services and Records
- i. JLCA Physical Examination of Students
- 7.06 Action on new/Revised Job Descriptions
 - a. Coordinator of Academic Performance
 - b. Coordinator of Professional Learning
 - c. Data Analyst (Academic Systems Administrator)
 - d. Data Technician
 - e. Professional Learning Specialist
 - f. Senior Data Analyst R & D
 - g. Title Program Specialist
- 7.07 Certification of Mill Levies for Property Tax Year 2016
- 7.08 Action on New Job Description: Assistant Director of Special Education
- 7.09 Action on 2016-17 PP BOCES School of Excellence/Journeys Program Contract
- 7.10 Action on Educational Support Personnel Salary Schedule
- 7.11 Approval of Contract for new Student Information and new Business Processing System Proposal
- 7.12 Items Removed from Consent Agenda
- 8.00 Information Items**
- 8.01 Process Improvement Update
 - a. AE-R Accountability/Commitment to Accomplishment
 - b. EC-R Buildings/Grounds/Property Management
 - c. EEAEG-R Use of Wireless Communication Devices While Operating a District Vehicle
 - d. JLC-R Student Health Services and Records
- 8.02 Expulsion Information
- 8.03 Student Study Trips
- 8.04 Chief Business Officer's Goals for 2016-17
- 9.00 Discussions Items**
- 9.01 Financial Audit Results (10 minutes)
- 9.02 Presentation of Colorado Military Academy Charter Application (10 minutes)
- 9.03 Presentation of Liberty Tree Classical Academy Charter Application (10 minutes)
- 9.04 Accreditation Update (5 minutes)
- 9.05 CLIE, Center for Literacy and Innovation Excellence (10 minutes)
- 9.06 Policy and Procedure Review (5 minutes)
 - a. DA Fiscal Management Goals/Priority Objectives
 - b. DGA/DGB Authorized Signatures/Check Writing Services
 - c. DIA/DIB Accounting System/Types of Funds
 - d. DIC Financial Reports and Statement
 - e. DJ/DJA Purchasing/Purchasing Authority

- f. DJB, DJB-R Purchasing Procedures
- g. DJD Cooperative Purchasing
- h. DJG Vendor Relations
- i. DK, DK-R Payment Procedures
- j. DN, DN-E, DN-R School Properties Disposition
- k. FBC, FBC-R Prioritization of Facility Improvements
- l. GBA Open Hiring/Equal Employment Opportunity
- m. GBEC Gifts to and Solicitations by Staff
- n. GBGB Staff Personal Security and Safety
- o. GBM, GBM-R Staff Identification Cards
- p. GCKAA, GCKAA-R Teacher Displacement
- q. GCQA, GCQA-R Instructional Staff Reduction in Force
- r. GDM Educational Support Staff Career Development
- s. GDO, GDO-R Evaluation of Educational Support Staff
- t. GDQB, GDQB-R Resignation of Educational Support Staff
- u. JHD, JHD-E Exclusions & Exemptions for School Attendance
- v. JS, JS-R Student Use of Internet and Electronic Communications
- 9.07 Amended Budget Update (10 minutes)
- 9.08 General Contractor Selection Criteria (10 minutes)
- 9.09 3B Follow Up (10 minutes)
- 9.10 Revised Job Description: Marketing and Communications Specialist (5 minutes)
- 9.11 Board Annual Planning Workshop Agenda (10 minutes)
- 10.00 *Other Business***
- 10.01 Executive Session: Pursuant to C.R.S. 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification for Chief Education Officer evaluation and review
- 11.00 *Adjournment***

DATE OF POSTING: December 9, 2016

Donna Richer
Executive Assistant to the Board of Education



BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Donna Richer, Executive Assistant to the Board of Education
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 11/10/2016
ACTION/INFORMATION/DISCUSSION:	Consent Action

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

RATIONALE: Board of Education directors 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	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the November 10th regular board of education meetings.

APPROVED BY: Tammy Harold, Board Secretary

DATE: December 2, 2016



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Sally McDermott, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to 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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

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

DATE: December 2, 2016



BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Sally McDermott, Human Resources Manager
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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

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

DATE: December 2, 2016



BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Nicole Evans, Human Resources Manager
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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

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

DATE: December 2, 2016



BOARD OF EDUCATION AGENDA ITEM 4.05

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Nicole Evans, Human Resources Manager
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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

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

DATE: December 2, 2016

BOARD OF EDUCATION AGENDA ITEM 7.01a

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Cheryl DeGeorge, Principal at Falcon High School
TITLE OF AGENDA ITEM:	Career Math (FHS Course Proposals and Updates)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: There has long been a concern at FHS that we do not have math options for students that are not headed to a four year college or do not need higher levels of math for their degree option or career training. This class in conjunction with our Financial Algebra class, offers other options for those students. It is a practical math class with an application rather than theoretical approach.

RATIONALE: Career Math covers material designed for career technical or general studies students who need to study particular mathematical topics. Topics may include measurement, algebra, geometry, trigonometry, graphs, and/or finance. These are presented on an introductory level and the emphasis is on applications. This is a course to provide students with the math skills needed for various trades. It focuses on specific math skills needed in various careers and is an alternative to the higher level math classes need for some four year college programs.

Additional math option for students choosing a career path not requiring traditional college prep math courses.

RELEVANT DATA AND EXPECTED OUTCOMES: Many programs at PPCC and other technical schools require this type of a math class. We are modeling this class after Math 107 at PPCC and plan to work with PPCC to eventually offer this course for college credit as well in many of their programs.

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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Approval of the additional math class provides an opportunity for students interested in various pathways to meet their math requirements and obtain the math skills they need to succeed in their chosen professions.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Approval of the additional math class provides an opportunity for students interested in various pathways to meet their math requirements and obtain the math skills they need to succeed in their chosen professions.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at the previous work session, I move to approve the Career Math class at Falcon High School as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

Title: Career Math PPCC
Aligned Course

Course Description: Covers material designed for career technical or general studies students who need to study particular mathematical topics. Topics may include measurement, algebra, geometry, trigonometry, graphs, and/or finance. Topics presented at an introductory level and the emphasis is on applications.

STANDARD COMPETENCIES:

1. Demonstrate knowledge and use of ratios, proportions, and percents.
2. Demonstrate knowledge and use of units of measure.
3. Demonstrate knowledge and use of signed numbers.
4. Demonstrate knowledge and use of powers of ten and scientific notation.
5. Demonstrate knowledge and use of algebraic operations.
6. Demonstrate knowledge and use of algebraic equations and formulas.
7. Demonstrate knowledge and use of angles.
8. Demonstrate knowledge and use of triangles.
9. Demonstrate knowledge and use of circles and polygons.
10. Demonstrate knowledge and use of geometric solids.
11. Demonstrate knowledge and use of graphs.

TOPICAL OUTLINE:

- I. Demonstrate knowledge and use of ratios, proportions, and percents.
 - A. Write the comparison of two numbers by means of a ratio.
 - B. Write a ratio as a fraction, a decimal numeral or a unit ratio.
 - C. Solve a proportion.
 - D. Recognize, set up, and solve direct and indirect proportion applications.
 - E. Convert fractions and decimal numbers to percent numbers and vice versa.
 - F. Solve rate/base/percentage problems.
- II. Demonstrate knowledge and use of units of measure.
 - A. Identify significant digits.
 - B. Identify which of two numbers is more accurate or more precise.
 - C. Round numbers off correctly depending on the accuracy or precision required.
 - D. Use dimensional analysis in problem solving.
- III. Demonstrate knowledge and use of signed numbers.
 - A. Know and use the rules for adding, subtracting, multiplying, and dividing signed numbers.
 - B. Find the powers and roots of signed numbers.
 - B. Know and use the rules for order of operations in problems with signed numbers.
- IV. Demonstrate knowledge and use of powers of ten and scientific notation.
 - A. Convert to and from scientific notation.
 - B. Multiply, divide, and find powers of numbers in scientific notation.
- V. Demonstrate knowledge and use of algebraic operations.
 - A. Recognize "like terms".
 - B. Add and subtract like terms.

- C. Multiply and divide monomials.
 - D. Apply the distributive law.
- VI. Demonstrate knowledge and use of elementary algebraic equations and formulas.
 - A. Check the solution of an equation.
 - C. Solve and check the linear equations, including those containing grouping symbols and fractions.
 - C. Evaluate and solve formulas.
- VII. Demonstrate knowledge and use of angles.
 - A. Recognize, draw, and/or define an acute angle, obtuse angle, right angle, and straight angle.
 - B. Recognize, draw, and/or define vertical, complementary, supplementary, alternate interior, alternate exterior and corresponding angles.
 - C. Change degree-minutes to degrees-tenths and vice versa.
 - D. Add and subtract the measures of angles.
 - E. Solve angle problems.
- VIII. Demonstrate knowledge and use of triangles.
 - A. Identify and draw acute, obtuse, isosceles, equilateral and right triangles.
 - B. Use the Pythagorean Theorem to solve a right triangle.
 - C. Find the perimeter and area of a triangle.
 - D. Solve similar triangle problems.
- IX. Demonstrate knowledge and use of circles and polygons.
 - A. Identify squares, rectangles, parallelograms, and trapezoids.
 - B. Find the perimeter and area of a quadrilateral.
 - C. Identify regular pentagons, hexagons, and octagons.
 - D. Find the perimeter and area of regular polygons.
 - E. Identify diameter, radius, circumference, arc, and sector of a circle.
 - F. Find the circumference, area, arc length, and sector of a circle.
- X. Demonstrate knowledge and use of geometric solids.
 - A. Describe and identify prisms, cylinders, pyramids, cones, and spheres.
 - B. Identify the critical characteristics of geometric solids.
 - C. Find the surface area and volume of geometric solids.
- XI. Demonstrate knowledge and use of graphs.
 - A. Sketch and read line, bar, circle, and coordinate plane graphs.
 - C. Use graphs to interpret data.

Complete syllabus to be completed

BOARD OF EDUCATION AGENDA ITEM 7.01b

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	David Kranz
TITLE OF AGENDA ITEM:	Introduction to Landscape Design, Installation, and Irrigation (FHS Course Proposals and Updates)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Introduction to Landscape Design and Installation is the next course series in the growing Agricultural Pathway at FHS. This course is the only one of its kind at the High School level in the state of Colorado. It is a program that offers many cross-curricular opportunities for students. Students will be able to receive 10 Hour OSHA card training, design and apply the principles of art in preparing the residential landscape, prepare a site and install various aspects of landscaping, grow and maintain various aspects of landscaping, develop a Mathematical understanding of irrigation systems, assemble a simple irrigation system, and may have the opportunity to intern in the industry with possibility of future employment.

There is growing interest in this pathway from within FHS as well as outside the school and the district.

RATIONALE: Course Description: This course is designed to introduce students to the opportunities in the landscape industry. Students will be exposed to the design aspect of landscaping and preparing their own landscape design. Students will also be exposed to various typed of landscape construction and maintenance. In the second semester, the students will be involved in preparing and installing their own irrigation system. Finally, the students might be given the opportunity to do an internship with a local landscape company in Colorado Springs. Throughout, the focus will be on the many careers in the landscape industry. Students will also have an opportunity to learn and become familiar with the FFA, and develop their own Supervised Agricultural Experience Program. There is a \$25 course fee for the 10 hour OSHA Training card.

RELEVANT DATA AND EXPECTED OUTCOMES: Better flow through pathways across zones.

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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Approval of additional CTE Agriculture courses supports the continued need for development of various academic pathways for Falcon High School Students
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Approval of the additional upper level Agriculture class provides an opportunity for students interested in this pathway to progress and possibly earn college credit and/or certifications.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the Introduction to Landscape Design, Installation, and Irrigation course at FHS.



BOE Regular Meeting December 15, 2016
Item 7.01b continued

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

WHAT IS CAREERSAFE®?

The CareerSafe® online program is the first of its kind. It is an interactive, Y2Y (Youth To Youth) online program that addresses the high priority safety training needs of young workers. With the CareerSafe® philosophy, "StartSafe. StaySafe.", students will learn about their rights and responsibilities in the workplace and gain valuable knowledge about how they can protect themselves and others. Throughout the program, students explore a wide range of occupational safety and health topics including Introduction to OSHA, common physical and health hazards, hazard identification, and how to protect themselves from hazards, all intended to help them StartSafe. StaySafe.®

NEED FOR CAREERSAFE®

In the United States, more than 2 million youth work in agricultural production, which is among one of the country's most hazardous industries. According to Ann Bartuska, USDA Deputy Under Secretary for Research, Education and Economics, "'Agriculture is one of the most dangerous industries in the nation, and as such, thousands of youth are injured and hundreds are killed every year by hazards found on the farm.'" CareerSafe®, the National Youth Safety Initiative, has partnered with Penn State University to develop a national approach to youth farm safety education through the Safety in Agriculture for Youth (SAY) project. The goal of the SAY project is to reduce the risk of injury or death for young people on farms.

DELIVERY COST & PAYMENT

Our mission at CareerSafe® is to deliver Safety Education for America's Future. Our vision is to advance and enhance OSHA's outreach by providing every young worker with workplace safety training prior to taking their first jobs. To this end, we are committed to offering affordable, informative and innovative online safety training to reach as many young workers as possible. The cost for the online OSHA 10-Hour General Industry (Agriculture) course is \$25 per student.

For more information regarding payment options and instructions, visit our website or email us at orders@careersafeonline.com.

BENEFITS FOR STUDENTS

Once a student successfully completes the online CareerSafe OSHA 10-Hour General Industry (Agriculture) training course, the student will receive an OSHA Outreach 10-Hour General Industry course completion card through our authorized trainer. Upon completion of the course, the student should understand the fundamentals of common safety and health hazards in the workplace.

Young workers will develop a safety mindset and acquire marketable skills for a competitive edge.

COURSE DESCRIPTION

CareerSafe's OSHA 10-Hour General Industry (Agriculture) training course consists of interactive modules discussing various safety tips and procedures one should follow while working in the workplace.

The modules include:

- Introduction to OSHA (Part 1)
- Introduction to OSHA (Part 2)
- Walking Working Surfaces
- Safety & Health Programs
- Emergency Action
- Personal Protective Equipment
- Machine Guarding
- Electrocution Hazards
- Fire Prevention & Protection
- Hazardous Communications
- Tractor Safety
- Safety Around Livestock
- Confined Spaces

Each module contains a brief assessment, which must be successfully completed before the student can move on to the next module. Once all modules have been viewed and the corresponding assessments are passed, there is a comprehensive final assessment.

Once the student successfully completes the course a printable certificate is available. The student will also receive their OSHA 10-Hour General Industry wallet card by mail 4-6 weeks after completion.

I. INTRODUCTION TO OSHA (PART 1)

This module will serve as an introduction to the OSHA Program, what it stands for, and its purpose.

This module includes:

- Explain why OSHA is important to workers
- Explain worker rights under OSHA

II. INTRODUCTION TO OSHA (PART 2)

This module will serve as an introduction to the OSHA Program, what it stands for, and its purpose.

This module includes:

- Discuss employer responsibilities under OSHA
- Discuss the use of OSHA Standards
- Explain how OSHA inspections are conducted
- Utilize helpful worker safety and health resources
- Explain worker rights under OSHA

III. WALKING WORKING SURFACES

This module provides information on the safety concerns and precautions associated with various walking and working surfaces

This module includes:

- Describe the environments where OSHA's standards for walking/working surfaces apply
- List the general requirements for the maintenance of walking/working surfaces
- Define the terms floor opening, floor hole and wall opening
- Describe the various methods for guarding openings and other walking/working surface conditions
- List the primary fall protection methods
 - Guardrails
 - Safety Nets
 - Personal Fall Arrest Systems

IV. SAFETY & HEALTH PROGRAMS

This module explains the science of ergonomics and how to prevent ergonomic-related injuries and illnesses. It will also cover additional health related topics such as weather stress.

This module includes:

- Define ergonomics and explain its importance
- Explain risk factors affecting ergonomics
- Identify proper lifting techniques

V. EMERGENCY ACTION

The purpose of this module is to help an individual StartSafe and StaySafe in case they are faced with an emergency situation. This module helps demonstrate the importance of planning for any emergency that might occur.

This module includes:

- The importance of emergency planning
- General emergency preparedness
- Define the term Emergency Action Plan (EAP)?
- List preparation guidelines for different emergency situations
- Describe the term walk-about and the importance
- Understand the importance of exit routes

VI. PERSONAL PROTECTIVE EQUIPMENT

The module will cover how to be as safe as possible when working in an area where you may need personal protective equipment (PPE).

This module covers:

- Explain why PPE is important
- List the different types of PPE
- Recognize the situations in which different types of PPE should be used
- Describe how to use the different types of PPE
- List employer responsibilities toward affected employees

VII. MACHINE GUARDING

This module explains how to be safe when working with machines or in an area where machines are being operated.

This module includes:

- Explain the importance of machine guarding
- Describe common types of machine guarding
- Identify and describe common caught-in/between hazards
- Identify and describe common struck-by hazards
- Identify ways to eliminate hazards that may lead to injury when using forklifts, cranes or slings when handling materials
- List actions that can reduce or eliminate these types of hazards
- Recognize employer requirements

VIII. ELECTROCUTION HAZARDS

This module will provide information that helps you recognize and avoid common electrocution hazards in the work environment.

This module covers:

- Identify common electrocution hazards
- Describe types of electrocution hazards
- Protect yourself from electrocution hazards
- Recognize employer requirements to protect workers from electrocution hazards
- Contact with power lines and energized sources
- Describe proper Lockout/Tagout procedures
- Explain using Ground Fault Circuit Interrupters (GFCI)
- Describe inspecting extension cords and portable tools

IX. FIRE PREVENTION & PROTECTION

The module will cover the precautions to take to prevent fires and the steps to take in order to protect individuals if a fire was to occur at the workplace.

This module covers:

- Describe how to protect individuals in the event of a fire
- State the key components of fire prevention plan
- Explain the steps to take to identify, avoid, control and report fire hazards
- Identify agriculture fire situations and emergencies

X. HAZARDOUS COMMUNICATIONS

This module explains the potential hazards of chemicals that individuals may encounter in the workplace and how to work safely with these chemicals including pesticides.

This module covers:

- Describe the importance and basics of chemical safety
- Describe the "Right-to-Know" Law
- Identify the requirements of a hazard communication program and its alignment with the Globally Harmonized System of Classification and Labeling of Chemicals (GHS)
- Explain the purpose of Safety Data Sheets (SDS)
- Recognize features of warning labels and pictograms

XI. TRACTOR SAFETY

The module provides information that will enable individuals to recognize hazards associated with tractors.

This module covers:

- Identify tractor operation hazards and their prevention
- Recognize lighting and marking components of tractors
- Distinguish between traditional tractors and high-speed tractors, in relation to safe operation
- Understand public policy that governs tractor operation for all employees

XII. SAFETY AROUND LIVESTOCK

This module provides information that will enable individuals to recognize hazards associated when working with livestock.

This module includes:

- Identify livestock handling hazards
- Understand animal behavior
- Utilize safe handling practices for livestock
- Recognize safety precautions for livestock handling environments

XIII. CONFINED SPACES

This module provides information that will enable individuals to recognize hazards associated with agriculture confined spaces.

This module includes:

- Define a confined space
- Understand the difference between a confined space and a “permit required” confined space
- Identify agricultural confined spaces
- Recognize hazards of agricultural confined spaces
- Distinguish engulfment hazards associated with grain handling and trenching

CAREERSAFE ALSO PROVIDES OPTIONAL MODULES FOR EACH OSHA 10-HOUR COURSE. THE MODULES ARE INTENDED TO PROVIDE ADDITIONAL CONTENT TO STUDENTS THAT MAY BE RELEVANT TO THEIR CAREER FIELD. THESE MODULES ARE NOT REQUIRED TO RECEIVE THE OSHA 10-HOUR WALLET CARD.

THE OSHA 10-HOUR GENERAL INDUSTRY (AGRICULTURE) OPTIONAL MODULES INCLUDE:

- Flammable and Combustible Liquids
- Hand and Power Tools
- Crane Operations
- Stairways and Ladders
- Bloodborne Pathogens
- Disaster Preparedness
- Welding & Cutting
- Excavations
- Preventing Workplace Violence

**TO LEARN MORE ABOUT THE CAREERSAFE® PROGRAM PLEASE VISIT OUR WEBSITE
[HTTP://WWW.CAREERSAFEONLINE.COM](http://www.careersafeonline.com)**

Introduction to Landscape Design, Installation, and Irrigation

Instructor: Mr. Kranz
719-495-1149 ext 2083
dkranz@d49.org

Course Description:

This course is designed to introduce students to the opportunities in the landscape industry. Students will be exposed to the design aspect of landscaping and preparing their own landscape design. Students will also be exposed to various types of landscape construction and maintenance. In the second semester, the students will be involved in preparing and installing their own irrigation system. Finally, the students might be given the opportunity to do an internship with a local landscape company in Colorado Springs. Throughout, the focus will be on the many careers in the landscape industry. Students will also have an opportunity to learn and become familiar with the FFA, and develop their own Supervised Agricultural Experience Program. There is a \$25 course fee for the 10 hour OSHA Training card

Course Content:

- 10 Hour OSHA card training
- Designing and Applying the Principles of Art in preparing the residential landscape.
- Preparing a site and installing various aspects of landscaping.
- Growing and maintaining various aspects of landscaping.
- Mathematical understanding of irrigation systems
- Assembling a simple irrigation system
- Opportunity to intern in the industry with possibility of future employment

Assessments:

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

Coursework:

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

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

Absence/Make-up Policy:

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

Late Coursework Policy:

Any coursework not turned in when due will be considered late and thus be ineligible for a redo/retake. However, the late summative coursework items may still be turned in for full credit if done so within THREE school days from the original due date. *In some cases, if any coursework is turned in late for that unit, there is NO redo/retake on the assessment for that unit!*

Assessment and/or Coursework Redo/Retake Policy:

Students will be allowed ONE redo/retake for any given assessment and/or coursework item, *if that assessment is granted a redo/retake**. The deadline to complete a redo/retake is FIVE school days (one week) from the date upon which the original assessment and/or coursework item has been graded and returned to the student. After the five-day deadline has passed, the opportunity to “retake” ends for that specific assessment and/or coursework item. *Please plan accordingly!*

Requirements for a redo/retake of an assessment: All coursework assigned during the course of the unit must meet BOTH of the following two criteria:

- 1) Must be completed at a satisfactory level (C or higher (refer to description above)).
- 2) Turned in either when due (i.e. on-time) or within the three-day late period.

If both of the above criteria are met, the student is deemed eligible for a redo/retake of the summative assessment, *if that assessment is granted a redo/retake.*

*Notes:

- Not all assessments and/or coursework items are eligible for a redo/ retake (e.g. final assessments, mid-term assessments, etc.).
- The individual teacher will clearly communicate if an assessment and/or coursework item does not qualify for a redo/retake prior to and/or during the assigning of the assessment and/or coursework item.
- If the student chooses to redo/retake an assessment and/or coursework item, the higher of the two scores received (original or redo/retake) will be the final grade earned on that specific assessment and/or coursework item.

Coursework:

- Every other week article review – students will select an article related to agriculture, read it, and complete a review sheet. The first 15 minutes of class will be dedicated to this assignment. Article reviews will be due the following week.
- Coursework - may be given and collected for a grade. Some coursework will require additional time and effort outside of class (homework). It will be the responsibility of the student to ensure that each assignment is completed and turned in on time.

- Unit assessments – each unit will have additional assessments that will be assigned accordingly. These assessments may be individual or group assignments, presentations, or exams/quizzes.

Grading:

See the Falcon High School website for the Competency Grading Rubric

Classroom Rules and Expectations:

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

Proper Clothing to be Worn When Working:

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

***Mr. Kranz reserves the right to make adjustments to the course and schedule when in the best interest of the class.**

BOARD OF EDUCATION AGENDA ITEM 7.01c

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Gary Butcher
TITLE OF AGENDA ITEM:	Linux Programming I (FHS Course Proposals and Updates)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Linux Programming I course is the next step in the expansion of the growing IT pathway at Falcon High School. Linux is an industry standard that students and industry have expressed an interest in at FHS.

RATIONALE: Linux Programming I: A student who successfully completes this program will gain additional programming skills and abilities consistent with STEAM guidelines and standards. The activities and projects incorporated in this curriculum will focus on project-based learning, student/peer directed scenarios requiring cooperation and team work. It will also require that teams successfully create a semester capstone project.
Description: This course is designed to help students acquire a sound foundation for preparing to pass CompTIA's Linux+ Certification exams LX0-101 and LX0-102. This CompTIA Certification is designed to meet industry demands by increasing focus on the configuration of network services and security. This course will cover Ubuntu Linux and will equip all students with the information necessary to remain current with industry standards.

RELEVANT DATA AND EXPECTED OUTCOMES: Our cybersecurity program continues to grow at FHS. This class will assist students wanting to pursue a career in cyber security and will also help further prepare them for Cyber Patriot Competitions.

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 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Approval of additional CTE IT courses supports the continued need for development of various academic pathways for Falcon High School Students.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Approval of the Additional upper level IT class provides an opportunity for students interested in this pathway to progress and possibly earn college credit.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the Linux Programming I course at Falcon High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

Falcon District 49 Course Proposal

Proposals must be received by DCPC no later than November 25, 2008
(fill in the yellow sections)

Building Administrator Approval	
Date: _____	Administrator: _____
Comments:	
DCPC Use Only	
Date Received: _____	Date Reviewed: _____
____ Yes	____ No, Reason: _____
____ Further review: _____	

Before submitting any course proposal, be sure it meets the following:

- Course must be sustainable, not teacher dependent (course does not end if teacher leaves)
- Course topic appeals to a variety of students
- Course does not already exist in the district

Course Name: Linux Programming I
Building: Falcon High School
Requestor: Gary Butcher & Nikki Lester

Subject: Linux _____ _X_ Elective Length: 1 Sem. Year: _____ Grade: 11/12
; Program 16/17
ming_
Class: 24 Min: 15 Max: 24 HEAR(HS): X Yes _____ No FTE: _____
Size:

COURSE CONTENT

Course description:

This course is designed to help students acquire a sound foundation for preparing to pass CompTIA's Linux+ Certification exams LX0-101 and LX0-102. This CompTIA Certification is designed to meet industry demands by increasing its focus on the configuration of network services and security. The course will cover Ubuntu Linux and will equip all students with the information necessary to remain current with industry changes.

Rational for Course:

A student who successfully completes this programming course will gain additional problem solving skills and abilities consistent with STEAM guidelines and standards. The activities incorporated into this curriculum will focus on project-based, student/peer directed scenarios requiring cooperation and team work. It will also require that teams successfully create a semester capstone project.

What standards/benchmarks will be met in this course?

This course will address the following 2016 ISTE Standards: 1. Empowered Learner, 2. Digital Citizen, 3. Knowledge Constructor, 4. Innovative Constructor, 5. Computational Thinker, 6. Creative Communicator, and 7. Global Collaborator.

Evidence of student interest:

Recently there has been increased interest in taking this course by students wanting to pursue a career in cyber security. It also will assist students in achieving more successful participation in Cyber Patriot Competitions.

Teacher training/qualifications needed:

The instructor for this course will be Dr. Gary Butcher who has over 10 years of teaching several other programming languages ranging from JavaScript to C++ to Java and Visual Basic. Each of these languages are used regularly by IT industry professionals.

Space/Resources needed:

The existing computer lab will be used for this course. The proposed software program is open source.

Will there be a cost involved? ☐ Yes ☒ No (If yes, must attach budget)

Is this course taught in another school? ☐ Yes ☒ No ☐ Not Sure
If yes, where?

CURRICULUM ALIGNMENT

Describe how this course fits into the current curriculum offered. (i.e. Is it part of a sequence? How is it similar/different from existing courses? Is it part of a focus/academy program? What other courses might be impacted?)

Currently there are several pathways available for students wanting to pursue an IT career requiring programming skills. This will offer an additional option for students wanting to learn a second or third programming language.

Prerequisites:

The preferred prerequisite is C++ programming which gives students the foundation to ensure success.

ASSESSMENT

What are the measured student outcomes/learnings for this course?

By the end of the semester students will demonstrate knowledge and abilities which will create a sound foundation for preparing to pass CompTIA's Linux+ Certification exams LX0-101 and LX0-102. This CompTIA Certification is designed to meet industry demands by increasing its focus on the configuration of network services and security.

How will students demonstrate their learning? What types of assessments will be used?

Students will demonstrate mastery primarily through code writing and program creation. In class written exercises will be incorporated as new topics and concepts are introduced and reviewed.

In addition to answering the questions above, please attach the following:

- A course syllabus
- An itemized budget page (if course will incur one-time and/or recurring costs)

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SYLLABUS FOR LINUX OPERATING SYSTEMS

General Course Information

Instructor:

Classroom:

Prerequisites:

C++ or other Object-Oriented Programming Class

Instructional Materials:

CompTIA Linux Certification Study Guide

Ubuntu Operating Manual

Course Description:

This course is designed to provide students with a strong foundation for preparing and successfully passing the CompTIA Linux+ LX0-101 Exam 1 and the CompTIA Linux+ LX0-102 Exam. The CompTIA Linux certification is designed to meet industry demands that include individuals possessing knowledge on hardware, software, configuration of network services, and security.

Course Overview:

First 9 Weeks - Part I The CompTIA Linux+ LX0-101 Exam 1

Chapter 1 Exploring Linux Command-Line Tools 3

Chapter 2 Managing Software 45

Chapter 3 Configuring Hardware 105

Chapter 4 Managing Files 177

Chapter 5 Booting Linux and Editing Files 225

Second 9 Weeks - Part II The CompTIA Linux+ LX0-102 Exam 265

Chapter 6 Configuring the X Window System, Localization, and Printing 267

Chapter 7 Administering the System 329

Chapter 8 Configuring Basic Networking 383

Chapter 9 Writing Scripts, Configuring E-Mail, and Using Databases 4

Chapter 10 Securing Your System

Evaluation:

Evaluation will include worksheets, chapter reviews, in-class projects, and a capstone semester project. The anticipated weighting of each of these categories is:

Worksheets – 25%

Chapter Reviews – 25%

In-class Projects – 25%

Capstone Semester Project – 25%

All instructional materials for this class are open source and available to students at no charge.

NOTE: While in the computer lab, you are expected to demonstrate time management, self-discipline, and respect for others as you prepare for a successful career in the IT industry.

BOARD OF EDUCATION AGENDA ITEM 7.01d

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Cheryl DeGeorge, Principal at Falcon High School
TITLE OF AGENDA ITEM:	Essentials for Writing (Renaming / Adding Course Title)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Currently, Falcon High School offers Composition 1 and PPCC Composition 121 (for concurrent enrollment). This often causes confusion for our students. Our current Composition 1 class is called designed as a class for struggling writers, thus the desire to change the name to Essentials for Writing.

Course Description Essentials for Writing: This semi-self-paced course is designed to help students with basic composition skills. This includes essay writing, short-constructed response, and grammar skills. Students will receive one-on-one help with writing assignments from other classes, peer-reviews, and instruction in grammar and essay writing.

RATIONALE: This will clarify expectations for students and avoid confusion between PPCC course titles for concurrent enrollment and pure high school courses.

RELEVANT DATA AND EXPECTED OUTCOMES: Clarity for concurrent enrollment.

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 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Similar course titles between PPCC college course and the high school classes causes confusion for many students. We want to remove that confusion and clarify pathways for students.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the course name change to Essentials for Writing at Falcon High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

BOARD OF EDUCATION AGENDA ITEM 7.01e

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Cheryl DeGeorge, Principal at Falcon High School
TITLE OF AGENDA ITEM:	Digital Photography II (FHS Course Proposals and Updates)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: 1. Addition of Digital Photography II course as part of the growing Arts pathway at Falcon High School

RATIONALE: Digital Photography II: This course will be an additional class as part of the Arts Pathway. This semester long course meets a need by offering students the opportunity to expand their learning from the Beginning Digital Photography class. It will focus on digital photography beyond the basics, in terms of design and description. Communication factors include color, visual design, lighting, graphics, and aesthetics.

RELEVANT DATA AND EXPECTED OUTCOMES: Over 110 students currently enrolled in the Beginning Digital Photography course being offered in FHS's Arts Pathway, have expressed interest in furthering their knowledge in this field. At least one section of this course will be filled every semester, if approved. It may provide an additional opportunity for students in this Pathway to earn college credit through articulated credits.

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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Approval of additional CTE Art courses supports the continued need for development of various academic pathways for Falcon High School Students.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Approval of the Additional upper level art class provides an opportunity for students interested in this pathway to progress and possibly earn college credit.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the Digital Photography II Course at Falcon High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

Title: **Digital Photography II**
 (Articulate with PPCC)

Course Description: **Expands upon the beginning digital photography class.**
 Focuses on digital photography in terms of design and
 communication factors including color, visual design,
 aphics, and aesthetics.

STANDARD COMPETENCIES:

- I. Demonstrate camera selection, care, and maintenance. (I)**
- II. Apply and assess concepts of aperture control, f-stops, and exposures. (II) (IX)**
- III. Create photographs demonstrating experimentation of aperture control, f-stops, and exposures. (II) (IX)**
- IV. Assess and apply the advanced digital image adjustments. (III)**
- V. Compare different advanced color management systems. (IV)**
- VI. Apply the digital printing process. (VII)**
- VII. Dramatize the variety of types of photography shoots. (V)**
- VIII. Analyze and determine the depth of field in photographs. (V)**
- IX. Create and experiment with depth of field in a series of photographs. (V)**
- X Appraise and restore digital photographs. (V) (VI)**
- XI. Assess advanced methods of digital import/input. (IV)**
- XII. Determine and use methods of digital export/output. (VII) (X)**
- XIII. Design and determine external lighting techniques. (VIII)**
- XIV. Organize archival data. (X)**
- XV. Apply advanced digital color to the photographs. (IV) (VI)**

TOPICAL OUTLINE:

- I. Purchasing equipment**
 - A. Camera**
 - B. Lenses**
 - C. Filters**
 - D. Flash**
- II. Exposure basics**
 - A. Bracketing**
 - B. Light**
 - C. Meters**
 - D. Photographers histogram**
- III. Adjustment basics**
 - A. Levels**
 - B. Curves**
 - C. Color correction**
 - D. Color management**
- IV. Visual design consideration**
 - A. Aesthetics**
- V. Color correction**
 - A. Enhancing an image**
- VI. Advanced printing concerns**
 - A. Printing technology options**
- VII. Advanced lighting issues**
 - A. WWW**
 - B. Multimedia**
- VIII. Advanced camera techniques**

IX. Outputting and archiving images

Complete syllabus to be developed

BOARD OF EDUCATION AGENDA ITEM 7.01f

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Cheryl DeGeorge, Principal at Falcon High School
TITLE OF AGENDA ITEM:	Algebra III (Renaming / Adding Course Title)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Currently, Falcon High School offers College Algebra and PPCC Math 121 College Algebra (for concurrent enrollment). This often causes confusion for our students. Our current College Algebra class is called Algebra III in many other districts. It is in fact a preparatory class for a true College Algebra class.

Course Description: Algebra III provides a step between Algebra II and PreCalculus. Students will begin the course with a brief overview of algebra, equations and inequalities, and functions and their graphs. In addition, students will explore exponential and logarithmic functions, linear and nonlinear systems, graphing of the conic sections; study sequences and series, permutations and combinations, the binomial theorem, and theory of equations.

RATIONALE: This will clarify expectations for students and avoid confusion between PPCC course titles for concurrent enrollment and pure high school courses.

RELEVANT DATA AND EXPECTED OUTCOMES: Clarity for concurrent enrollment.

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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Similar course titles between PPCC college course and the high school classes causes confusion for many students. We want to remove that confusion and clarify pathways for students.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the course name change to Algebra III at Falcon High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

BOARD OF EDUCATION AGENDA ITEM 7.01g

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Eric Canuel
TITLE OF AGENDA ITEM:	Intermediate 3D Art (Renaming / Adding Course Title)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Currently, Falcon High School and Sand Creek High School offer Advanced 3D Art, and Vista Ridge does not have a similarly named course. As we attempt to align all three of our schools it is necessary to rename them so we can coordinate the course descriptions. By having Intermediate 3D Art replace Advanced as a course title, it will allow us to more sensibly structure our pathways upward into Pre-AP and AP courses.

Intermediate 3D Art Course Description: This class further develops on the concepts learned in the Intro to 3D Art course and extends knowledge of artistic technique and historical content. Students will focus on creating more in-depth projects—in both size and level of difficulty. A variety of media will be used, possibly including but not limited to ceramics, fiber, wheel throwing, plaster, wire, plastic, wood, mixed media, and recycled materials. Students will further develop their abilities to critically problem-solve, analyze, brainstorm, and reflect on their own artwork and the artwork of others.

RATIONALE: Create common course titles and course descriptions.

RELEVANT DATA AND EXPECTED OUTCOMES: Better flow through pathways across zones.

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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Similar courses throughout the zones will accommodate students transferring between zones.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the course name change to Intermediate 3D Art in D49 high schools.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

BOARD OF EDUCATION AGENDA ITEM 7.01h

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Eric Canuel
TITLE OF AGENDA ITEM:	Intermediate 2D Art (Renaming / Adding Course Title)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Currently, Falcon High School offers Advanced 2D Art, Sand Creek offers Art I and Vista Ridge offers Intro to 2D Art. These 3 courses are primarily the same. As we attempt to align all three of our schools it is necessary to rename them so we can coordinate the course descriptions. By having Intermediate 2D Art replace all of these course titles, it will allow us to more sensibly structure our pathways upward into Pre-AP and AP courses.

Intermediate 2D Art Course Description: This class further develops on the concepts learned in the Intro to 2D course and extends knowledge of artistic technique and historical content. A variety of media will be used, possibly including but not limited to graphite, charcoal, ink, colored pencil, printmaking, pastel, mixed media, watercolor paint, and acrylic paint. Students will further develop their abilities to critically problem-solve, analyze, brainstorm, and reflect on their own artwork and the artwork of others.

RATIONALE: Create common course titles and course descriptions.

RELEVANT DATA AND EXPECTED OUTCOMES: Better flow through pathways across zones.

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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Similar courses throughout the zones will accommodate students transferring between zones.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the course name change to Intermediate 2D Art in D49 high schools.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 15, 2016

BOARD OF EDUCATION AGENDA ITEM 7.01i

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Brandon Ager
TITLE OF AGENDA ITEM:	Pre-AP Studio Art (Renaming / Adding Course Title)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Currently, Sand Creek H.S. and Vista Ridge H.S. have a common course preceding *Advanced Placement Studio Art*. The art teachers at these schools would like this course to be titled *Pre-AP*. *Pre-AP* would take the place of *Art I* at Sand Creek H.S. and Vista Ridge H.S. The class fee and course descriptions will stay the same as the *Art I* description. Falcon H.S. does not currently have a course preceding *AP Studio Art*. Students that have been taking *AP Studio Art* two years in a row will now enroll in *Pre-AP*, then *Ap Studio Art*.

RATIONALE: Create common course titles.

RELEVANT DATA AND EXPECTED OUTCOMES: Better understanding of flow to classes.

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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Similar courses throughout the zones will accommodate students transferring between zones.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the course name change to Pre AP Art in D49 high schools.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

BOARD OF EDUCATION AGENDA ITEM 7.02

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Cheryl DeGeorge, Principal, Falcon High School
TITLE OF AGENDA ITEM:	Falcon High School Proposed Graduation Requirements
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Colorado Department of Education has created graduation guidelines and when the class of 2021 starts 9th grade in the fall 2017, Colorado school districts will begin implementing revised local high school graduation requirements that meet or exceed the Colorado Graduation Guidelines approved in September 2015 by the Colorado State Board of Education. This includes offering a list of options that students may use to demonstrate their readiness for college and careers in order to graduate from high school. Falcon High School and Falcon Middle School have been working together over the last several months to ensure that we meet the State's expectations and have the information available to our students and their families prior to registration for the 2017_2018 freshman class.

RATIONALE: We in the Falcon Zone want to ensure that our students enter high school knowing what the graduation requirements are and the various pathways that are possible for meeting those requirements. Our goal is to ensure that we meet or exceed all state guidelines, as well as meet our district expectations. We are proposing one diploma with three possible endorsements: 1. Career Ready, 2. College Ready, or 3. College 12+. A student may earn one, two or all three endorsements.

RELEVANT DATA AND EXPECTED OUTCOMES: Currently over half of our students do not choose to attend a 4-year college. We want to ensure that every student that receives a diploma from Falcon High School is prepared to attend a four year college and/or enter a two year college and has a marketable skill set for their chosen career.

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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Students will be required to <u>demonstrate</u> that they have met the State Standards/Expectations and have planned for and acquired the skills needed to be successful in their career and/or college.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Students will work with counselors and ICAP advisors to plan and complete a customized course of study to ensure that students meet their educational and career goals

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the proposed graduation requirements for the class of 2021 and beyond at Falcon High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Dan Mulay, Principal, Patriot High School
TITLE OF AGENDA ITEM:	CTE course in Construction I & II
ACTION/INFORMATION/DISCUSSION:	Request approval to offer course for 2017-18 school year

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Provide a capstone course for the construction trades program at Patriot High School.

RATIONALE: This course is intended to phase out Mass Production in Woods, which is currently in existence at PHS. This will be the main course in the Woods program and contains Units 1-5 of the PACT core, which allows students to work toward the PACT Core certification.

RELEVANT DATA AND EXPECTED OUTCOMES: See attached description.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Guaranteed, viable curriculum in Construction trades.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Course based on DACUM analysis leading to PACT certification in construction trades.
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	CTE offering exclusively at PHS.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Skills foundation based on industry analysis and viable workplace skills.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Meets the specific needs of industry and a growing numbers of students.

FUNDING REQUIRED: None

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the CTE course in Construction I and II for 2017-18 school year.

APPROVED BY: Andy Franko, iConnect Zone Leader,
Peter Hilts, Chief Education Officer

DATE: 12/2/16

Falcon District 49 Course Proposal

Proposals must be received by DCPC no later than November 25, 2008
(fill in the yellow sections)

Building Administrator Approval	
Date: _____	Administrator: _____
Comments:	
DCPC Use Only	
Date Received: _____	Date Reviewed: _____
____ Yes	____ No, Reason: _____
____ Further review: _____	

Before submitting any course proposal, be sure it meets the following:

- Course must be sustainable, not teacher dependent (course does not end if teacher leaves)
- Course topic appeals to a variety of students
- Course does not already exist in the district

Course Name: Construction I
Building: Patriot High School
Requestor: Nikki Lester

Subject: _____ _X_ Elective Length: 1 year Year: _____ Grade: 10-
 : _____ 17/18 12th
 Class: 24 Min: 10 Max: 24 HEAR(HS): _X_ Yes _____ No FTE: _____
 Size: _____

COURSE CONTENT

Course description:

This course addresses the building industry's need for workers in the skilled trades. It applies the Developing a Curriculum (DACUM) occupational analysis process to ensure that the skills of the newly trained workforce match employer workforce needs. DACUM grew out of the vocational college system in the 1960s and early 1970s, and is based on three premises: (1) expert workers can better describe their job than anyone else, (2) any job can be effectively described in terms of the competencies that successful workers in that occupation perform, and (3) the specific knowledge, skills, attitudes and tools required by workers in order to correctly perform their job can also be described.

Rational for Course:

This course is intended to phase out Mass Production in Woods, which is currently in existence at Patriot High School. This will be the main course in this program and contains Units 1 – 5 of the PACT core, which allows students to work towards the PACT Core certification.

What standards/benchmarks will be met in this course?

MA10-GR.HS-S.2-GLE.4-EO.a

Create equations that describe numbers or relationships. (CCSS: A-CED)

CONP.01.01.a Interpret drawings used in project planning.

CONP.01.01.b Use architect's plan, manufacturer's illustrations and other materials to communicate specific data and visualize proposed

MA10-GR.HS-S.4-GLE.1-EO.a.ii

Represent transformations in the plane using appropriate tools. (CCSS: G-CO.2)

CONP.01.01.a Interpret drawings used in project planning.

CONP.01.02.c Demonstrate use of tools, machinery, equipment and other resources commonly used in design and construction.

MA10-GR.HS-S.4-GLE.1-EO.d.i	Make formal geometric constructions with a variety of tools and methods. (CCSS: G-CO.12)
CONP.01.02.c	Demonstrate use of tools, machinery, equipment and other resources commonly used in design and construction.
MA10-GR.HS-S.4-GLE.1-EO.d	Make geometric constructions. (CCSS: G-CO)
DPCP.01.04.b	Build models using referenced drawings and sketches.
MA10-GR.HS-S.4-GLE.4-EO.a.ii	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.? (CCSS: G-GMD.4)
CONP.01.02.c	Demonstrate use of tools, machinery, equipment and other resources commonly used in design and construction.
MA10-GR.HS-S.4-GLE.4-EO.a	Explain volume formulas and use them to solve problems. (CCSS: G-GMD)
CONP.01.01.a	Interpret drawings used in project planning.
CONP.01.01.b	Use architect's plan, manufacturer's illustrations and other materials to communicate specific data and visualize proposed designs.
MA10-GR.HS-S.4-GLE.4-EO.b.i	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify the two-dimensional objects. (CCSS: G-GMD.4)
CONP.01.01.a	Interpret drawings used in project planning.
MA10-GR.HS-S.4-GLE.4-EO.b	Visualize relationships between two-dimensional and three-dimensional objects. (CCSS: G-GMD)
CONP.01.01.a	Interpret drawings used in project planning.
CONP.01.01.b	Use architect's plan, manufacturer's illustrations and other materials to communicate specific data and visualize proposed designs.
MA10-GR.HS-S.4-GLE.5-EO.a.iii	Apply geometric methods to solve design problems. ? (CCSS: G-MG.3)
CONP.01.01.a	Interpret drawings used in project planning.
CONP.01.01.b	Use architect's plan, manufacturer's illustrations and other materials to communicate specific data and visualize proposed designs.
CONP.01.02.c	Demonstrate use of tools, machinery, equipment and other resources commonly used in design and construction.
MA10-GR.HS-S.4-GLE.5-EO.a	Apply geometric concepts in modeling situations. (CCSS: G-MG)
CONP.01.01.a	Interpret drawings used in project planning.
CONP.01.01.b	Use architect's plan, manufacturer's illustrations and other materials to communicate specific data and visualize proposed designs.
RWC	
RWC10-GR.10-S.1-GLE.1-EO.a	Present information, findings, and supporting evidence clearly, concisely, and logically such that conclusions, organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: W-10.1.1)
CONP.01.02.b	Identify sources of information concerning state of the art tools, equipment, materials, technologies and methodologies.
DPCP.01.03.b	Use communication skills and strategies to work effectively with people. (including clients, team members, and others).
RWC10-GR.10-S.1-GLE.1-EO.c	Make decisions about how to establish credibility and enhance appeal to the audience
CONP.01.02.b	Identify sources of information concerning state of the art tools, equipment, materials, technologies and methodologies.
DPCP.01.03.b	Use communication skills and strategies to work effectively with people. (including clients, team members, and others).
RWC10-GR.10-S.4-GLE.1-EO.d	Identify and evaluate potential sources of information for accuracy, reliability, validity, and timeliness.
CONP.01.03.b	Explain rationale for a specific scheduling procedure.
RWC10-GR.12-S.1-GLE.1-EO.e	Choose specific words and word order for intended effect and meaning
CONP.01.04.b	Explain the importance of workers being OSHA certified.

RWC10-GR.12-S.1-GLE.1-EO.f

Select appropriate technical or specialized language

CONP.01.01.b

Use architect's plan, manufacturer's illustrations and other materials to communicate specific data and visualize proposed

RWC10-GR.12-S.2-GLE.2-EO.c

Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key words, etc.) to make connections within and across informational texts

CONP.01.01.a

Interpret drawings used in project planning.

CONP.01.01.b

Use architect's plan, manufacturer's illustrations and other materials to communicate specific data and visualize proposed

Evidence of student interest:

For the past 3 years there has been a basic woods program in existence at Patriot High School that has shown student interest. It is gaining more momentum now that we have partnered with the HBA.

Teacher training/qualifications needed:

The instructor for this course will be CTE endorsed in Architecture and Construction

Space/Resources needed:

Work shop and lab in modular at Patriot High School

Will there be a cost involved?



Yes



No

(If yes, must attach budget)

Is this course taught in another school?



Yes



No



Not Sure

If yes, where?

CURRICULUM ALIGNMENT

Describe how this course fits into the current curriculum offered. (i.e. Is it part of a sequence? How is it similar/different from existing courses? Is it part of a focus/academy program? What other courses might be impacted?)

It will replace an existing class to help align this pathway.

Prerequisites: None

ASSESSMENT

What are the measured student outcomes/learnings for this course?

By the end of Construction II students will successfully completed their PACT core certification.

How will students demonstrate their learning? What types of assessments will be used?

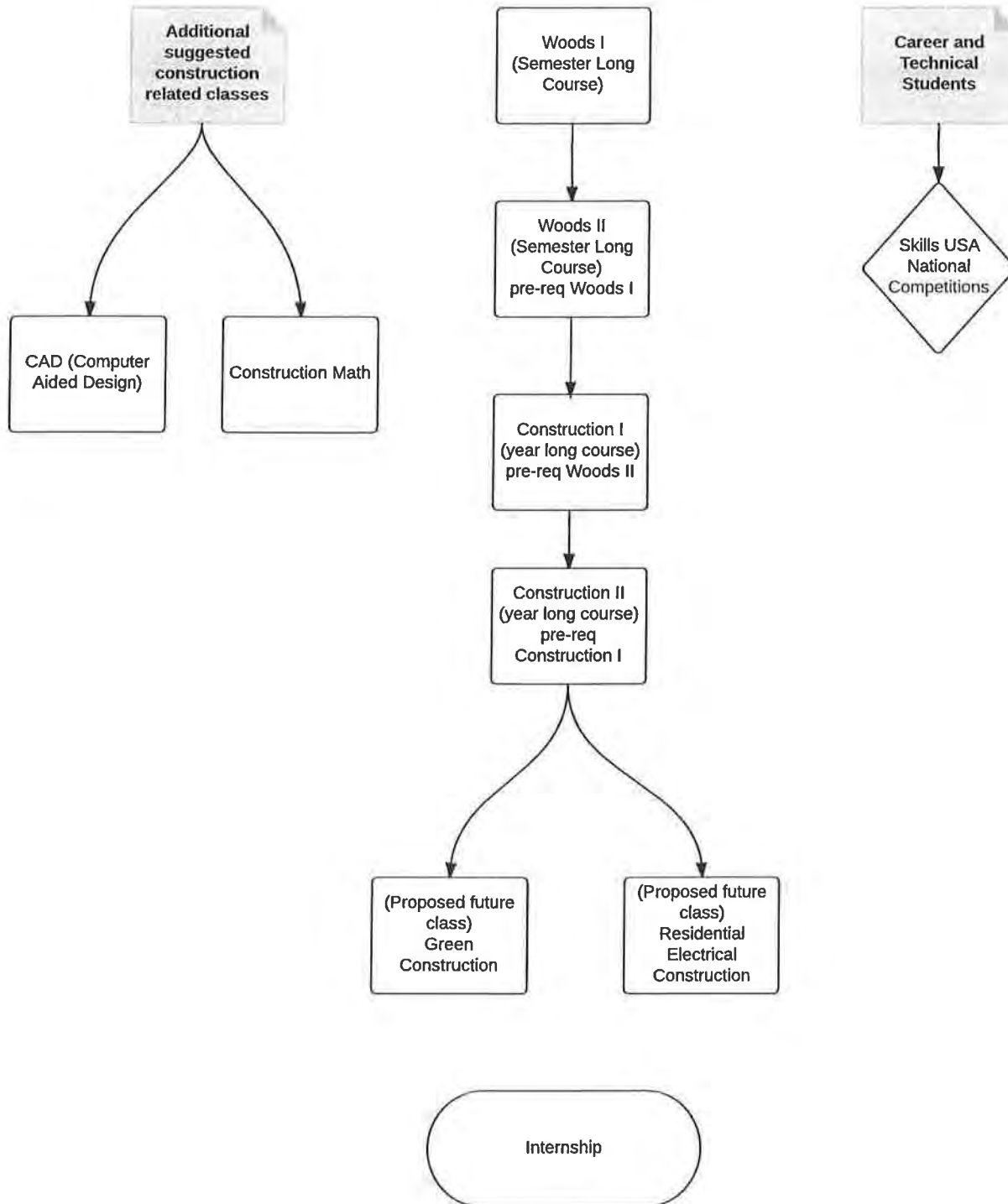
Students will demonstrate learning through the majority of hands on application and assessments. The assessments will be logged on their Skill Achievement Record (SAR) - In order to graduate with a PACT certificate, students must complete 80 percent of the line items listed on the SAR at the end of each unit. A line item is considered complete when a student performs the skill at a competency level of 2 or above (on a 3 point scale). The 80 percent completion is required throughout PACT for Core Units 1 – 4 and for each chosen trade. The PACT Core units teach the knowledge, skills, and abilities that students who are interested in working in the trades need to master, regardless of their trade-specific choice.

In addition to answering the questions above, please attach the following:

- A course syllabus
- An itemized budget page (if course will incur one-time and/or recurring costs)

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Patriot High School Construction



BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Dr. Lou Fletcher, Director of Culture and Services
TITLE OF AGENDA ITEM:	Cultural Compass Regulation AD-R
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The cultural compass is the embodiment of how District 49 treats each other and our work. The Cultural Compass has its genesis in a BOE retreat and has been further refined by district practice. It was developed into the current form through a collaborative process and it is displayed as a physical icon throughout the district.

RATIONALE: Currently all of the information about the compass resides on the district's webpage. Therefore a movement was motivated to codify the compass's intent. Hence regulation AD-R was theorized to capture the compass's meaning and formally integrate the compass into district policy.

RELEVANT DATA AND EXPECTED OUTCOMES: Formally adopting the compass and its precepts into the formal body of policy will facilitate access and understanding for the entire District 49 community, which would in turn honor the compass's tenet of transparency.

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 compass points the district toward transparency, which is a key component of being trustworthy in the eyes of the taxpayer.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The compass points the district toward being strategic, which allows the district to plan for intentional community participation.
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The compass points the district toward being creative and innovative, which leads to a distinct and exceptional portfolio of schools.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	The compass points the district toward accountability, respect, and caring, which is the social-emotional foundation that supports learners so that their KSAs can thrive.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	The compass points the district toward learning, which enables the continuous improvement process that launches each student toward success.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve regulation AD-R as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

Title	School District 49 Identity, Vision, Mission and Philosophy: Operating The Cultural Compass (A User's Guide)
Designation	AD-R
Office/Custodian	Education/Director of Culture and Services

District 49's identity, vision, and philosophy relies on the cultural compass, which represents the eight core values that guide the way the district learns, works, and leads. The inner compass rose represents our expectations for how members of the district's work family interact with each other, with students and with our community. The outer compass rose represents our core values as related to our work and expectation for continuous learning and leadership at all levels.

To honor the work family and the community the district's culture should be:

Respectful:

We respect others for their abilities, qualities and achievements. We demonstrate respect when we listen to other people's concerns to find common ground (e.g., win-win) instead of fostering fixed mindset or a win-lose environment.

Transparent:

We build positive relationships through honesty and openness with all stakeholders. Transparency looks and sounds like an open and honest two-way dialogue with our work family and community, which allows for respectful kudos and criticism with respect to the organization's processes, policies, and customs.

Caring:

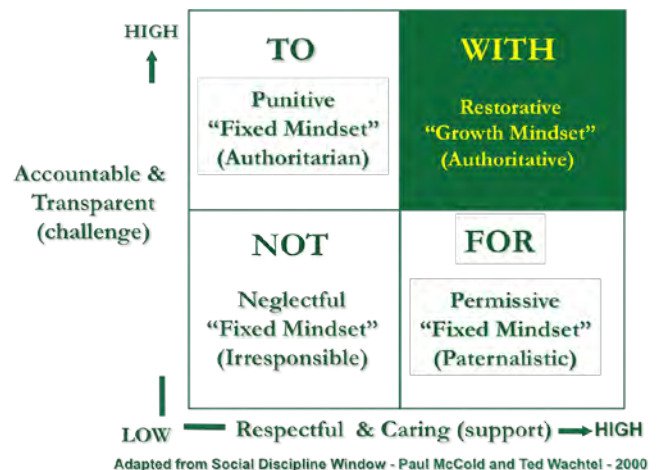
We provide a safe and caring environment for students and staff. We show the value of caring by having high expectations for our students and work family tempered with the understanding that we will be there to support their shortfalls and build strength for the future.

Accountable:

We hold ourselves accountable for our actions. Accountability is demonstrated when the process is fairly communicated to the students, work family and community so that when sanctions are necessary everyone understands the expectations of our district's culture.

The components of the inner compass rose are not complex; however, every navigational instrument needs a reference to test its accuracy. Therefore the social discipline window allows the user to assess their actions, or intended actions, against the compass' frame of reference. If the intent is to hold people highly accountable and respect and caring are low, then the goal is doing things "TO" people. If the intent is to "NOT" hold people accountable and respect and caring are low, then the goal is neglecting people. If intent is to care "FOR" people and accountability is low, then the goal is to create dependency and entitlement. All of the above intentions lead to fixed mindset, which creates many obstacles to a person becoming resilient.

If the intent is to work "WITH" people by holding them highly accountable (expectations) while ensuring that caring and respect are also high (support), then the environment fosters the culture necessary to help people



adopt a growth mindset, which promotes an identity of transparency for the district's work family and community.

The outer rose of the cultural compass operationalizes the district's vision, mission, and philosophy. To learn, work, and lead the district's culture should be:

Strategic:

We ensure all decisions align with district mission, vision, and strategic priorities.



Establishing Enduring Trust

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

Engage Our Community

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

Host a Robust Portfolio of Schools

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

Build a Firm Foundation

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

Launch Every Student to Success

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

Innovative:

We encourage risk taking by supporting exploration of new ideas and strategies. Every member of the work family is empowered to contribute to the district's innovation. Innovation is not change for the sake of change; however, it is actively engaging with learn, work, and lead cycles to enable the district's phases of transformation and innovation.



Creative:

We embrace creativity at all levels. Every member of the work family is encouraged to add their creative perspective regardless of their role in the district. Sharing the creativity gained from different worldviews allows the district to foster a shared vision of the future that is equitable and inclusive.

Learning-Focused:

We model learning at all levels in the spirit of continuous improvement. Every member of the work family should engage in life-long learning personally and professionally. Learning outcomes provide a framework for

applying personal and professional metrics to measure the effectiveness of strategic, innovative, and creative actions.

The inner compass rose supports the outer components of the cultural compass: If a family can work together, then it can also engage in building servant-leadership and investing in continuous improvement.

Peter M. Senge states that, “Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we re-perceive the world and our relationship to it”. The aforementioned learning outcomes provide a framework for applying personal and professional metrics to measure the effectiveness of strategic, innovative, and creative actions.

As our guiding paradigm, the cultural compass creates an atmosphere of teamwork and camaraderie; work family. Maintaining a principle-centered vector to relationships and work increases the cultural capacity of the organization, making District 49 the best choice to learn, work and lead.

- Adopted: December 15, 2016

BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	December 15, 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
7.05a	AE	Accountability/Commitment to Accomplishment	A. Whetstine	Reviewed; no changes recommended
7.05b	ECAC	Vandalism	D. Watson	Reviewed; no changes recommended
7.05c	EDE	Waste Management and Recycling	R. Lee	Reviewed; minor revisions
7.05d	EEAEG	Use of Wireless Communication Devices While Operating a District Vehicle	G. Hammond S. Hathway	Align with CASB; Recommend repeal of regulation, combined with policy
7.05e	GCLC	Length of Instructional Staff School Year	A. Whetsine P. Andersen	Minor revision
7.05f	GDK	Educational Support Staff Schedules and Calendars	A. Whetstine P. Andersen	Add co-custodian
7.05g	JHCA	Open/Closed Campus	D. Watson	Reviewed; no changes recommended
7.05h	JLC	Student Health Services and Records	N. Lemmond	Reviewed; no changes recommended
7.05i	JLCA	Physical Examinations of Students	N. Lemmond	Reviewed; no changes recommended

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 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the District.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	

BOE Regular Meeting December 15, 2016
Item 7.05 continued

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

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, I move to approve the 9 policies in item 7.05.

REVIEWED BY: Chief Officers

DATE: December 2, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Accountability/Commitment to Accomplishment
Designation	AE
Office/Custodian	Education/Executive Director of Learning Services

The Board of Education accepts its ultimate responsibility for all facets of school operations and programs.

As required by law, the Board shall adopt and maintain an accountability program to measure the adequacy and efficiency of the educational program.

The Board shall appoint a District Advisory Accountability Committee. The District Accountability Committee and School Accountability Committees shall have those powers and duties prescribed by state law. The Board and the District Accountability Committee shall, at least annually, cooperatively determine the areas and issues, in addition to budget issues, that the District Accountability Committee shall study and the issues on which it may make recommendations to the board.

Every effort shall be made by the Board, the Chief Education Officer, Chief Business Officer, Chief Operations Officer, Zone Leaders, the staff, and the accountability committees to fulfill the responsibilities inherent in the concept of accountability as well as the intent of the Educational Accountability Act and the state requirements for accreditation of schools and school districts.

All accountability committee meetings will be open to the public. Meeting notices for District Advisory Accountability Committee will be posted in the same place and manner as notices of Board meetings and in school buildings. Notices for School Accountability meetings shall be posted in the school building.

- Adopted: August 4, 1994
- Revised: August 13, 1998
- Revised: November 17, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- [Revised: November 13, 2014](#)
- [Reviewed: December 15, 2016](#)

LEGAL REFS:

- C.R.S. 22-2-117 (*waivers from State Board of Education*)
- C.R.S. 22-11-101 et seq. (*education Accountability Act of 2009*)
- C.R.S. 22-11-301 and 302 (*district accountability committee*)
- C.R.S. 22-11-401 and 402 (*school accountability committees*)
- C.R.S. 24-6-402 (*open meetings law*)
- 1 CCR 301-1, Rules 2202-R-1.00 et seq. (*accreditation rules*)

CROSS REFS:

- AEA, Standards Based Education
- AED, Accreditation
- [AEE, Waiver of State Law and Regulation](#)
- DBD, Determination of Budget Priorities



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Vandalism
Designation	ECAC
Office/Custodian	Operations/Director of Safety and Security

Vandalism is defined as the malicious defacement or destruction of private or public property. This includes the knowing and unauthorized use, alteration, damage, or destruction of any computer, computer system, software, program or computerized data.

It is the intent of the Board of Education to seek damages, as permitted by law, from students who vandalize school property and/or the students' parents or guardians.

The school system's buildings and grounds are built and maintained with taxes levied on the community's taxpayers, and all damage caused must be paid for in the same way. Therefore, every citizen of the district, students, and members of the police department are urged by the Board to cooperate in reporting any incidents of vandalism to property belonging to the district and the name of the person or persons believed to be responsible. Each employee of the district shall report to the principal of the school every incident of vandalism known to him and, if known, the names of those responsible. The Principal or designee shall report the incident to the Facilities Department at the Education Service Center.

The Chief Education Officer, Chief Business Officer, Chief Operations Officer, Zone Innovation Leaders, the Principal, or their approved designees are authorized to sign a criminal complaint against persons suspected of vandalism against district property.

Students who willfully or maliciously destroy district property through vandalism or arson or who create a hazard to the safety of other people on district property may be referred to law enforcement authorities. Students who are caught vandalizing district property may be suspended and/or expelled.

- Adopted: November 3, 1977
- Revised: March 4, 1999
- Revised: July 12, 2001
- Revised: May 13, 2010
- Revised: June 30, 2011
- Revised: January 10, 2013
- Reviewed: December 15, 2016

LEGAL REFS:

- C.R.S. 13-21-107
- C.R.S. 19-3-113
- C.R.S. 19-3-117

CROSS REFS:

- GBGB, Staff Personal Security and Safety
- JKD/JKE, Suspension/Expulsion of Students



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Waste Management and Recycling
Designation	EDE
Office/Custodian	Operations/Director of Facilities

Falcon School District 49 shall make resource conservation and waste reduction an integral part of its operations, consistent with the requirements of its academic and extracurricular programs and within the bounds of sound financial management. In this regard, the District shall strive to decrease the amount of waste it generates by:

- Reducing the consumption of materials;
- Fully using all materials prior to disposal;
- Minimizing the use of non-biodegradable products whenever possible; and
- Reusing and recycling all materials to the fullest extent possible.

The District shall cooperate with and participate in applicable recycling efforts of other governmental and private entities to the extent practicable and within the bounds of sound financial management. As systems for the recovery of waste and recycling are developed, the District shall participate in these programs to the extent practicable and within the bounds of sound financial management by appropriately separating and allowing recovery of recyclable waste products.

When financially viable and product quality is acceptable, the District shall purchase recycled products and shall encourage suppliers, both private and public, to make such products available for purchase by the District.

Regulatory Requirements and Governing Bodies

All buildings or grounds modification/improvements shall meet the following Federal, State, and local building codes, regulations, guidelines, and directives:

- Environmental Protection Agency (EPA) Laws and Regulations
- Colorado Department of Public Health and Environment (CDPHE)
- Hazardous Waste Management Division Rules and Regulations
- Adopted: March 11, 2010
- Revised: December 15, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Use of Wireless Communication Devices by District Employees While Operating a District Vehicle
Designation	EEAEG
Office/Custodian	Operations and Business/Director of Transportation and Risk and Benefits Manager

While the Board of Education believes the use of wireless communication devices by ~~d~~District employees is important to provide instant communication regarding emergencies as well as to convey other important information, ~~D~~District employees shall be subject to the following restrictions ~~established procedures~~ to ensure safe use of vehicles and to reduce ~~D~~district liability.

Definition:

Wireless communication device is defined as any device intended to facilitate communication, including but not limited to cell phones, two-way radios, walkie-talkies, palm pilots, beepers, pagers, etc.

District employees, operating any district owned vehicle or a privately owned vehicle while transporting students on district business shall not place or receive communications using any hand held wireless communication device.

Under unusual circumstances, use of a district owned two-way radio system shall be allowed when used to assist the vehicle operator and/or dispatcher in the necessary communications periodically needed to safely transport students. Use of such devices while the vehicle is in motion shall be limited whenever possible.

District employees that operate any district vehicle are prohibited from texting while the vehicle is in motion. Violators will, in accordance with Colorado State law, be terminated immediately.

Bus drivers shall under no circumstances place or receive communications unrelated to ~~D~~district business while driving.

Violation of this policy may subject the vehicle operator to disciplinary action which could include termination.

- Adopted: November 3, 2005
- Revised: November 11, 2010
- Revised: December 15, 2016

LEGAL REF:

- C.R.S. 42-4-239 (*using a wireless telephone for text messaging while driving is prohibited*)
- 1 CCR 301-26, Rule 4204-R-232.00

CROSS REFS:

- EDB, Maintenance and Control of Materials and Equipment
- EEAE, Bus Safety Program



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Length of Instructional Staff School Year
Designation	GCLC
Office/Custodian	Business Education and Business / Executive Director of Learning Services and Director of Human Resources

The work year for teachers shall be established annually by the Board of Education.

If the Board declares a fiscal emergency during the budget year as allowed by state law, it may alter the work year of all employees.

A copy of the school calendar for the following school year shall be provided to each teacher prior to April 15. The calendar shall include teaching days, duty days, vacations, and holidays. In the event that inclement weather causes the closing of school so that the minimum number of hours according to Colorado statute would not be met without changing the calendar, the Board shall change the calendar to meet state requirements and teachers shall be obligated to comply with the calendar change.

- Portions adopted: April 21, 1977 and May 5, 1977
- Revised to conform with practice: date of manual adoption
- Revised to conform with practice: date of manual revision
- Reviewed: May 11, 2000
- Reviewed: September 9, 2010
- Revised: December 15, 2016

LEGAL REF:

- C.R.S. 22-44-115.5 (2) (*Fiscal emergency-effect on budget*)

CROSS REFS:

- DBKH, Fiscal Emergencies
- ICA, School Year/School Calendar/Instruction Time



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Educational Support Staff Schedules and Calendars
Designation	GDK
Office/Custodian	Education-Business/Executive Director of Learning Services and Director of Human Resources

The standard work day for full time support staff members shall be eight hours and the work week forty (40) hours.

The work year for all but twelve (12)-month employees shall be determined by the job classification as approved by the Chief Education Officer, Chief Business Officer, Chief Operation Officer or designee. The work year for twelve (12)-month employees shall be determined by the official calendars adopted by the Board of Education. If the Board declares a fiscal emergency during a budget year as allowed by state law, it may alter the work year of all employees.

Each job description shall specify the work year, and days for each regular full-time position.

- Adopted: April 21, 1977
- Revised: April 18, 1985
- Revised: June 2, 1988
- Revised to conform with practice: date of manual revision
- Reviewed: May 11, 2000
- Revised: November 11, 2010
- Revised: November 10, 2011
- [Revised: January 10, 2013](#)
- [Revised: December 15, 2016](#)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Open/Closed Campus (High School/Middle School/Elementary School)
Designation	JHCA
Office/Custodian	Operations/Director of Safety and Security

Except pursuant to specific Open Campus rules approved by the Board of Education, all high school, middle school, and elementary students shall remain on school premises throughout the school day and during the lunch period unless the building principal has received a written request for permission to leave from their parents or guardian.

- Adopted: May 1994
- Reviewed: September 7, 2000
- Reviewed: July 8, 2010
- Revised: June 25, 2012
- Reviewed: December 15, 2016

LEGAL REFS:

- C.R.S. 22-32-120(3) (*food services-facilities-school food authorities-rules- repeal*)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Health Services and Records
Designation	JLC
Office/Custodian	Education/Executive Director of Individualized Education

The purpose of the school health program shall be to supplement the efforts and guidance of parents/guardians to raise student awareness of the benefits of regular health care.

The objectives of the school health program are:

1. To promote good health habits among students.
 2. To stimulate a sanitary and healthful environment in schools.
 3. To assist in the identification and referral to appropriate health care providers for medical, psychological, and physical needs.
- Current practice codified: 1980
 - Adopted: date of manual adoption
 - Revised to conform with practice: date of manual revision
 - Revised: September 7, 2000
 - Revised: July 10, 2003
 - Revised: August 12, 2010
 - Reviewed: December 15, 2016

LEGAL REF:

- C.R.S. 13-22-102,103 (*minors may consent to medical treatment*)
- C.R.S. 22-1-116 (*vision and hearing tests*)
- C.R.S. 25-4-402 (*parental consent not required to treat minor for venereal disease*)
- C.R.S. 25-4-901 *et seq.* (*school entry immunization*)
- C.R.S. 25-6-102 (*dissemination of contraceptive information*)
- 20 U.S.C. 7906 (*prohibition against the use of Title I funds to operate a program of contraception in the schools contained in No Child Left Behind Act of 2001*)
- 6 CCR 1010-6, Rule 6.13 (*requirements for health services in schools*)

CROSS REFS:

- GBEB, Staff Conduct
- JF, Admission and Denial of Admission
- JLCB, Immunization of Students
- JLCC, Communicable/Infectious Diseases
- JLCD, Administering Medicines to Students
- JLCDA, Students with Food or Environmental Allergies
- JLDAC, Screening/Testing of Students (and Treatment of Mental Disorders)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Physical Examinations of Students
Designation	JLCA
Office/Custodian	Education/Executive Director of Individualized Education

Parents/guardians shall be encouraged to have their children physically examined prior to entering school and again prior to the fourth, seventh, and tenth grades. A dental examination shall also be encouraged.

In any case where physical exercise is rather strenuous (such as physical education classes) and a student has any physical impairment whatsoever, the student may be required to present authorization for such participation from a physician or other licensed health care professional.

Students may be excused from physical education activities and from curricular requirements relating to physical education activities upon the statement from a physician or other licensed health care professional that such participation would be injurious to their health.

Teachers shall be alert to the general well-being of students and shall refer any questionable situations to the school principal.

- Adopted: September 2, 1999
- Revised: September 7, 2000
- Revised: July 10, 2003
- Revised: July 8, 2010
- Reviewed: December 15, 2016

LEGAL REFS:

- C.R.S. 13-22-103 (*minors may consent for medical, dental care under certain circumstances*)
- C.R.S. 22-32-110(1)(bb) (*Board power to require teachers to report student health concerns*)

CROSS REF:

- IMBB, Exemptions from Required Instruction
- JLC, Student Health Services and Records
- JLDAC, Screening/Testing of Students

BOARD OF EDUCATION AGENDA ITEM 7.06

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Amber Whetstone, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	Learning Services New / Revised Job Descriptions
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Job descriptions within the Learning Services Department have been updated to more accurately reflect the duties fulfilled by current employees and align with industry standard responsibilities and compensation. Although some position titles have been updated to reflect these changes, no new positions will be added.

RATIONALE: Accurate job descriptions provide employees clarity regarding job responsibilities and help us perform more effectively and efficiently as an organization.

RELEVANT DATA AND EXPECTED OUTCOMES: The proposed changes will not add to our current personnel count within Learning Services or the District.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Accurate job descriptions provide employees clarity regarding job responsibilities and help us perform more effectively and efficiently as an organization.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: \$15,650 plus benefits

AMOUNT BUDGETED: \$15,650 plus benefits

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the 7 job descriptions in item 7.06 as recommended by the administration.

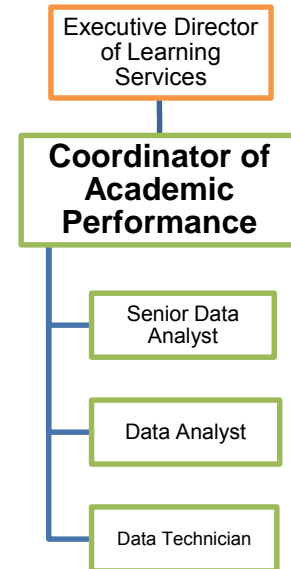
APPROVED BY: Peter Hilts, CEO

DATE: December 2, 2016

COORDINATOR OF ACADEMIC PERFORMANCE

Job Title:	Coordinator of Academic Performance
Initial:	May 12, 2016
Revised:	December 15, 2016
Work Year:	261
Office:	Education
Department:	Learning Services
Reports To:	Executive Director of Learning Services
FLSA Status:	Exempt
Pay Range:	Administrative Salary Range

Related Organization Chart



POSITION SUMMARY: The Coordinator of Academic Performance is responsible for supporting schools with developing and administering assessments, implementing standards, and researching and implementing best-instructional practices to improve student achievement. Specific duties of the coordinator include consulting with zones / schools with curriculum and assessment development in alignment with state standards, developing and facilitating professional development, and attending various district and regional curriculum and assessment related meetings.

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.

- Demonstrates advanced knowledge and skill in analyzing data and applying knowledge in classroom practice.
- Supports schools in the development and continual review and alignment of the written, taught and tested curriculum.
- Advises zones / schools in implementing changes in state standards into school curriculum maps, instructional units and assessments.
- Oversees ordering, storage, distribution and review of district-managed curriculum and assessment resources.
- Assumes the role of District Assessment Coordinator (DAC). [Assures compliance with assessment integrity and applicable policies and laws.](#)
- Coordinates with Individualized Education leaders to facilitate assessment administration (training, reporting, etc.).

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

-
- Leads the implementation of district / state mandates as related to curriculum and assessment practices (Colorado Academic Standards, CMAS, PARCC, SAT, etc.); develop, facilitate, and provide related training.
 - Leads district assessment committees in support of continual improvement in assessment practices.
 - Acts as a consultant to zones / schools in implementing standards-based curriculum.
 - Acts as a standards and assessment liaison between the Colorado Department of Education, Learning Services and the zones / schools.
 - Supervises data and assessment staff.
 - Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- The coordinator carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring and training employees; promoting and transferring employees; planning, assigning and directing work; appraising performance; rewarding, disciplining and terminating employees; addressing complaints and resolving problems.

Budget Responsibility:

- The coordinator is responsible for developing, administering, monitoring and coordinating assigned budgets and initiating requisitions.

QUALIFICATIONS

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

Education & Training:

- A Master's degree in Curriculum and Instruction plus additional coursework for principal / administrator certification or licensure is required for this position.

Experience:

- Requirements for this position include a minimum of five (5) years teaching experience and/or building level administrator experience, experience with compliance requirements and grant funded programs

Knowledge Skills & Abilities:

- Knowledge of best-practices in curriculum and assessment development, policy and procedure, management, accounting, interpersonal relations, evaluation, negotiation and technology are required
- ability to work well with others in a diverse educational community Advanced written and oral communication skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- A Colorado Department of Education Principal or Administrator License is required
- Criminal background check required for hire

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.

-
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS

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

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

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

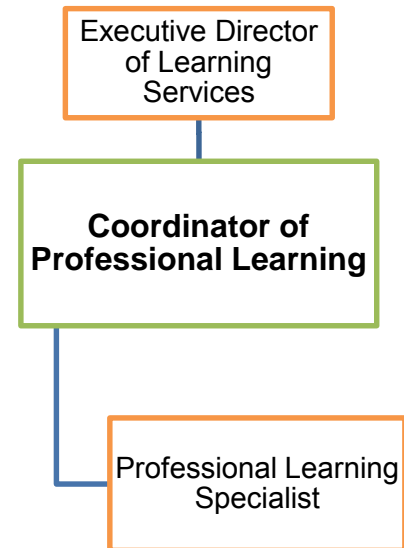
Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

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

COORDINATOR OF ~~JOB TITLE~~ PROFESSIONAL LEARNING

Job Title:	<u>Coordinator of On-line Professional Learning Specialist</u>
Initial:	<u>December 15, 2016</u> June 10, 2013
Revised:	<u>October 28, 2016</u>
Work Year:	<u>261</u> 140 Days
Office:	Education
Department:	Learning Services
Reports To:	Executive Director of Learning Services
FLSA Status:	Exempt
Pay Range:	<u>Teacher (+15%) Administrative Salary Schedule</u>

Related Organization Chart



SUMMARY: The Coordinator of ~~On-Line~~ Professional Learning provides support and leadership for district coordinated professional development within including the Learning Services with the development, promotion, and implementation of and facilitation of professional development face-to face, on-line and blended professional learning activities within and beyond the district. The Coordinator of ~~On-Line~~ Professional Learning develops engaging, relevant and timely professional courses and resources to improve teaching and learning ~~district-wide~~.

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.

- Develop and maintain an on-line platform for delivery of professional courses and resources to improve teaching and learning.
- Develop and maintain ~~an the district's~~ on-line Learning Management System (LMS) for adult learners.
- ~~Create and support~~ Maintain and promote LMS as an on-line collaborative platform to support Professional Learning Communities across the district, schools and zones.
-
- Develop and maintain professional learning website and event registration system.
- Stay abreast of current trends in professional development and educational technology.
- Assist the Executive Director of Learning Services in identifying priorities for professional development based on the ~~district's~~ strategic plan, student achievement data and professional development data.
- Promote and provide training related to ~~on-line~~ professional development learning tools.
- Provide professional development related to integrating technology in ~~classroom-teaching~~ practice.
- Develop and lead integration of technology and other professional learning strategies and tools.

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.

- ~~Assist Executive Director of Learning Services with~~ Provide leadership at the district and school levels by working to continually update digitalizing and updating current professional development practices in alignment with trends and current research.
- ~~Assist in the development~~ Develop of a systems for identifying existing highly effective teachers across the district to be used as models for specific teaching strategies.
- ~~_____~~
- Develop and maintain a digital ~~video~~ library of effective teaching practices.
- Lead and support district programs that promote educator growth and recognition (i.e. National Board Certification, Induction Programs, Alternative Licensure, etc.).
- Perform
- other job-related duties as assigned.

Supervision & Technical Responsibilities:

- This position ~~has no supervisory responsibilities at this time.~~ supervises the Professional Learning Specialist.

Budget Responsibility:

- Ensure scalability and sustainability of ~~professional on-line and digital professional~~ development programing by researching cost sustaining practices, and assisting in budget / resource planning and management as assigned.

QUALIFICATIONS

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

Education & Training:

- A Master's degree in Curriculum and Instruction, or Educational Technology plus additional coursework for principal / administrator certification or licensure is required for this position.

Experience:

- Minimum 5 years experience as a teacher or administrator in education

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- ~~Ability to read and understand construction drawings, and specifications~~
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- ~~Ability and willingness to be on call and/or respond to calls 24/7~~
- Ability to maintain excellent attendance
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision

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.

-
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- Colorado Principal Licensure or Colorado Teaching Licensure

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. ~~The employee must regularly lift and/or move up to 25 pounds frequently.~~

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

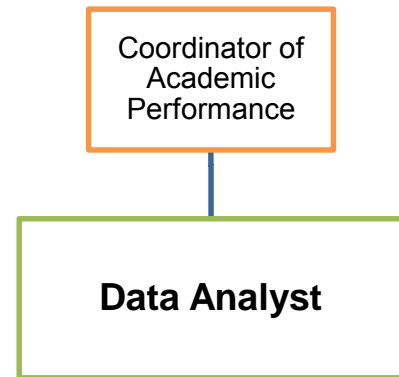
Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

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

DATA ANALYST (ACADEMIC SYSTEMS ADMINISTRATOR)

Job Title:	Data Analyst (Academic Systems Administrator)
Initial:	December 15, 2016
Revised:	
Work Year:	261 Days
Office:	Education
Department:	Learning Services / Individualized Education
Reports To:	Coordinator of Academic Performance
FLSA Status:	Exempt
Pay Range:	Professional Technical Range 2

Related Organization Chart



SUMMARY: The Data Analyst is responsible for creating and maintaining databases of district assessments, learning management systems and tools, and managing and maintaining data warehouses. The Data Analyst serves the Departments of Learning Services and Individualized Education to support academic and assessment programs.

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.

- Act as a liaison between the Colorado Department of Education and the Education Office regarding academic performance data and reporting. Assist teachers and administrators with assessment tools and data management resources (CDE data and assessment tools and resources, Alpine Achievement Series) data entry and data uploads, retrieval and analysis.
- Create and maintain databases of student assessment results to include state and district assessment measures. Reconcile discrepancies and manage all verification and student biographical data (SBD) process related to student assessment data.
- Coordinate information transfers between academic data systems to include uploads, downloads, and related database management/programming (ie. myOn, Schoology, CEDAR, Destiny, ACT Aspire, Aims Web, Amplify, Lexia, and other district and State assessments).
- Maintain a high level of knowledge and skill related to using programs and software by learning new software and keeping abreast of trends (networking with other district data managers, attending regional and state-level training and meetings).
- Consolidate academic data and generate reports for administration within the Education Office. Serve as the lead consultant to zones and schools on accessing data-bases to generate reports.
- Submit required academic reports to CDE annually as required (e.g., READ).

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.

-
- Perform other job-related duties as assigned.

Supervision & Technical Responsibilities:

This position has no supervisory responsibilities at this time.

Budget Responsibility:

This position has no budgetary responsibilities at this time.

QUALIFICATIONS

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

Education & Training:

- Bachelor's degree or applicable training in a related field

Experience:

- Five (5) years of experience in data and reporting, statistical analysis, programing, or database management.
- Experience working with diverse educational community

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Open to feedback and growth opportunities
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and software applications including Microsoft Word, Excel, Outlook, Power Point, SQL and Access

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

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

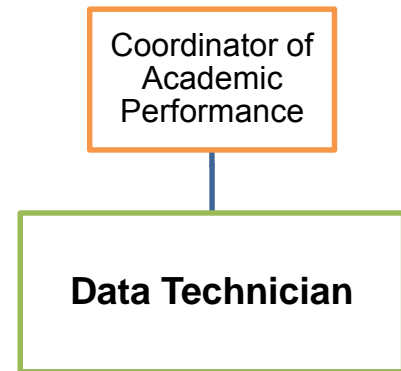
Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, evaluate, and use interpersonal skills.

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.

DATA TECHNICIAN ~~CLERK~~

Job Title:	Data Clerk <u>Technician</u>
Initial:	May 19, 2010
Revised:	<u>December 15, 2016</u>
Work Year:	261 days
Office:	Education Office
Department:	Learning Services
Reports To:	Executive Director of Learning Services <u>Coordinator of Academic Performance</u>
FLSA Status:	<u>Non-exempt</u>
Pay Range:	Classified <u>Educational Support Salary Schedule Range 2214</u>

Related Organization Chart



SUMMARY: This position is responsible for supporting data, assessment and reporting within the Department of Learning Services to ensure effective and efficient practice.

ESSENTIAL DUTIES & 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 assignments and other factors.

- Provide a high level of customer support to schools: access to systems, resetting passwords, fielding questions.
- Maintain electronic and manual records for data entry across multiple systems.
- Implement record management through directory structure, keeping historical databases, reference materials, reports and correspondence.
- Request and receive electronic record transfers through the Alpine data warehouse software application.
- ~~Create duplicate enrollments for students with special circumstances (Excel, Special Education, Pikes Peak Pathways, Colorado School for the Deaf and Blind).~~
- Support regular uploads of student assessment data from ~~Infinite Campus~~ a variety of systems to Alpine data warehouse.
- ~~Build sections and rosters in Assessment software (Scantron, Alpine, etc.) to include automatic uploads and manual uploads when needed.~~
- ~~Assist with state report preparation, review and update records for compliance, and notify district personnel of non-compliance issues. Assist in reconciling discrepancies in state reporting (i.e. October Count, End of Year Reporting).~~
- Verify and correct student demographic records, for theses I tap in the OLR file to look at legal docs and

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.

~~update when necessary.~~

- Support ~~cleanup of data for state reporting for Data Pipeline; cleanup~~
 - ~~Update students' SASIDs and employee EDIDs. Manually update data,~~ as needed.
- Conduct accuracy checks and correct discrepancies in ~~Infinite Campus~~ student information system, according to established policies and procedures.
 - Build aAd hHoc reports for specific inquiries.
- ~~Maintain and support database applications and student assessment warehouses to include: Alpine Achievement, Scantron and AimsWeb.~~ – update, edit and populate data through both manual entry and data element upload.
- ~~Provide support with the distribution and scoring and maintenance of CogAt assessment data.~~
- ~~Consolidate data and generate reports for administration within the Learning Services Department, zones and schools.~~
- Assist with distribution, training and support for state and local /standardized assessments; Organize and store materials. Maintain strict accountability of state assessment resources.
- Performs other related duties as assigned.

QUALIFICATIONS

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

Education & Training:

Associate's degree or applicable training in related field.

Experience:

A minimum of five (5) years of experience in related profession.

Knowledge Skills & Abilities:

- Knowledge of Colorado laws and regulations related to data and assessment reporting.
- Operating knowledge and experience with office equipment and computer skills.
- Ability to communicate effectively verbally and in writing.
- Demonstrates customer service skills.
- Ability to initiate problem-solving tasks.
- English Language skills required.

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS

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

Physical Demands:

Occasionally required to travel to schools, and other district sites for training and distribution of materials. The employee must occasionally lift and/or move up to 50 pounds.

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

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

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, synthesize, use interpersonal skills, and compile.

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.

JOB TITLE **PROFESSIONAL LEARNING SPECIALIST**

Job Title:	Professional Development Learning Registration and Event Coordinator Specialist
Initial:	June 2013
Revised:	<u>December 15, 2016</u>
Work Year:	261 days
Office:	Education
Department:	Learning Services
Reports To:	Executive Director of Learning Services
FLSA Status:	<u>Non-exempt</u>
Pay Range:	<u>Educational Support Range – Current 17 to proposed range 22</u> Classified

Related Organization Chart



SUMMARY: ~~This position~~ The Professional ~~Development Learning Registration and Event Coordinator~~ **Specialist** is responsible for coordinating all areas pertaining to district course offerings, professional development transcripts, training and event coordination, and for acting as a liaison for licensed staff in the area of professional development needs.

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.

- ~~Coordinate logistics of annual New Teacher Orientation event to include securing facilities, arranging for Set up and coordinate speakers for New Teacher Orientation. Coordinate and identifying sessions based on individual and group identified needs.~~
- ~~Work with community partners/vendors to sponsor New Teacher Orientation (prizes, monetary donations etc.)~~
- Develop community partnerships and outreach to support ~~in the area of~~ teacher and community professional development.
- ~~Support with the coordination of out-of-district professional development activities (registration, payment process, and accommodations) for Senior Leaders.~~
- ~~Work with~~ Support the Executive Director of Learning Services ~~and Coordinator of Professional Development~~ to plan and coordinate professional development ~~activities~~ for licensed staff aligned with the District Unified Improvement Plan and Strategic Plan.
- Advise licensed staff ~~members and administrators members~~ in the ~~assignment selection and monitoring of courses and offerings~~ to support re-certification, induction completion and on-going professional growth.

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.

- Manage District online professional development registration system ~~(Go Sign Me Up)~~ and processes for District professional development. Input, track and maintain all trainings or course records, attendance and satisfaction surveys ~~and manage all completion documentation.~~

~~Provide training to classified and licensed staff on system use and ensure accuracy of staff transcripts.~~

- Provide on-going training and support ~~Train for~~ Head m ~~Mentors,~~ and z ~~Zone/d~~ Department Administrative a ~~Assistants~~ on the use to ensure consistent management of the on-line professional development registration system across the District. ~~of Go Sign Me Up to manage their professional development.~~
- Provide support to department leaders, lead mentors, new staff and teachers with ~~the~~ induction process requirements.
- Manage-Facilitate end-of year induction completion meetings with lead mentors and inductees.-
- Inventory and account for all professional development books and resources.
- Create, review and disseminate ~~advertisement/~~ newsletter to promote professional development events and opportunities. ~~for professional development offerings.~~
- Support the maintenance of the district's ~~Maintain/update~~ Aha! Network professional development website.
- Manage Learning Services classified staff time/attendance ~~payroll information within the district o~~ Online Payroll s System. ~~Maintain/update accurate timesheets for payroll for staff within the Learning Services department.~~
- Act as liaison for all in and out of District trainers / facilitators.-
- Coordinate venue, set-up, materials and catering for district sponsored professional development events.
- Act as liaison between the offices of Human Resources and Professional Development to ensure alignment of employee professional development personnel records. t-
- Participate in professional development and training to ensure that ~~online~~ professional development management systems are current.meet district needs.

~~Refer licensed staff to appropriate professional development offerings and resources.~~

- Collect and analyze effectiveness of professional development courses/activities /events through survey development and review.

Supervision & Technical Responsibilities:

- This position has no supervisory responsibilities at this time.

Budget Responsibility:

- ~~Assists Executive Director of Learning Services in~~ Manages all professional development and mentoring program budgets to include budgeting for anticipating needs, and accounting for all expenditures. Verifies fee collection for all district professional development activities and processes refunds as necessary. Ensures payments and transfers are accurately completed. Oversees ~~payroll/~~ stipend disbursement and payment for professional development staff.

QUALIFICATIONS:

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

Education & Training:

- Associate's Bachelor's de gree or applicable training in related field. equivalent experience

Experience:

- A minimum of five (5) years of experience in supporting professional development needs of adult learners.

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.

Knowledge Skills & Abilities:

- Knowledge of Colorado laws and regulations related to professional development and induction requirements for licensed staff.
- Demonstrates customer service skills.
- Ability to communicate effectively verbally and in writing.
- English Language skills required.
- Operating knowledge and experience with office equipment and computer skills.

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS:

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

Physical Demands: Frequently required to travel to schools, professional development sites and events. The employee must occasionally lift and/or move up to 50 pounds. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Environment: The noise level in the work environment is usually moderate.

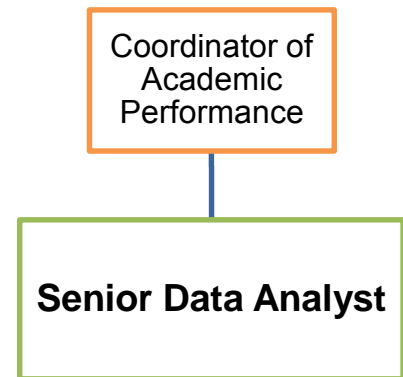
Mental Functions: While performing the duties of this job, the employee is regularly required to coordinate, compare, analyze, communicate, synthesize, use interpersonal skills, and compile.

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.

SENIOR DATA ANALYST (GRANTS AND RESEARCH AND DEVELOPMENT)

Job Title:	Senior Data Analyst (Research and Development)
Initial:	December 15, 2016
Revised:	
Work Year:	261 Days
Office:	Education
Department:	Learning Services
Reports To:	Coordinator of Academic Performance Executive Director of Learning Services Coordinator of Academic Performance
FLSA Status:	Exempt
Pay Range:	Professional Technical Range 3

Related Organization Chart



SUMMARY: The Data Analyst prepares custom data analyses and reports for District ~~leaders~~ ~~employees~~ and the Board of Education by performing statistical analysis, demographic measurements, status measurements and data format conversions. The Senior Analyst assists the Coordinator of Academic Performance with data analysis to support educational program implementation and improvement, and provides consultation with principals and senior leaders on the visual representation, analysis and reporting of District results data.

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.

- Organize and analyze performance data to identify trends and prepare findings for a variety of formal and informal reports at the Board, District, Department, Zone and School levels.
- Provide consultation for data visual representation, analysis and reporting of District, zone and school results data.
- Support leaders data visualization to district leaders
- Reviewing, analyzing, interpreting and explaining student achievement results.
- Provide training and consultation for leaders, educators and staff on the use of data tools and warehouses to access and interpret results.
- and assist in the preparation for District, school and classroom level achievement reports.
- Provide information to schools, staff and parents regarding testing assessment materials and achievement data

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

- Coordinate various facets of testing to include: ordering tests and supplies, receiving/distributing, check in counts, packing/shipping as applicable.

• Provide information to schools, staff and parents regarding testing assessment materials and achievement data.

- Provide training for School Assessment Coordinators, teachers and administrators on utilizing assessment tools and data management systems (ie. Alpine Achievement) Assist the Coordinator of Academic Performance by providing training, guidance and supervision of staff in the administration of sState and dDistrict standardized assessments. Serve as backup for District Assessment Coordinator.

— Provide support with results reporting and data analysis within the District Unified Improvement Plan. Provide information to schools, staff and parents regarding testing assessment materials and achievement data.

- Provide training for School Assessment Coordinators, teachers and administrators on utilizing assessment tools and data management systems (ie. Alpine Achievement Aims Web, State and District Assessment Data) to interpret data for performance improvement.

• , Aims Web, State and District Assessment Data) to interpret data for performance improvement. Possess expertise in systems management. Collaborate and provide support to teams to c

- Create and maintain databases of student assessment results to include state and local assessment measures.

• Maintain a high level of knowledge and skill using statistical analysis, programs and software by learning through participation in professional development and networking to stay connected to new software and keeping abreast of trends. Participate in regional and state networking groups related to data analysis and accountability (ACEE, Tableau)

• Review, analyzing, interpreting and explaining student achievement results and assist in the preparation for District, school and classroom level achievement reports.

- Assist the Coordinator of Academic Performance by providing training, guidance and supervision of staff in the administration of State and District standardized assessments.

• Facilitate all aspects of the dDistrict research approval process

• Facilitate grant prospecting and data processes. and Sserve as dDeistrict liaison and for support for grant prospecting and application development

• Provide support and consultation for leaders on survey development, implementation and analysis.

• Serve as the lead analyst for dDistrict pPerformance eExcellence results representation and analysis.

- Perform other job-related duties as assigned.

Supervision & Technical Responsibilities:

- This position has no supervisory responsibilities at this time.

Budget Responsibility:

- This position has no budgetary responsibilities at this time.

QUALIFICATIONS

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

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

Education & Training:

- Bachelor's degree or applicable training in a related field

Experience:

- Five (5) years of experience in data analysis, statistical analysis, research or related field
- Experience working with diverse educational community

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Open to feedback and growth opportunities
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and software applications including Microsoft Word, Excel, Outlook, Power Point, Tableau

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. ~~The employee must regularly lift and/or move up to 25 pounds frequently.~~

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, evaluate, and use interpersonal skills.

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.

JOB TITLE TITLE PROGRAMS SPECIALIST

Job Title:	Title Programs Specialist
Initial:	February 13, 2014
Revised:	December 15, 2016
Work Year:	261
Office:	Education
Department:	Learning Services
Reports To:	Coordinator of Title Programs Compliance
FLSA Status:	Non-exempt
Pay Range:	Educational Support <u>Range – current 16 to proposed range 22</u>

Related Organization Chart



SUMMARY: The Title Programs Specialist ensures compliance with all aspects of Federal Programs to include Titles I, II, III, -ELPA and competitive grants. The Title Programs Specialist Will assist Senior senior leaders and building Principalsprincipals in with budget planning, allocation and accounting for Title program grant funds. The Title Programs Specialist planning and budgeting Title I, II, III and ELPA plans. mMonitors and maintains accurate records in compliance with for state and federal fiscal record keeping requirements. Support administrative staff to ensure effective and efficient practice related to Federal Programs.

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.

- Support administrativeManage all district-managed grant budgets processes related (to Title I, II and III Programs and English Language Development programs:English Language Proficiency Act ELPA).
- Establish and maintain fiscal record keeping systems for all Title I, II, III and ELPA programs.
- Provide administrative support for Coordinator of Title Programs Compliance (agendas for principal meetings, materials and supplies, research and development).
- Support with state reporting requirements related to Title programs (comparability, attestation and at-risk count).
- Support preparation and submission of consolidated application annually.
- Ensure compliance with state and federal laws, regulations and Board policies. Maintain knowledge of legal and regulatory changes.

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.

- Monitor school and program-level budgets to assure funds are being received and expended appropriately.
- Support district program leaders and principals with creating ~~Establish budgets with program administrators, coordinating costs and tracking factors, receipts and budgeting administration outcomes.~~
- ~~Ensure compliance with state and federal laws, regulations and Board policies. Maintain knowledge of legal and regulatory changes.~~
- ~~Participates in the completion of the Consolidated Federal Programs Application~~
- Assist with ~~Support~~ district program leaders and building principals with Title I, II, III and ELPA plans and plan and budget revisions.
- Assist ~~Provide support with compliance oversight and implementation of the McKinney-Vento~~ liaison Act.
 - Review applications of potential families.
 - Coordinate with transportation, nutrition services and school staff to ensure family needs are considered.
- Ensure updates to ~~Create/revise~~ district / school procedural manuals / online information ~~s~~ related to Title program processes.
- Create/maintain ~~Maintain~~ inventory systems for Title and ELPA technology supplies (e.g., technology).~~:-~~
- Coordinate, collect and prepare time and effort forms, overseeing ~~oversee~~ payroll / stipend disbursement of Title I, II, III and for Title and ELPA programs ~~staff.~~
- Coordinate all grant program substitute forms by and ~~assuring~~ proper payment is allocated.
- Coordinate travel arrangements, accommodations and conference registration for Title program and ELPA activities.
- Support principals with family involvement monitoring including Title I family events, collection of attendance and evaluation.
- Coordinate support for translation and interpretation services for families.
- Support Coordinator of Title Programs to ensure ~~district~~ olicies ~~policies~~ are updated and maintained in compliance with state and federal laws.
- Maintain district Title I website to provide accurate and current information to families regarding district Title I services.
 - Ensure school parent compacts are reviewed and updated annually.
- Performs other duties as assigned.

Supervision & Technical Responsibilities:

- This position has no supervisory responsibilities at this time.

Budget Responsibility:

- Support budgeting ~~Manages all Federal Program Title I, II, III budgets and Colorado English Language Program Act (ELPA) budgets. Supports school staff with budgeting, allocation and accounting of allocated funds related to these grants. needs for Federal Programs to include state, federal and competitive grants.~~

QUALIFICATIONS

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

Education & Training:

- Bachelor's degree or equivalent preferred ~~experience.~~

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.

Experience:

- A minimum of three years of experience in related profession/field.
- Knowledge of Colorado laws, and regulations related to federal programs.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Accounting skills
- Customer service skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, walk and sit; the employee may occasionally lift and/or move up to 20 pounds.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment. Frequently required to travel to schools, professional development sites and events.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills.

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



BOARD OF EDUCATION AGENDA ITEM 7.07

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Certification of Mill Levies for Property Tax Year 2016
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Each year, the District must certify to the El Paso County Commissioners, the property tax mill levy. The Mill Levy to be assigned is for the tax year 2016 that will be collected in 2017 as part of the District's 2016-17 fiscal year. The Mill Levy can have many components, but for District 49, there are only four components: Total Program (General Fund) Voter-Approved Override (Mill Levy Override related to the District's issuance of Certificates of Participation to construct new facilities according to the November 2005 election and re-characterized in the 2014 election ballot 3A), Abatement, and the Bond Redemption Fund.

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

In November 2014, the voters of District 49 approved a measure put forth by the District (2014-3A) that would allow the District to utilize a portion of the then already-approved annual Mill Levy Override revenues originally established by the November 2005 election. The MLO passed in November 2005 was capped at \$7.5mm of annual collections to service MLO certificates that had been issued to fund the construction program of 2006-2010. This year, for the first time, the District's Assessed value has grown to the point that the traditional 9.800 mills collected would exceed the \$7.5mm cap. Accordingly, this year's assessment for the 2014-3A MLO will be reduced to 9.577 mills.

In November 2016, the voters of District 49 approved a measure put forth by the District (2016-3B) that would allow the District to transition the then expiring Bond Levy into a new Mill Levy Override so that the combined levy for both items would not exceed 10.159 mills. The 2016 assessment, to be collected in 2017 is the 'transition year' where both items will be active. The bond levy will total 5.980 mills, and 2016-3B will total 4.179 mills, for the combined total of 10.159 mills.

In the actual assessment, the two separate Mill Levy Override assessment rates will be combined into a single rate, while the Bond Levy remains separate. Therefore the combination of 2014-3A (9.577 mills) and 2016-3B (4.179 mills) will combine to a single assessment rate of 13.756 mills. The Bond Levy will be set at 5.980 mills. The combination of all three items is 19.736 mills. The 2016 election campaign promised that the combination would not exceed 19.959 mills, so we are happy to report the reduction in rates that was not planned.

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

RELEVANT DATA AND EXPECTED OUTCOMES: The Total Program Levy should be 24.459 mills, the Abatement Levy should be 0.222 mills, the Override Levy should be 13.756 mills, and the Bond Redemption Levy should be 5.890 mills; all applied to a Gross Assessed Value of property in the district of \$ 783,104,780.

It is also interesting and appropriate to note that the 'what if' assessment that considers what the total assessment would be in the absence of state support would project to 213.344 mills – an amount that is nearly 5x the proposed actual assessment.

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



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

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: \$ 34,783,165

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to certify, to the El Paso County Commissioners, a Mill Levy to property owners within the district totaling 44.417 mills, comprised of a General Funds Levy of 38.437 mills, and a Bond Redemption Fund Mill Levy of 5.980 mills.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 8, 2016

Colorado Department of Education (CDE)
District Certification of Mill Levies for Property Tax Year 2016
(to be collected in 2017)

EL PASO
Primary County

D49-FALCON
School District

CATEGORY	CDE Preliminary Mill Levy as of November 29, 2016	School District Final Mill Levy Certified As of December 15, 2016
1. Total Program	<u>24.459</u>	<u>24.459</u>
2. Categorical Buyout	<u>0.000</u>	<u>0.000</u>
3. Overrides:		
a. Voter-approved	<u>13.808</u>	<u>13.756</u>
b. Hold harmless	<u>0.000</u>	<u>0.000</u>
c. Excess hold harmless	<u>0.000</u>	<u>0.000</u>
4. Abatement	<u>0.222</u>	<u>0.222</u>
5. Total General Fund (sum of lines 1 through 4)	<u>38.489</u>	<u>38.437</u>
6. Bond Redemption Fund	<u></u>	<u>5.980</u>
7. Transportation Fund	<u>0.000</u>	<u>0.000</u>
8. Special Building and Technology Fund	<u>0.000</u>	<u>0.000</u>
9. Full Day Kindergarten Fund	<u>0.000</u>	<u>0.000</u>
10. Other (Loan, Charter School)	<u>0.000</u>	<u>0.000</u>
11. Total (sum of lines 5 through 10)	<u></u>	<u>44.417</u>

Assessed Valuation

As of November 29, 2016

As of December 10, 2016

Gross Assessed Valuation	<u>782,172,430</u>	<u>783,104,780</u>
(less) Tax Increment Financing (TIF)	<u></u>	<u></u>
Net Assessed Valuation	<u>782,172,430</u>	<u>783,104,780</u>
Abatements/Refunds (Total across all counties)	<u>173,660.46</u>	<u>173,660.46</u>

Information for certification to county treasurer:

Full funding mill levy	<u>219.155</u>	<u>213.344</u>
Funding received from state	<u>132,287,356.92</u>	<u>132,287,356.92</u>

Brett Ridgway
Form completed by

719.495.1130
Phone Number

COMPLETE AND RETURN TO MARY LYNN CHRISTEL BY DECEMBER 20, 2016:

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



El Paso County School District No. 49

Current Mill Levy Assessments with Historical Trends

December 31, 2016

	Assessment Date: For collections in:	12/31/2014 2015	12/31/2015 2016	12/31/2016 2017	16->17 mill change
1 Total Program		24.459	24.459	24.459	0.000
2 Categorical Buyout		0.000	0.000	0.000	0.000
3 Overrides:					
a. Voter-approved		9.800	9.800	13.756	3.956 (1)
b. Hold harmless		0.000	0.000	0.000	0.000
c. Excess hold harmless		0.000	0.000	0.000	0.000
4 Abatement		0.325	0.217	0.222	0.005
5 Total General Fund (sum of lines 1 through 4)		34.584	34.476	38.437	3.961
6 Bond Redemption Fund		11.212	10.159	5.980	(4.179) (1)
7 Transportation Fund		0.000	0.000	0.000	0.000
8 Special Building and Technology Fund		0.000	0.000	0.000	0.000
9 Full Day Kindergarten Fund		0.000	0.000	0.000	0.000
10 Other (Loan, Charter School)		0.000	0.000	0.000	0.000
11 Total (sum of lines 5 through 10)		45.796	44.635	44.417	(0.218)

Assessed Valuation As of December 10

Gross Assessed Valuation	689,724,560.00	751,972,470.00	783,104,780.00
(less) Tax Increment Financing (TIF)	0.00	0.00	0.00
Net Assessed Valuation	689,724,560.00	751,972,470.00	783,104,780.00

Abatements/Refunds (Total across all counties)	223,173.58	163,245.52	173,660.46
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Information for certification to county treasurer:

Full funding mill levy	224.122	220.264	213.344	(6.920)
Funding received from state	122,996,041.15	132,068,448.50	132,287,356.92	

(1) Reconciliation of Bond & Override LeviesVoter Approved Overrides:

2014-3A	9.800	9.800	9.577	(0.223)
2016-3B			4.179	4.179
	9.800	9.800	13.756	3.956

2016 Bond-MLO transition

2016-3B			4.179	4.179
Bond Levy	11.212	10.159	5.980	(4.179)
	11.212	10.159	10.159	0.000

BOARD OF EDUCATION AGENDA ITEM 7.08

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Nancy Lemmond, PhD, Director of Individualized Education
TITLE OF AGENDA ITEM:	New Job Description: Assistant Director of Special Education
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: D49 continues to grow in student population and student need. Historical data from 6 years indicates increases in special populations enrollment coupled with increases in reports of safety concerns. To continue providing quality services and meet staff, student, and family needs, an additional administrator is requested.

RATIONALE: Individualized Education desires to continue moving forward with improving services and supports for all students by hiring an Assistant Director of Special Education and re-organizing the department to best meet internal and external stakeholders requests and expectations.

RELEVANT DATA AND EXPECTED OUTCOMES: Approval of the reorganization and Assistant Director of Special Education job description and posting.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	We have favorable moved into a Culture of Compliance. We are seeking to move into a Culture of Care and continue building trust.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Adjusting our organization to best utilize staff member's skills and expertise for the care of the whole child.

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: \$73K - \$92K

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the Assistant Director of Special Education job description.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: 12/02/16

ASSISTANT DIRECTOR OF SPECIAL EDUCATION

Job Title:	Assistant Director of Special Education
Initial:	December 15, 2016
Revised:	
Work Year:	220
Office:	Education
Department:	Individualized Education
Reports To:	Director of Special Education
FLSA Status:	
Pay Range:	Administrative Salary Schedule

Related Organization Chart



SUMMARY: The Assistant Director of Special Education assists the Director of Special Education with daily oversight of building and zone level programs. The Assistant Director is an extension of the Director of Special Education and works closely with the Director to ensure compliance and student achievement of goals with the target of improved student outcomes. The Assistant Director works with specialized teams, building-level teams, and families to assure quality of services and supports for students with disabilities. When a specific need is identified and in consultation with the Director, the Assistant Director assists teams to improve overall effectiveness.

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 zone assignment and other factors.

- Assists with program development and evaluation.
- Assists with supervision and evaluation of teams as determined by the Director of Special Education.
- Coordinates and manages personnel issues while consulting with the Director of Special Education and Human Resources.
- Assists the Director with screening, interviewing, and hiring process.
- Administrative oversight for post-secondary transition program and early childhood programs including evaluation of the Transition Coordinator and the Dean of Early Childhood Special Education.
- Attends IEP meetings requiring special education administrative support.
- Advises the central office staff, zone administration, building administration, itinerants, and classroom staff on related special education issues.

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

-
- Participates in the Special Education Advisory Committee (SEAC) Executive Committee meetings including agenda setting meetings.
 - Provides support to the SEAC sub-committees and a variety of SEAC events.
 - Provides support for Extended School Year (ESY) programs.
 - Coordinates, plans, and implements staff development in consultation with the Director of Special Education.
 - Serves as an ambassador of Special Education and District 49 in all building and community based opportunities through effective and accountable leadership.

Supervision & Technical Responsibilities:

- Supervisory responsibilities determined by the Director of Special Education and may vary year to year.

Budget Responsibility:

- Direct budget responsibilities determined by the Director of Special Education and may vary year to year.

QUALIFICATIONS

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

Education & Training:

- Undergraduate or Graduate degree in Special Education preferred.
- Candidates with Graduate degree in Educational Administration or Leadership considered.

Experience:

- Three years of special education teaching experience.
- Two years of administrative experience in district or school setting.

Knowledge Skills & Abilities:

- Thorough knowledge of Individuals with Disabilities Education Improvement Act (IDEIA) and Colorado Rules for the Exceptional Children's Education Act (ECEA)
- Knowledge of RtI/MTSS including Problem Solving Team Process, progress monitoring and data analysis
- Knowledge of child and adolescent development
- Knowledge of general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current
- Knowledge of data collection and the ability to interpret data
- Knowledge of research supported interventions related to academic, social and behavioral concerns
- Ability to be flexible in order to meet the unique needs of the assignment

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- Colorado licensure for Director of Special Education required for hire

OTHER WORK FACTORS

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

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

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

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

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

BOARD OF EDUCATION AGENDA ITEM 7.09

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Kathlynn Jackson, Director of Special Education
TITLE OF AGENDA ITEM:	Pikes Peak BOCES Annual Contract
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Pikes Peak Board of Cooperative Educational Services (BOCES) is utilized by Falcon School District 49 for providing a number of mandated special education services, including Transition services for students ages 18-21 years of age. These services are delineated in an additional contract in the amount of \$22,200.00 for the 2016-17 school-year. The BOCES offers these services through their Journey's program.

RATIONALE: These are federally (IDEIA) and state (ECEA) required Special Education services. The Journeys Program services are for out-of-district Transition placements. Contracting these services through the Pikes Peak BOCES has been discussed with the IEP team; other options were considered.

RELEVANT DATA AND EXPECTED OUTCOMES: Journeys Program Contract: \$22,200/Annually

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 IEP team decision to support the student attending the Journey's program while having considered other options.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Supports Best District in a manner that shows our commitment to meet the needs of all students and leverage additional program support.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Supports portfolio of schools for students with high needs and still maintaining service commitment and high level of support.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Focus on the individual needs of the student to excel academically, behaviorally, and socially.

FUNDING REQUIRED: \$22,200.00

AMOUNT BUDGETED: \$22,200.00

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the Pikes Peak Annual BOCES contracts in item 7.09 as recommended by the administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: November 22, 2016

**CONTRACT FOR SPECIAL EDUCATION SERVICES
FOR ENROLLMENT BETWEEN**

FALCON SCHOOL DISTRICT #49 (hereafter referred to as "District")

AND

PPBOCES School of Excellence/Journeys Program, (hereafter referred to as "Provider"),
located at the Pikes Peak BOCES School of Excellence, 2883 South Circle, Colorado Springs,
CO 80906

For daily enrollment at Journeys Program during the 2016-2017 school year.

The term of this contract is between August 1, 2016 and June 30, 2017
(Start Date) (End date)

1. Annual rate per student is \$22,200.00. The District will be billed at a monthly rate of \$2,220.00 per student the months of August 2016 thru May 2017 for the 2016-2017 school year. Billing begins the month when the student is enrolled and ends the month when student is disenrolled.
2. The Provider will:
 - a. Send the District prior written notice for IEP reviews, annual reviews, and other meetings.
 - b. Follow the District's IEP or develop a new IEP with the District invited to participate in IEP team meetings to develop a new one.
 - c. Send copies of the current IEP and reports/assessments to the District within thirty (30) days and upon District request.
 - d. Make no amendments to IEPs without notification to the District.
 - e. Provide monthly attendance reports, and quarterly grade and progress reports, to the District.
 - f. Allow the District access to the SOE and the student's educational records to facilitate the District's oversight of the student's program.
 - g. Implement the IEP in good faith.
 - h. Provide special education, speech and language, school mental health, and occupational therapy services to students per the IEP. Additional services (services from deaf/hard of hearing teacher, services from teacher of the visually impaired, physical therapy, interpreting services, orientation and mobility services, gifted education, and services to address needs of second language learners) will be negotiated outside of this contract.

- i. Provide a policy or policies of comprehensive general liability insurance. Limits of liability are not less than \$200,000 per person and \$2,000,000 per occurrence. Proof of such insurance will be provided to the District upon request.
- j. Reimburse the District for any additional funds (e.g., DHS) received by the Provider for the District's specific students unless such funds are to provide services identified in paragraph 2 h. above.
- k. Issue final billing for this contract and any other contract executed pursuant to paragraph 2 h. above covering the regular school year prior to June 15.
- l. If a legal challenge is made regarding the student's educational (including special education services), the Provider and District mutually agree to immediately notify the other party, to collaborate regarding appropriate legal responses, and to bear their own legal costs incurred defending such a claim. The Provider will negotiate in good faith regarding any related awards or corrective actions with the intent that the Provider undertakes any school or program related actions and the District undertakes actions related to the District's student
- m. Designate as the Provider contact person, the Principal of the PPBOCES School of Excellence, who may be reached by telephone at (719)635-6333.

3. The District will:

- a. Retain the right to preview the Provider's educational and/or financial records relating to this agreement, or to the student.
- b. Retain the right to review all IEPs and request meetings when necessary.
- c. Collaborate with Provider to set up and complete triennial meetings.
- d. Make good faith efforts to attend staffings and IEP meetings. If a District representative cannot attend, he/she may request a staffing be rescheduled at a mutually agreeable time, delegate District representation to a member of the staffing team, or request a conference call be set up. If the District does not attend, the District will abide by the IEP team's decision unless or until another IEP meeting can be convened.
- e. Designate an individual in the District to receive attendance and other student reports.
- f. Retain the obligation as the student's Administrative Unit of Residence to ensure that the student's IEP and enrollment in the School of Excellence offer the student a free appropriate public education in the least restrictive environment.
- g. If a legal challenge is made regarding the student's educational (including special education services), the Provider and District mutually agree to immediately notify the other party, to collaborate regarding appropriate legal responses, and to bear their own legal costs incurred defending such a claim. The District will negotiate in good faith regarding any related awards or corrective actions with the intent that the Provider

undertakes any school or program related actions and the District undertakes actions related to the District's student.

- h. Provide immediate notice to the Provider of any potential legal claim that may implicate the Provider.
- i. Pay within 30 days invoices for educational services and/or full program costs as specified above.
- j. Resolve, including through disenrollment, attendance and absence related difficulties after seven (7) consecutive school day absences or as determined by the IEP team.

PROVIDER



PPBOCES Executive Director

11-15-2016

Date

DISTRICT

District Authorized Signature

Date

BOARD OF EDUCATION AGENDA ITEM 7.10

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	ESP Salary Schedule Adjustments
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: With the passage of Amendment 70, Colorado's minimum wage will increase to \$9.30 per hour on January 1, 2017. Some of the district's starting wages are currently below \$9.30 per hour. More than 20 employees currently earn below \$9.30 per hour. To reflect the increase in the state minimum wage, we are making adjustments to the Educational Support Personnel and Support Substitute salary schedules. Additionally, we intend make pay adjustments for some employees on the pay ranges that currently start below \$9.30 per hour.

RATIONALE: An updated salary schedule will enable the district to keep pace with changes in the market and make pay adjustments for certain staff members.

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 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: TBD

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Request approval of the revised salary schedule as presented by the business office administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 1, 2016

El Paso County School District 49

2016-17 Proposed ESC rates

			Steps																								
2.00%		sub rate	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
Range	1	8.28	8.78	8.96	9.14	9.32	9.51	9.70	9.89	10.09	10.29	10.50	10.71	10.92	11.14	11.36	11.59	11.82	12.06	12.30	12.55	12.80	13.06	13.32	13.59	13.86	14.14
	2	8.71	9.21	9.39	9.58	9.77	9.97	10.17	10.37	10.58	10.79	11.01	11.23	11.45	11.68	11.91	12.15	12.39	12.64	12.89	13.15	13.41	13.68	13.95	14.23	14.51	14.80
	3	9.30	9.66	9.85	10.05	10.25	10.46	10.67	10.88	11.10	11.32	11.55	11.78	12.02	12.26	12.51	12.76	13.02	13.28	13.55	13.82	14.10	14.38	14.67	14.96	15.26	15.57
	4	9.60	10.10	10.30	10.51	10.72	10.93	11.15	11.37	11.60	11.83	12.07	12.31	12.56	12.81	13.07	13.33	13.60	13.87	14.15	14.43	14.72	15.01	15.31	15.62	15.93	16.25
	5	10.02	10.52	10.73	10.94	11.16	11.38	11.61	11.84	12.08	12.32	12.57	12.82	13.08	13.34	13.61	13.88	14.16	14.44	14.73	15.02	15.32	15.63	15.94	16.26	16.59	16.92
	6	10.48	10.98	11.20	11.42	11.65	11.88	12.12	12.36	12.61	12.86	13.12	13.38	13.65	13.92	14.20	14.48	14.77	15.07	15.37	15.68	15.99	16.31	16.64	16.97	17.31	17.66
	7	10.90	11.40	11.63	11.85	12.09	12.33	12.58	12.83	13.09	13.35	13.62	13.89	14.17	14.45	14.74	15.03	15.33	15.64	15.95	16.27	16.60	16.93	17.27	17.62	17.97	18.33
	8	11.36	11.86	12.10	12.34	12.59	12.84	13.10	13.36	13.63	13.90	14.18	14.46	14.75	15.05	15.35	15.66	15.97	16.29	16.62	16.95	17.29	17.64	17.99	18.35	18.72	19.09
	9	11.79	12.29	12.54	12.79	13.05	13.31	13.58	13.85	14.13	14.41	14.70	14.99	15.29	15.60	15.91	16.23	16.55	16.88	17.22	17.56	17.91	18.27	18.64	19.01	19.39	19.78
	10	12.22	12.72	12.97	13.23	13.49	13.76	14.04	14.32	14.61	14.90	15.20	15.50	15.81	16.13	16.45	16.78	17.12	17.46	17.81	18.17	18.53	18.90	19.28	19.67	20.06	20.46
	11	12.66	13.16	13.42	13.69	13.96	14.24	14.52	14.81	15.11	15.41	15.72	16.03	16.35	16.68	17.01	17.35	17.70	18.05	18.41	18.78	19.16	19.54	19.93	20.33	20.74	21.15
	12	13.10	13.60	13.87	14.15	14.43	14.72	15.01	15.31	15.62	15.93	16.25	16.58	16.91	17.25	17.60	17.95	18.31	18.68	19.05	19.43	19.82	20.22	20.62	21.03	21.45	21.88
	13	13.54	14.04	14.32	14.61	14.90	15.20	15.50	15.81	16.13	16.45	16.78	17.12	17.46	17.81	18.17	18.53	18.90	19.28	19.67	20.06	20.46	20.87	21.29	21.72	22.15	22.59
	14	13.97	14.47	14.76	15.06	15.36	15.67	15.98	16.30	16.63	16.96	17.30	17.65	18.00	18.36	18.73	19.10	19.48	19.87	20.27	20.68	21.09	21.51	21.94	22.38	22.83	23.29
	15	14.41	14.91	15.21	15.51	15.82	16.14	16.46	16.79	17.13	17.47	17.82	18.18	18.54	18.91	19.29	19.68	20.07	20.47	20.88	21.30	21.73	22.16	22.60	23.05	23.51	23.98
	16	14.84	15.34	15.65	15.96	16.28	16.61	16.94	17.28	17.63	17.98	18.34	18.71	19.08	19.46	19.85	20.25	20.66	21.07	21.49	21.92	22.36	22.81	23.27	23.74	24.21	24.69
	17	15.27	15.77	16.09	16.41	16.74	17.07	17.41	17.76	18.12	18.48	18.85	19.23	19.61	20.00	20.40	20.81	21.23	21.65	22.08	22.52	22.97	23.43	23.90	24.38	24.87	25.37
	18	15.74	16.24	16.56	16.89	17.23	17.57	17.92	18.28	18.65	19.02	19.40	19.79	20.19	20.59	21.00	21.42	21.85	22.29	22.74	23.19	23.65	24.12	24.60	25.09	25.59	26.10
	19	16.17	16.67	17.00	17.34	17.69	18.04	18.40	18.77	19.15	19.53	19.92	20.32	20.73	21.14	21.56	21.99	22.43	22.88	23.34	23.81	24.29	24.78	25.28	25.79	26.31	26.84
	20	16.60	17.10	17.44	17.79	18.15	18.51	18.88	19.26	19.65	20.04	20.44	20.85	21.27	21.70	22.13	22.57	23.02	23.48	23.95	24.43	24.92	25.42	25.93	26.45	26.98	27.52
	21	17.04	17.54	17.89	18.25	18.62	18.99	19.37	19.76	20.16	20.56	20.97	21.39	21.82	22.26	22.71	23.16	23.62	24.09	24.57	25.06	25.56	26.07	26.59	27.12	27.66	28.21
	22	17.48	17.98	18.34	18.71	19.08	19.46	19.85	20.25	20.66	21.07	21.49	21.92	22.36	22.81	23.27	23.74	24.21	24.69	25.18	25.68	26.19	26.71	27.24	27.78	28.34	28.91
	23	17.92	18.42	18.79	19.17	19.55	19.94	20.34	20.75	21.17	21.59	22.02	22.46	22.91	23.37	23.84	24.32	24.81	25.31	25.82	26.34	26.87	27.41	27.96	28.52	29.09	29.67
	24	18.36	18.86	19.24	19.62	20.01	20.41	20.82	21.24	21.66	22.09	22.53	22.98	23.44	23.91	24.39	24.88	25.38	25.89	26.41	26.94	27.48	28.03	28.59	29.16	29.74	30.33
14			29,067.60	30,087.60	30,709.80	31,324.80	31,948.80	32,583.60	33,238.40	33,904.00	34,580.40	35,276.80	35,984.00	36,712.00	37,440.00	38,188.80	38,958.40	39,728.00	40,518.40	41,328.00	42,161.60	43,014.40	43,887.20	44,740.80	45,636.20	46,565.40	47,488.40



BOARD OF EDUCATION AGENDA ITEM 7.11

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Approval of Contract for new Student Information System and new Business Processing System
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: For over a decade, District 49 has used the platform of Infinite Campus for its Student Information System and has used Widenhammer Alio as its Business Processing System. With each of those systems getting up in years, and with District 49 pursuing innovation on a regular, even increasing basis, it is in the best interests of the District to pursue new systems for each priority (Education and Business). The Operations Department is running well and settling in to its use of Schooldude, which has been building up for them over the last few years.

When it became apparent that it would be wise to pursue new systems, a working group of district staff was formed to investigate different options for future system platforms – including the possibility of remaining on current systems with a new configuration. That process was led by Director of Culture and Services, Dr. Louis Fletcher, and included staff from both the Education and Business Offices. The group concluded that while there was some opportunity to improve the configuration and performance of the existing systems, that a new system would be the best option.

RATIONALE: Data is ever increasing in its importance to the management of education. For that data to be truly informative, however, it needs to be consistently complete, valid, and accurate. It also needs to be integrated in a complete data set that can be analyzed both routinely for regular information and periodically for specific issues as they arise. Through the evaluation process, it was determined that the current platforms, even with improvements to its configuration would not achieve the desired levels of data integrity and integration, and so, new systems were then considered very intentionally.

RELEVANT DATA AND EXPECTED OUTCOMES: The system evaluation group identified SunGard Public Sector as the preferred option for a new system – specifically their eSchoolPLUS and BusinessPLUS offerings, combined with a coordinated analysis tool known as Integr8PLUS that will help bring data from all District systems together for improved data integration across systems to lead to new and improved data analysis abilities and insights to inform future decisions on a macro level as well as a micro and even student-specific level.

As exploratory discussions with SunGard increased and transitioned to more intentional proposals, SunGard volunteered several pricing and conversion process benefits to their standard package to incentivize action from District 49 prior to the end of the 2016 calendar year. These benefits in terms of pricing and conversion assistance are very significant and worthy of consideration and execution to lead District 49 into an eighteen month conversion cycle designed to have the District fully converted onto the new systems by July 1, 2018.

A significant factor in the pricing and process of conversion will be D49's ability to self-manage the cost structure to specifically fill in needs of either expertise or capacity that will be necessary and beneficial to the success of the conversion. There will not be spends for resources that either go unused or are ineffective or inefficient processes.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment.	<i>Understanding opportunities available to the District and presenting those opportunities in a way to give comfort to leadership to make an informed decision on a quick turn-around to recognize the benefits of favorable price and service options provided..</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	

Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> .	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	<i>Firm Foundations will be facilitated to a higher degree with improved data integrity, data integration and analytics.</i>
Rock #5 — Customize our educational systems to <u>launch each student toward success</u> .	<i>Every Student's potential success will be facilitated to a higher degree with improved data integrity, data integration and analytics.</i>

FUNDING REQUIRED: Yes, conversion costs and parallel processing

AMOUNT BUDGETED: \$ 1,129,518
(additional cost over three fiscal years)

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to authorize the Chief Business Officer to execute a Master Software License, Maintenance and Service Agreement with SunGard Public Sector LLC to include subscriptions to their eSchoolPLUS, BusinessPLUS, and Integr8PLUS programs and platforms, as well as support for conversions of existing data and processes to those systems, for a cost of \$1,622,486 to be spent over the 2016/17, 2017/18 and 2018/19 fiscal years.

APPROVED BY: Brett Ridgway, Chief Business Officer
Peter Hiltz, Chief Education Officer
Jack Bay, Chief Operations Officer

DATE: December 8, 2016

Student Information System

Fight Club: Decision Brief



Dr. Lou Fletcher

District 49
Director of
Culture and Services
Office: 719.495.1105
Cell: 719.229.2730

Considerations



- SIS migration should not harm other district systems
- SIS migration should foster greater interoperability with other district systems
- SIS migration should decrease manual processes
 - Reassigning/reallocating required FTEs
 - Preserving resources for reallocation/savings
- SIS migration should consider both enterprise and modular options
- If the legacy SIS is retained, integration with other systems should be improved

System Baseline Requirements



Measures of Performance (MOP):

- To push and pull Pre-defined student data
- Report in-progress credit completion for Concurrent Enrollment
- Handling prospective students inquiries
- Handling the admissions process
- Enrolling new students and storing teaching option choices
- Automatically creating class & teacher schedules
- Handling records of examinations, assessments, marks, grades and academic progression
- Maintaining records of absences and attendance
- Recording communications with students
- Maintaining discipline records
- Providing statistical reports
- Maintenance boarding house details or Hostel/Dorm Management
- Communicating student details to parents through a parent portal
- Special Education / Individual Education Plan (IEP) services
- Human resources services
- Accounting and budgeting services
- Student health records
- Canteen Management
- Transportation Management
- Fees Management/Online payment
- Inventory and Assets of the school
- Payroll processing for the Staff in the school
- Bank pay for non-year round employee
- Standards based grading
- Active Directory integration/creation

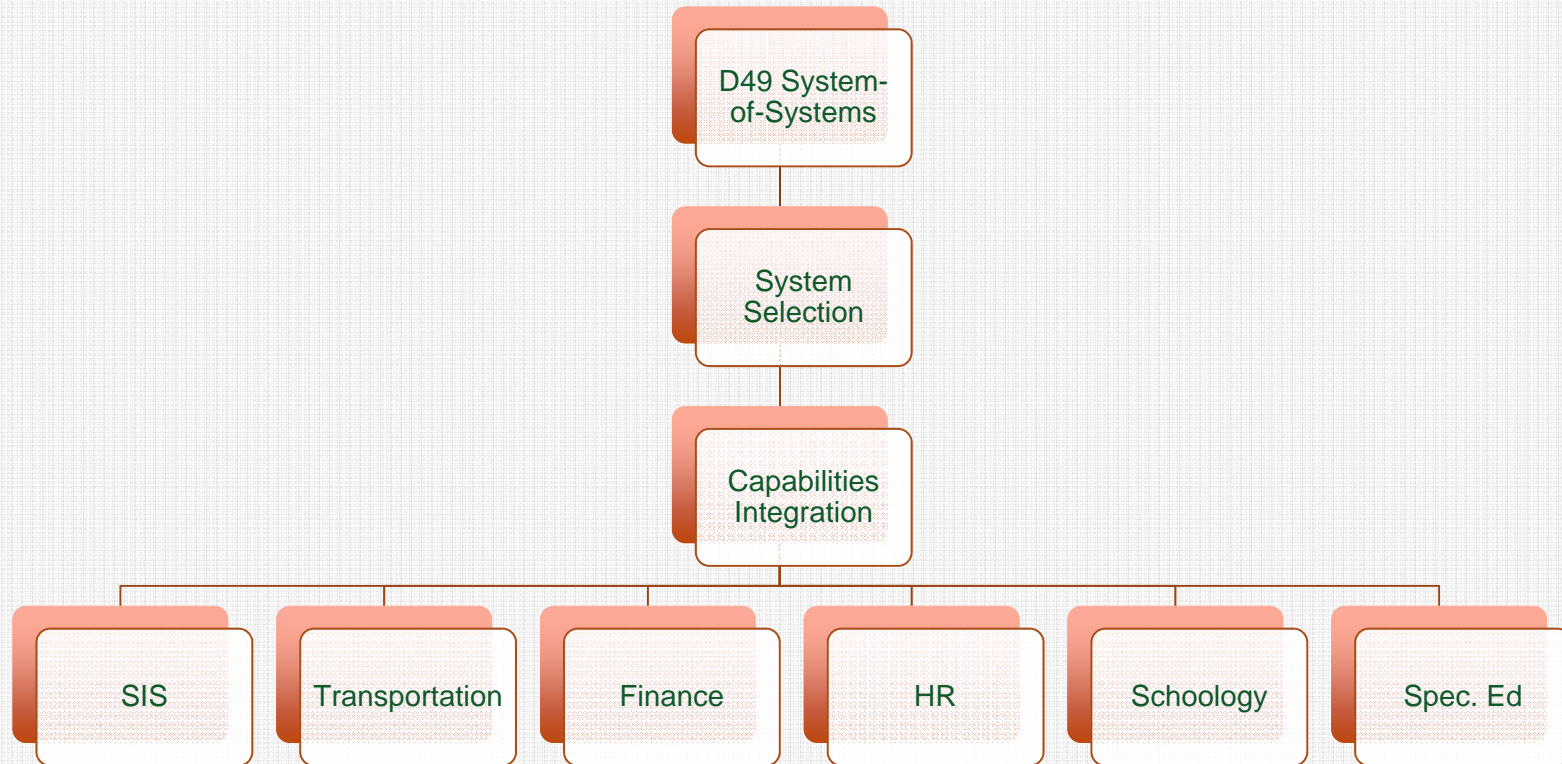
System Baseline Requirements



KPPs:

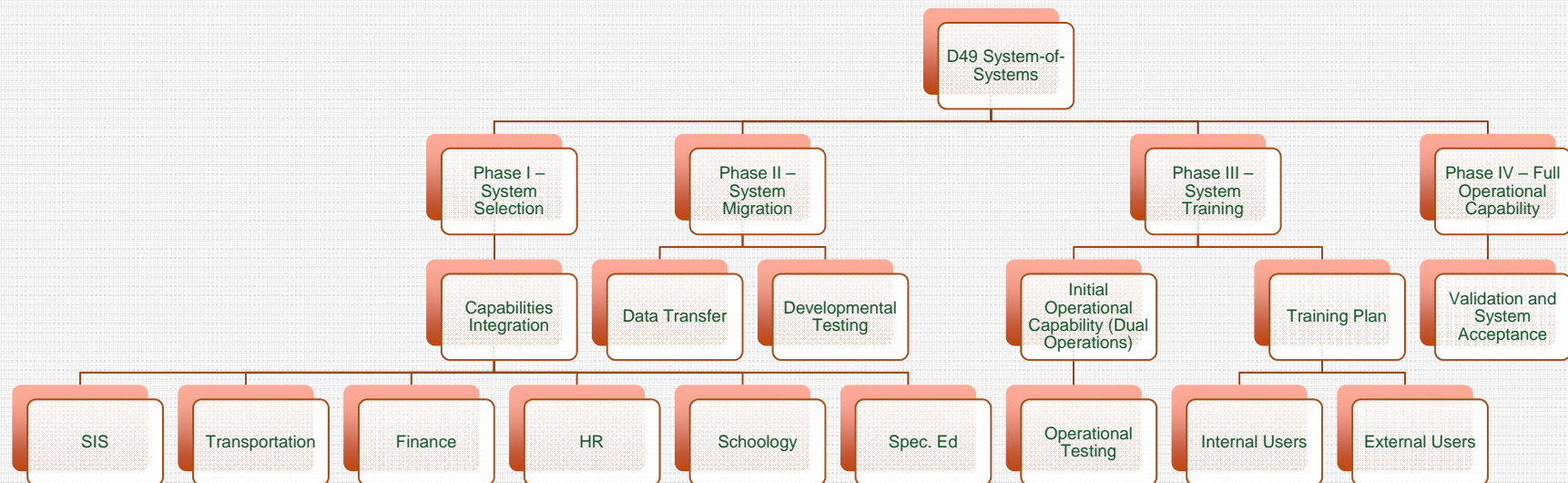
- Capability to perform as an Enterprise System or Modular System-of-Systems
- Capability of vendor to provide responsive support
- Capability to be interoperable with D49 IT systems
- Capability for D49 Systems Integration
- Capability to decrease/eliminate manual processes

District 49 Stakeholders



THE BEST DISTRICT TO LEARN, WORK & LEAD

Project Phases (notional)



Course of Action Analysis



COAs

COA 1: Legacy System Architecture

- Improved Functioning for the 2015-16 School Year
- Implementation Investment Already Realized
- Closed Architecture

COA 2: Alternative System Architecture I

- Most Interoperable
- Requires Greatest Investment to Support Implementation
- Most Open Architecture

COA 3: Alternative System Architecture II

- Increases Interoperability with the Student Information System
- Requires a Smaller Investment to Support Implementation
- Moderately Open Architecture (requires Alio-Sungard or other integration study)

****Note:** There are other plausible COAs, but these represent the most likely

Decision: Legacy+ or ALT?



THE BEST DISTRICT TO LEARN, WORK & LEAD

BusinessPLUS Solution

Accounting/Financial Modules

- General Ledger
- Budgeting
- Purchasing
- Accounts Payable
- Bank Reconciliation
- Accounts Receivable
- Cash Receipts
- Stores Inventory
- Fixed Assets

Human Resources / Payroll

- Human Resources
- Position Control
- Payroll
- Timecard Online
- Employee Online
- AppliTrack Integration

Productivity Tools / Misc.

- Cognos Business Analytics
- Workflow
- Dashboard
- Documents Online
- Colorado Regulatory Package

eSchoolPLUS Solution

eSchoolPLUS Base

- Demographics
- Dashboard
- Discipline
- Scheduling
- Mark Reporting
- Attendance
- Teacher Access Center
- Standards and Competencies
- Medical Records
- Test Score Tracking
- School Interoperability Framework (SIF) Agent
- Career Planner

Home Access Center

Student Success Plan

Student Fees

Master Schedule Builder

Enrollment Online

Mobile Admin Module

Mobile Family Module

Productivity Tools / Misc.

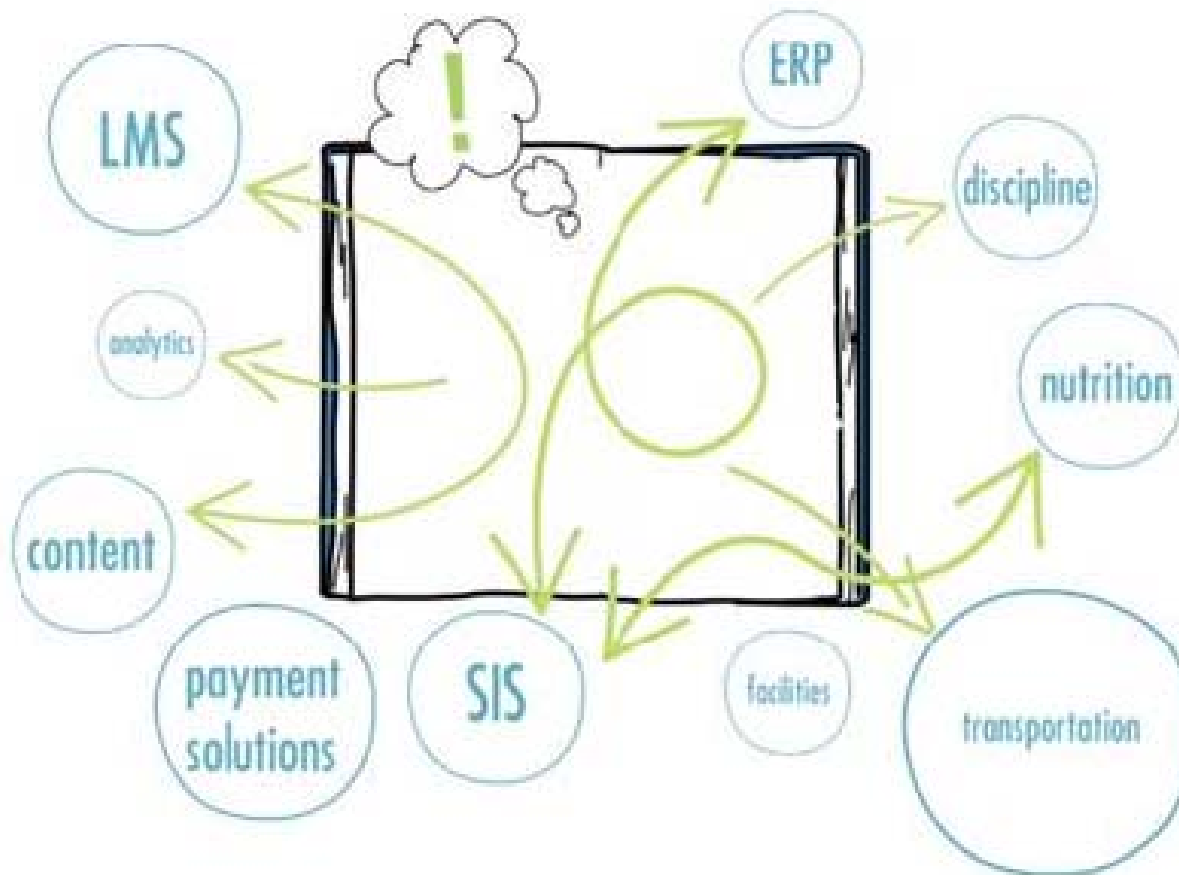
- IBM Cognos Business Analytics (v10)
- Colorado Regulatory Package
- eLearning Content

IntegratePLUS

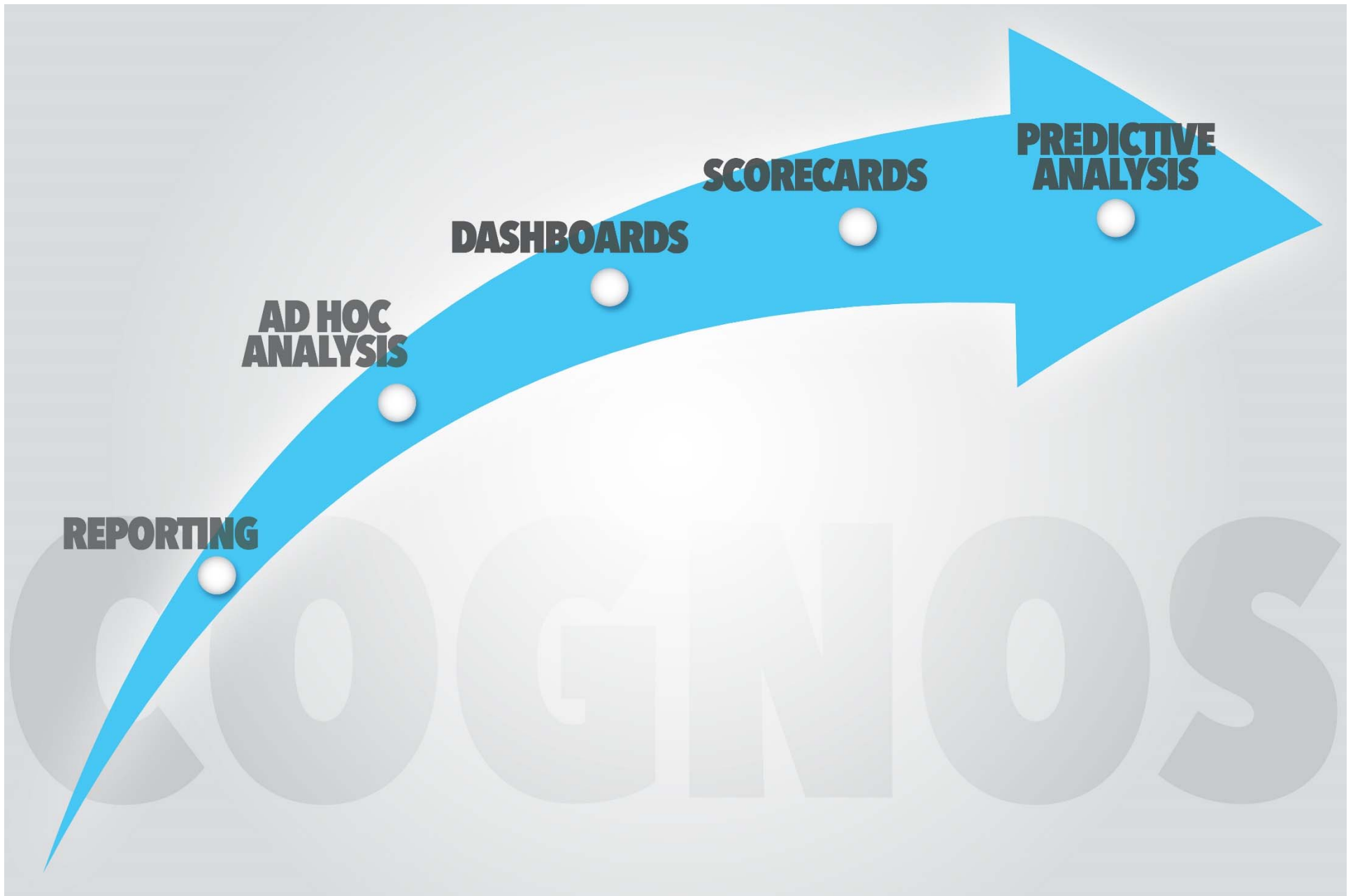


Video: <http://sungardk12.com/integrateplus/>

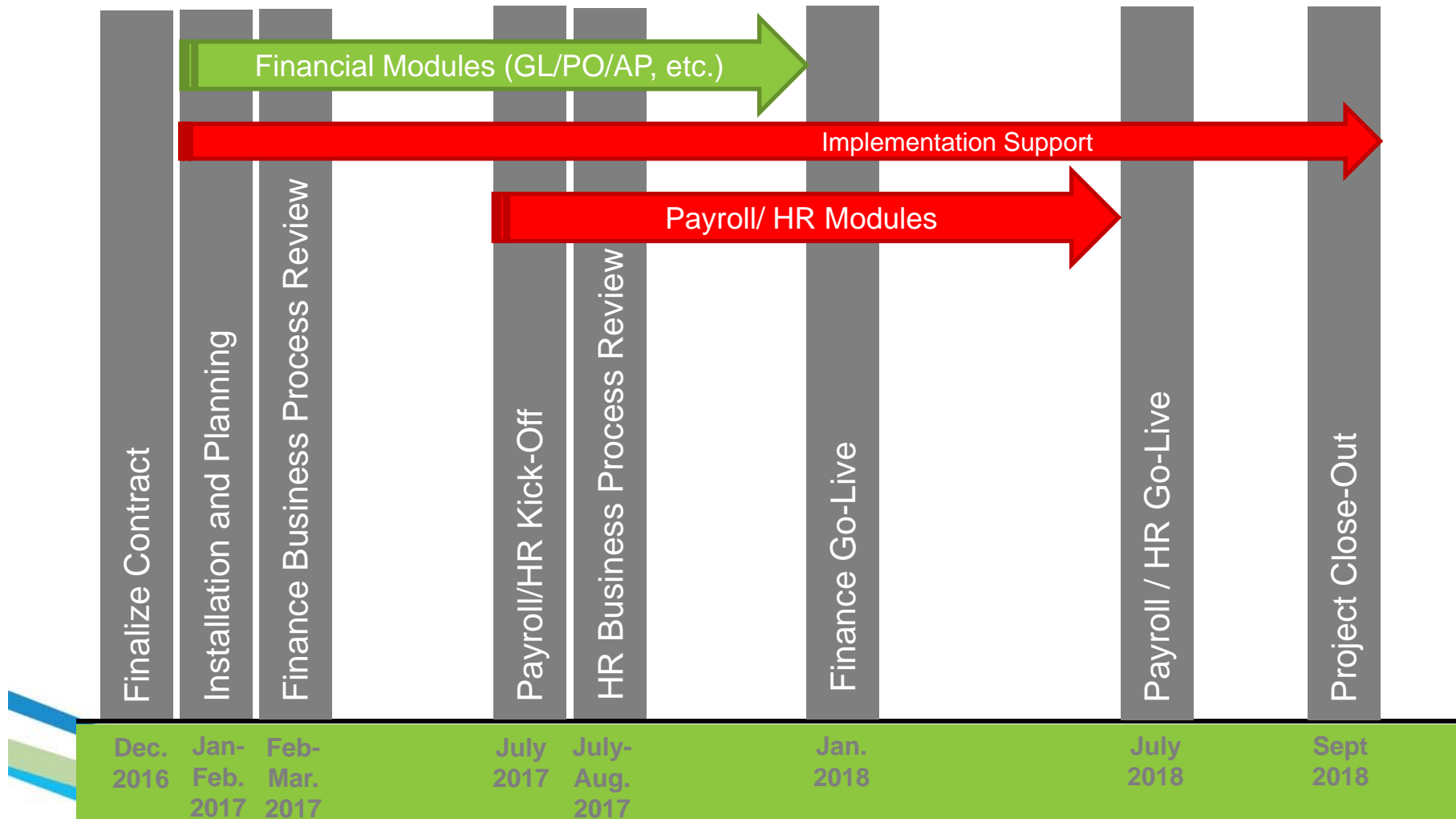
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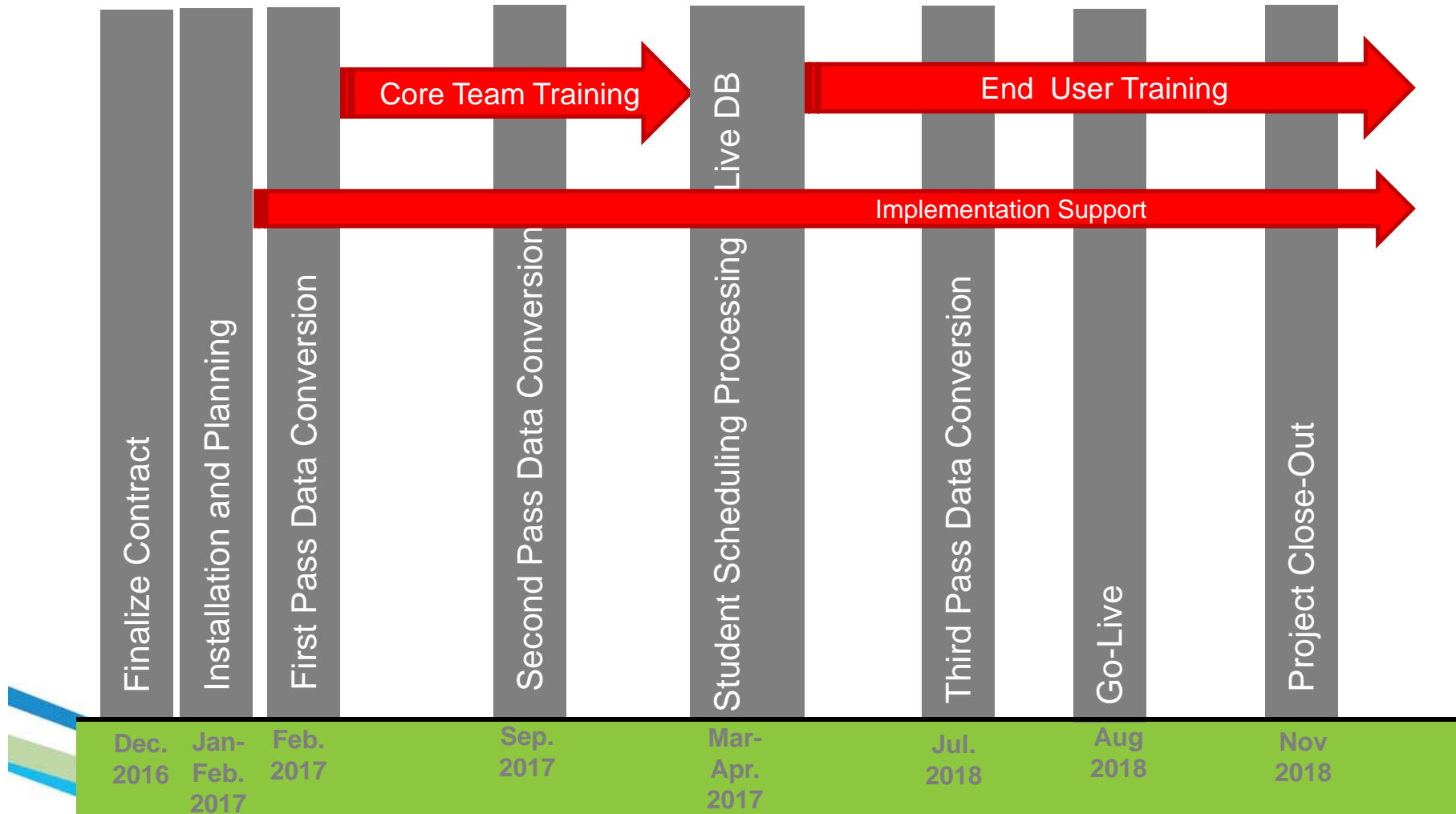




Implementation Timeline - BusinessPLUS



Implementation Timeline - eSchoolPLUS



BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Process Improvement Update
ACTION/INFORMATION/DISCUSSION:	Discussion

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

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

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
8.01a	AE-R	Accountability/Commitment to Accomplishment	A. Whetstone	Reviewed; no changes recommended
8.01b	EC-R	Buildings/Grounds/Property Management	R. Lee	Reviewed: Minor Revisions
8.01c	EEAEG-R	Use of Wireless Communication Devices While Operating a District Vehicle	G. Hammond S. Hathway	Align with CASB; Recommend repeal of regulation, combined with policy
8.01d	JLC-R	Student Health Services and Records	N. Lemmond	Reviewed; no changes recommended

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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the District.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

REVIEWED BY: Chief Officers

DATE: December 2, 2016

Title	Accountability/Commitment to Accomplishment
Designation	AE-R
Office/Custodian	Education/Executive Director of Learning Services

District Advisory Accountability Committee

The District Advisory Accountability Committee (DAAC) will consist of at least:

- three parents of students enrolled in district schools,
- one teacher employed by the district,
- one school administrator employed by the district, and
- one person who is involved in business in the community within the district's boundaries.

A person may not serve in more than one of the required membership roles on the DAAC. A person who is employed by the district or related to a district employee shall not be eligible to serve as a parent on the DAAC. "Related" means the person's spouse, son, daughter, sister, brother, mother or father. If, however, the district makes a good faith effort and is unable to identify a sufficient number of parents that meet these criteria, a person may serve as a parent on the DAAC and also be employed by the district or related to a district employee.

The Board shall appoint persons to the DAAC. In making these appointments, it shall ensure, to the extent practicable, that:

- the parents appointed reflect the student populations significantly represented within the district;
- at least one of the parents is a parent of a student enrolled in a district charter school authorized by the Board, and
- at least one of the persons appointed has a demonstrated knowledge of charter schools.

If the Board chooses to increase the number of persons on the DAAC, it shall ensure that the number of parents appointed exceeds the number of representatives from the group with the next highest representation. The Chief Education Officer or other staff member designated by the Board will serve as a resource person.

Members of the accountability committee will serve basic terms of two (2) years and will be surveyed each spring as to their willingness to serve additional terms. The committee will elect a chair from its membership, establish a schedule of meetings, and adopt general rules for its operation.

The Board, in cooperation with the DAAC, will approve general organizational accountability guidelines for the District and school-level committees to follow which assure that:

1. The District and individual schools comply with the state's accountability and accreditation requirements.
2. All accountability committees shall follow DAAC bylaws regarding public meetings in compliance with state law.
3. The DAAC reviews the District Unified Improvement Plan and makes annual recommendations to the Board regarding the accountability programs and budget of the District.

School-level advisory accountability committee

Each school accountability committee (SAC) shall consist of at least:

- three parents of students enrolled in the school,
- one teacher who provides instruction at the school,
- the principal or the principal's designee
- one person from the community, and
- one adult member of an organization of parents, teachers and students recognized by the school.

A person may not serve more than one of the required membership roles on the SAC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternative membership plan for the SAC. Such alternate plan shall reflect the required representation stated above as much as practicable.

Members of the SAC shall be appointed by the principal of each school. The principal shall ensure, to the extent practicable, that the persons appointed reflect the student populations significantly represented within the school.

If the principal chooses to increase the number of persons on any SAC, the principal shall ensure that the number of parents appointed exceeds the number of representatives from the group with the next highest representation.

Members of the SAC shall serve terms of 2 years. Vacancies shall be filled by majority action of the remaining members of the SAC. The SAC shall select a parent representative to serve as chair, who shall serve a term of 2 years.

The School Advisory Accountability Committee will work with the principal and the community to develop, improve, implement, and review the School Unified Improvement Plan, to review student and school performance and achievement, and to assist in reporting achievement information to the community.

School-level accountability committees will adopt goals and objectives for the improvement of education in the building, and increase the ratings for the school's accreditation category and participate in the school improvement planning process.

School-level reporting

At the end of every school year, the school-level accountability committee shall submit a written report to the DAAC concerning the learning environment in the school during that school year. The report shall reflect the results of each school improvement plan.

- Adopted: August 13, 1998
- Revised: November 17, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: November 13, 2014
- [Reviewed: December 15, 2016](#)

Title	Buildings/Grounds/Property Management
Designation	EC-R
Office/Custodian	Operations/Director of Facilities

Purpose of Buildings and Grounds Modification/Improvement Procedures

All modifications, additions, and /or improvements to District buildings or grounds shall be coordinated through the Facilities Department. All facility improvements shall conform to applicable building codes and educational and technical specifications.

All modifications, additions, and/or improvements to District buildings or grounds shall be performed by District/Facilities Services approved persons, or licensed contractors. This includes, but is not limited to, painting, plumbing, electrical work, flooring, carpentry work, installation of athletic equipment, climbing walls, signage, or buildings and grounds modifications/improvements of any kind.

Project Initiation

Facilities Department staff shall work collaboratively with principals/site managers to develop a plan outlining the scope of any work needed/requested, priority, estimated cost, and source of funding and/or accountability. This collaborative effort shall provide a means of communicating an awareness of what work is being planned, the proposed work schedule, the responsible party for carrying out the work, and any impact the work will have on the normal operation of the facility.

To initiate a project, the building administrator/building manager shall call the Facilities Department to request information, consultation, or an estimate for any building or grounds modification, addition and/or improvement.

Regulatory Requirements and Governing Bodies

All buildings or grounds modifications/improvements shall meet the following Federal, State, and local building codes, regulations, guidelines, and directives:

- International Building Code (IBC) 2009~~6~~ or most current
- International Fire Code (IFC) 2015~~06~~ or most current
- National Electrical Code (NEC) 2014~~06~~ or most current
- International Mechanical Code (IMC) 2009~~6~~ or most current
- International Plumbing Code (IPC) 2012~~06~~ or most current
- International Energy Code (IEC) 2009~~6~~ or most current
- Pikes Peak Regional Building Code (PPRBC) 2011 or most current
- ~~International Code Council (ICC) 2006 or most current~~
- ~~National Fire Protection Association (NFPA) 2006 or most current~~
- ~~Consumer Products Safety Council (CPCS) 2006 or most current~~
- Americans with Disabilities Act (ADA)
- American Society for Testing and Materials (ASTM)
- Consumer Products Safety Council (CPCS) Federal Laws, Regulations and Standards 2006 or most current
- Colorado State Board of Health, Rules and Regulations Governing Schools (2003) or most current
- Colorado Retail Food Establishment Rules and Regulations
- International Code Council (ICC)
- National Fire Protection Association (NFPA) Standards
- National School Lunch Program

- USDA Rules

This list is not intended to be all inclusive. Specific projects may fall under the directions of additional codes, regulations, guidelines, or directives.

All modifications/improvements may require a building permit and be inspected by: **Colorado Department of Labor, Division of Public Safety 7CCR 1101-7** and/or other regulatory agencies that may apply.

Insurance and Vendor Requirement

All contractors, companies and individuals doing any modifications/improvements to buildings and grounds shall provide proof of District insurance requirements and be an approved vendor. For further information regarding insurance and vendor requirements, please contact the District Insurance Liaison.

Review of Work Order Requests

The work order request will be reviewed by the Chief Operations Officer or designee. The building administrator/building manager will be notified typically within 30 business days with the results from the feasibility study and how to proceed. If a project has safety concerns, a safety review should be requested from the District's Safety Office. Facilities may provide materials, additional funding, labor or technical assistance to optimize the opportunity for a successful project. Details that need clarification or change are worked out between the Facilities staff and the originator. When this has been completed a written approval or notice to proceed is issued by the Facilities Department. **NO PROJECT CAN BEGIN UNTIL THIS IS OBTAINED.**

Project Request Form

The Project Request form is to be used for *PRIOR* authorization of any facility project work to be completed on school property that is not part of the District Capital Improvement Project approval process. This form should be accompanied by a complete project description with names and qualified individuals who will be completing the work, along with their qualifying credentials (where applicable) and references.

Work shall **NOT** commence until the signed approval has been returned to the principals/site managers.

- Adopted: April 28, 2010
- Revised: December 15, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Use of Wireless Communication Devices by District Employees
Designation	EEAEG-R
Office/Custodian	Operations and Business/Director of Transportation and Risk and Benefits Manager

~~District employees, operating any district owned vehicle or a privately owned vehicle while transporting students on district business shall not place or receive communications using any hand held wireless communication device.~~

~~Under unusual circumstances, use of a district owned two way radio system shall be allowed when used to assist the vehicle operator and/or dispatcher in the necessary communications periodically needed to safely transport students. Use of such devices while the vehicle is in motion shall be limited whenever possible.~~

~~District employees that operate any district vehicle are prohibited from texting while the vehicle is in motion. Violators will, in accordance with Colorado State law, be terminated immediately.~~

~~Violation of this policy may subject the vehicle operator to disciplinary action which could include termination.~~

• ~~Adopted: November 11, 2010~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Health Services and Records
Designation	JLC-R
Office/Custodian	Education/Executive Director of Individualized Education

Student records are confidential and should be treated as such. Pertinent information from these records will be accessible only to authorized officials.

Health records

Health records shall be maintained by the nursing staff and kept in a separate and secure health file in the school health office. Health records of students with Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) shall be kept in a locked environment to maintain confidentiality.

Access to the health files shall be limited to only those school personnel who have a specific and legitimate education interest in the information for use in furthering a student's academic achievement or maintaining a safe and orderly teaching environment. Access to the health files of students with HIV/AIDS shall be limited to those with written permission from the student and/or parent/guardian and to emergency medical personnel.

The nursing staff shall maintain a log showing who has been given access, when access occurred and to which specific records.

Annual screening programs

The sight and hearing of all students in kindergarten, first, second, third, fifth, seventh, and ninth grades or students in comparable age groups referred to testing shall be tested during the school year by the school nurse, teacher, principal or other qualified person authorized by the District, as required by law. These screenings shall not be required of any student whose parent/guardian objects on religious or personal grounds.

The parent/guardian shall be informed when a deficiency is found.

Dental health

The District shall participate in programs to encourage good dental health including instruction dental examination clinics when available and referral to agencies which can provide aid for those in need.

Communicable diseases

Students showing symptoms of a communicable disease, an infectious condition or illness, or disability of a serious nature shall be referred to the school nurse. The school nurse shall report the presence of a communicable disease, if action is necessary to protect the health of other students and staff.

- Adopted: August 12, 2010
- Reviewed: December 15, 2016

BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Nancy Lemmond, Executive Director of Individualized Education
TITLE OF AGENDA ITEM:	Expulsion Information
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

See attached confidential sheet for list of expulsions in November 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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Ensures compliance with all Colorado Revised Statutes
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
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: December 2, 2016

BOARD OF EDUCATION AGENDA ITEM 8.03

BOARD MEETING OF:	December 15, 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:

VRHS

Washington DC Trip

Depart-1/19/17 Return-1/22/17

3 Students will attend this trip.

Cost of trip will be \$2,099 per student and includes transportation, meals, lodging, insurance and tours.

This is a great opportunity for our students to experience government in action at the inaugural address as well as seeing various museums and monuments.

Fundraising will not be part of this trip.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	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 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

BOARD OF EDUCATION AGENDA ITEM 8.04

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Marie LaVere-Wright, Board President
TITLE OF AGENDA ITEM:	Chief Business Officer's Goals for 2016-17
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board of Education and the Chief Officers have developed a process to efficiently evaluate their performance on an annual basis.

RATIONALE: Once the Board of Education completes the review process for a Chief Officer in Executive Session, the Chief Officer's goals for the upcoming year are published.

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	<p>Rock – 1 By providing transparent information regarding operating performance including the Goals of the Chief Operation Officer we continue to move in the direction of maintaining Taxpayer Trust</p> <p>Rock -2 The Chief Officers can make a significant impact on the community though their involvement and interaction with community stakeholders and professional groups that can leave a positive and lasting impact. By providing key performance metrics, benchmarking performance and continually reviewing performance of its personnel including executive leadership on an annual basis, the district will accomplish this Big Rock</p>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Marie LaVere-Wright, Board President,
Brett Ridgway, Chief Business Officer

DATE: December 2, 2016



10850 East Woodmen Road • Falcon, CO 80831
Tell: 719-495-1100 • Fax: 719-494-8922 • www.d49.org

Providing stewardship, customer service and communication through and with our business team

December 15, 2016

To: Board of Education and Patrons
El Paso County School District No. 49

From: Brett Ridgway
Chief Business Officer
El Paso County School District No. 49

Re: Goals for potential continued services in 2017

It has been and continues to be my pleasure to serve the Board of Education and the Patrons of El Paso County School District No. 49. If I am selected to return in this capacity for the 2017 calendar year, I submit the following list of goals for that period as worked on with my designated BoE liaison, Kevin Butcher – Treasurer of the Board of Education.

The D49 Business Office creates a firm

1. To pursue Baldrige National Examiner Status and, if selected, participate in a Baldrige National Award applicant review team. *Big Rock correlations: #1-Trust; #4-Firm Foundations*
2. Develop Dashboard presentation and consumable analysis deliverables to improve understanding of Business Office information. *Big Rock correlations: #1-Trust; #2-Community Participation; #4-Firm Foundations*
3. Improve the Student Count Projection process to better understand causes of deviation and to improve accuracy of projections. *Big Rock correlations: #1-Trust; #4-Firm Foundations; #5-Every Student*
4. Prepare white papers and/or deliver presentations to District 49 audiences on potential business impacts to District 49 for proposed State and Federal regulation and rule changes as they come into focus. *Big Rock correlations: – #1-Trust; #2-Community Participation; #3-Portfolio of Schools; #4-Firm Foundations; #5-Every Student*
5. Develop ‘what-if’ Chief Business Officer transition plans *Big Rock correlations: #1-Trust; #4-Firm Foundations; #5-Every Student*

Sincerely,

A handwritten signature in blue ink that reads "Brett Ridgway".

Brett Ridgway

Brett Ridgway, Chief Business Officer – Assistant Treasurer

Paul Andersen, Director of Human Resources ~ Ron Sprinz, Finance Group Mgr ~ Ryan Johanson, Accounting Group Mgr
Melissa Andrews, District Planner ~ Jim Rohr, Purchasing Mgr ~ Shannon Hathaway, Risk & Benefits Mgr



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Brett Ridgway, Chief Business Officer Ryan Johanson, Accounting Group Manager
TITLE OF AGENDA ITEM:	Audit Results
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: School District 49, like all Colorado public entities, is required to go through an annual, independent examination of its financial results and financial control procedures. As this happens every year, and as the results consistently show an 'unqualified opinion' (i.e. a good, or 'clean' result), we do not make a formal presentation of the results each year. This year the district has enhanced its financial report by issuing a Comprehensive Annual Financial Report (CAFR) instead of the basic audit report, prompting a formal presentation.

RATIONALE: In an effort to be more transparent with our stakeholders, we would like Hoelting & Co. to talk about the financial condition of the district. Along with the issuance of a CAFR, it would be beneficial to educate the public about the report.

RELEVANT DATA AND EXPECTED OUTCOMES: District 49 received an unqualified opinion for the 2015-16 fiscal year, as did all other component units. This result is a good affirmation of the actions and leadership at the district and charter school level.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>The existence of the audit process itself, and the transparency of that process, identifying challenges and difficulties – as well as strengths and opportunities, for our leaders and constituents to see is fundamental to having trust with our community.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED:

AMOUNT BUDGETED: \$47,525

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 9, 2016

EL PASO COUNTY SCHOOL DISTRICT 49



COMPREHENSIVE ANNUAL FINANCIAL REPORT FOR THE YEAR ENDED JUNE 30, 2016

10850 East Woodmen Road

Peyton, Colorado 80831

www.d49.org

Comprehensive Annual Financial Report

El Paso County School District 49

El Paso County, Colorado



For the fiscal year ended
June 30, 2016

Prepared by:

Brett Ridgway

Chief Business Officer

Ryan Johanson, CPA

Accounting Group Manager


Introductory Section

The

Best District

to Learn, Work and Lead

Our Coordinated Schools

Falcon Zone	Sand Creek Zone	Vista Ridge Zone	iConnect Zone
 <p>Falcon Elementary</p>	 <p>Evans International Elementary</p>	 <p>Ridgeview Elementary</p>	 <p>Patriot High School</p>
 <p>Meridian Ranch Elementary</p>	 <p>Remington Elementary</p>	 <p>Stetson Elementary</p>	 <p>Springs Studio for Academic Excellence</p>
 <p>Woodmen Hills Elementary</p>	 <p>Springs Ranch Elementary</p>	 <p>Odyssey Elementary</p>	 <p>Falcon Home School</p>
 <p>Falcon Middle</p>	 <p>Horizon Middle</p>	 <p>Skyview Middle</p>	
 <p>Falcon High School</p>	 <p>Sand Creek High School</p>	 <p>Vista Ridge High School</p>	

Our Charter Schools



Banning Lewis Ranch Academy



Pikes Peak School of Expeditionary Learning



G.O.A.L. Academy



Rocky Mountain Classical Academy



Imagine Classical Academy

Our Cultural Compass



The heart of the compass rose guides our actions in how we relate to and treat each other.

Respectful – We respect others for their abilities, qualities and achievements.

Transparent – We build positive relationships through honesty and openness with all stakeholders.

Caring – We provide a safe and caring environment for students and staff.

Accountable – We hold ourselves accountable for our actions.

The outer face of the compass rose guides us in how we treat our work.

Strategic – We ensure all decisions align with the 'Five Rocks'.

Innovative – We encourage risk taking by supporting exploration of new ideas and strategies.

Creative – We embrace creativity at all levels.

Life-long learning – We model continuous learning to encourage life-long learners.

**El Paso County School District 49
Board of Education**

Chief Education Officer

Chief Business Officer

Chief Operations Officer

OFFICE

OF

THE

SUPERINTENDENT

SCHOOLS, WITH AUTONOMY

Falcon Zone Leader

POWER Zone Leader

Sand Creek Zone Leader

iConnect Zone Leader

Individualized Education

Learning Services

CTE/Concurrent Enrollment

Culture & Services

CENTRAL SUPPORT

Finance & Accounting

Strategic & Project Planning

Risk Management

Purchasing & Contracts

Human Resources

Nutrition Services

Transportation Services

Facilities Maintenance

Ground Management

Safety & Security

Communications

WIDE
ACCOUNTABILITY
GROUP

Information Technology (Outsourced)

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To the Citizens and Members of the Board of Education of El Paso County School District 49:

Colorado State Law requires that school districts publish, within six months of the close of each fiscal year, a complete set of financial statements presented in conformity with generally accepted accounting principles (GAAP) and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants. In accordance with this requirement, we hereby issue the Comprehensive Annual Financial Report (CAFR) of El Paso County School District 49 for the fiscal year ended June 30, 2016.

This report consists of management's representations concerning the finances of the District. Consequently, management assumes full responsibility for the completeness and reliability of the information presented in this report. To provide a reasonable basis for making these representations, management of the District has established a comprehensive internal control framework that is designed to protect the government's assets from loss, theft or misuse, and to compile sufficient reliable information to prepare financial statements. Because the cost of internal controls should not outweigh their benefits, the District's comprehensive framework of internal controls has been designed to provide, reasonable, rather than absolute assurance that the financial statements will be free from material misstatement.

The District's financial statements have been audited by Hoelting & Company, Inc., a firm of licensed certified public accountants based in Colorado Springs. The goal of the independent audit was to provide reasonable assurance that the financial statements of the District, for the fiscal year ended June 30, 2016, are free from material misstatement. The independent audit involved examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluation the overall financial statement presentation. The independent auditor concluded, based upon the audit, that there was a reasonable basis for rendering an unmodified opinion that the District's financial statements for the fiscal year ended June 30, 2016 are fairly presented in conformity with generally accepted accounting principles. The independent auditor's report is presented as the first component of the financial section of this report.

In addition to the annual independent audit of the financial statements, the District is federally mandated to undergo a "Single Audit" due to the amount of federal funds received. This audit is designed to meet the needs of federal grantor agencies. The standards governing Single Audit engagements require the independent auditor to report not only on the fair presentation of the financial statements, but also on the audited government's internal controls and compliance with legal requirements, with special emphasis involving the administration of federal awards. The results of the District's single

audit for the period ending June 30, 2016 provided no instances of material weakness in internal controls over compliance or material violations of applicable laws, regulations, contracts and grants. This report is found compliance section of this document.



Generally accepted accounting principles require that management provide a narrative introduction, overview and analysis to accompany the basic financial statements, in the form of a Management's Discussion and Analysis (MD&A) report. This transmittal letter is designed to complement the Management's Discussion and Analysis, and should be read in conjunction with it. The District's MD&A can be found immediately following the Independent Auditor's Report.

PROFILE OF THE DISTRICT

The District was organized in 1888 and spans 133 square miles in eastern El Paso County, Colorado. Approximately 19% of the District is within the boundary of Colorado Springs and the remaining 81% is located in an unincorporated area of El Paso County known as Falcon. The District is the third largest district in El Paso County and the 14th largest in Colorado. The District has a resident population of 80,008 based on 2013 census data.

The District operates nine elementary schools, three middle schools, and three high schools, in its coordinated school portfolio; five charter schools (four K-8's and one high school), two online programs, one alternative school program, one home school program, and three student support facilities. These schools service 20,571 students. They provide a full range of programs and services authorized by Colorado statute. This includes: pre-kindergarten, elementary, and secondary curriculum at the general, college preparatory and vocational levels. The District also provides the chance for high school students to take college classes and receive college credit during the high school years.

The District's charter schools' financial position are included in the financials as component units. The charter schools are: Banning Lewis Ranch Academy, G.O.A.L Academy, Imagine Classical Academy, Pikes Peak School of Expeditionary Learning, and Rocky Mountain Classical Academy. Each charter school has been approved by the District Board of Education, and authorized by the State of Colorado, to provide education alternatives for students and parents. These schools have separate governing boards and are funded by the State of Colorado and local property tax funds, with revenues passing through the district. The District also provides some support services to the charter schools. Parent Teacher Organization, Athletic and Music Booster Groups and Colorado Digital Board of Cooperative Education Services (CDBOCES) do not meet the criteria for being component units and are accordingly excluded from this report.

The District is governed by a five member Board of Education (the Board). Board members are elected to four year terms by registered voters of the District, unless filling a seat vacated mid-term, which may occasionally result in a two-year term. As of 2015, the District is divided into five representative areas and board members must live in the area they represent and are limited to two terms according to Colorado Law. Biennial school district elections are held in November of odd-numbered years. The Board elects its officers following each election and when mid-term vacancies necessitate a new election of one or more officer positions. The Board is a policy making body whose primary

functions are to establish policies for the District, provide for the general operation and personnel of the District and oversee the property, facilities and financial affairs of the District. Members of the Board serve without receiving compensation.



The Board employs a Chief Education Officer, a Chief Business Officer and a Chief Operations Officer to run day to day operations of the District. This structure deviates from the traditional Superintendent model. Each chief officer focuses on their area of expertise to make this District the best place to learn, work and lead.

The table below outlines the schools, age and enrollment in full-time equivalents (FTE) as of the official count date in October 2015 and the estimated FTE for the 2016-17 school year.

School	Date Placed in Service	October 2015 Student FTE	Projected 2016 Student FTE
Evans International Elementary	1976	617.78	667.78
Falcon Elementary	1982	292.26	276.59
Falcon Middle	1976	908.00	940.00
Falcon High School	2007	1,234.50	1,247.50
Home School Academy	2001	104.28	131.28
Horizon Middle	1985	650.50	716.48
Meridian Ranch Elementary	2003	675.22	674.31
Odyssey Elementary	2006	508.00	495.56
Patriot Learning Center	1952	200.50	161.13
Remington Elementary	1997	528.10	520.86
Ridgeview Elementary	2002	685.62	719.36
Sand Creek High School	1997	1,266.50	1,230.75
Skyview Middle	2000	1,127.00	1,110.00
Springs Ranch Elementary	2002	512.06	509.00
Springs Studio for Academic Excellence	2012	517.06	655.77
Stetson Elementary	1987	508.52	510.02
Vista Ridge High School	2008	1,403.00	1,449.00
Wooden Hills Elementary	2000	656.36	691.52
Charter Schools			
Pikes Peak School of Expeditionary Learning	2008	393.86	394.00
GOAL Academy	N/A	4,065.00	3,750.00
Banning Lewis Ranch Academy	2008	717.56	716.00
Rocky Mountain Classical Academy	2015	1,237.60	1343.10
Imagine Indigo Ranch Academy	2010	723.86	735.00
Total		19,533.14	19,645.01

The District Budget Process



The District uses a decentralized SBFM (Student based financial management) process for both reporting actual results and preparing budgets. Approximately 80% of the district's expense budget is distributed directly to our schools where Zone Leaders and Building Principals have direct input into how money is best spent for their individual location. Working with the Finance department, these schools develop staffing models (Personnel Spend) and programmatic models (Implementation Spend) based on anticipated revenue driven by projected student count numbers. Once the actual count of students is performed in October, the budgets are amended and approved, and the process starts again to develop proposed budgets for the upcoming school year.

Budgets are prepared annually for all funds of the District. The Board of Education is required to adopt a budget for the fiscal year prior to the July 1 start of the fiscal year, and is allowed to amend that budget any time prior to January 31 of the same fiscal year. Supplemental Budgets may be adopted after January 31 for any fund, if the supplemental change is related to new spends driven by the presence of new, non-tax, revenue in that fund.

ECONOMIC CONDITION

Local Economy

The District is located on the northeast side of Colorado Springs and continues to the east to the unincorporated area known as Falcon. Colorado Springs is the second most populous city in the state, behind Denver. The main employment sectors in El Paso County are: Retail and wholesale trade, health and social services, and accommodation and food services. The military is also an important part of the community with four major bases in the Colorado Springs area. About 14% of the students are connected to the military either through military families or civilian parents employed on federal property.

The local economy shows signs of being strong. Building of new homes continues to increase. There has been a significant increase since 2010 in the number of single family building permits. Property valuations continue to increase within the District. Unemployment continues to stay low at 3.9% compared to the national average of 4.9%. Which also results in higher sales and use tax receipts and new vehicle registration increases.

Long-term Financial Planning

The District will continue to grow into the foreseeable future due to expected continued growth of Colorado Springs, along with the addition of new housing developments within the District's boundaries. It is estimated that within the next 20 years and additional 13,000 students will be added due to new housing developments being built. That will potentially create the need for fourteen elementary schools, four middle schools and two high schools.

The District maintains a low general fund obligation debt. The District expects to have paid off all outstanding bonds paid off by 2017. This will leave the District with the needed borrowing capacity to build schools as the need arises, and as the constituency allows.



Financial Policies

Detailed descriptions of the District's accounting policies are contained in the Notes for the Financial Statements on pages 25 to 54 of this report. These policies describe the basis of accounting, funds and accounts used, valuation policies for investments, capital assets and other significant accounting information.

The District maintains a number of budgetary controls. The objective of budgetary controls are to ensure compliance with legal provisions embodied in the annual appropriated budget approved by the board. Budgetary control is established at the fund level.

The District also maintains an encumbrance accounting system as one technique of accomplishing budgetary control. Unencumbered amounts lapse at end of the fiscal year but are normally allowed to be rebudgeted by the original unit in the subsequent fiscal year.

Major Initiatives

The District has begun a process to pursue 'Performance Excellence' using the Baldrige criteria for Performance Excellence framework. In 2016, the District was given the Foothills Performance Award from the regional level organization (Rocky Mountain Performance Excellence, aka RMPex) and will continue to seek additional awards for organizational excellence in order to facilitate ever-improving operations and processes within the District

In the 2016-17 school year, the District will add one new charter school to its portfolio. The Power Technical Early College (PTEC – operated by James Irwin Charter Schools) is designed to serve grades 6-12 with the option of staying with PTEC after the 12th grade to obtain a free Associates Degree from Pikes Peak Community College: The PTEC curriculum will focus on machining technology, architectural engineer/construction management, welding, computer aided drafting, electronics technology, and heating, air conditioning and refrigeration. Students will also have the opportunity to earn industry recognized certifications during their lab courses that will make them able to obtain professional employment immediately upon certification if they so desire.

In November 2016 the District asked voters to approve a new mill levy override to fund high school remodel/additions, renovate and refresh the current facilities, provide more competitive teacher salaries and build two new elementary schools. This mill levy override will replace the bond levy to previously authorized to repay general obligation (bonded) debt, when the debt is fully repaid in 2017. This measure was passed with a resounding 65% approval rate.

ACKNOWLEDGEMENTS



We would like to thank the Board of Education for their leadership and support to the students, staff and community. We appreciate their support in planning and conducting the financial operations of the District to their highest potential. We would also like to thank our independent auditors from Hoelting & Company Inc., for their professional and helpful approach in creating this Comprehensive Annual Financial Report. Their assistance was invaluable in creating this report. Finally, we would like to thank the accounting and payroll staff who play an integral role in the financial success of District 49 on a daily basis.

Respectfully submitted,

Brett Ridgway
Chief Business Officer

Ryan Johanson, CPA
Accounting Group Manager

El Paso County School District 49

Elected Officials Board of Education

Marie LaVere-Wright
David Moore
Tammy Harold
Kevin Butcher
John Graham

President
Vice President
Secretary
Treasurer
Director

Administrative Officials

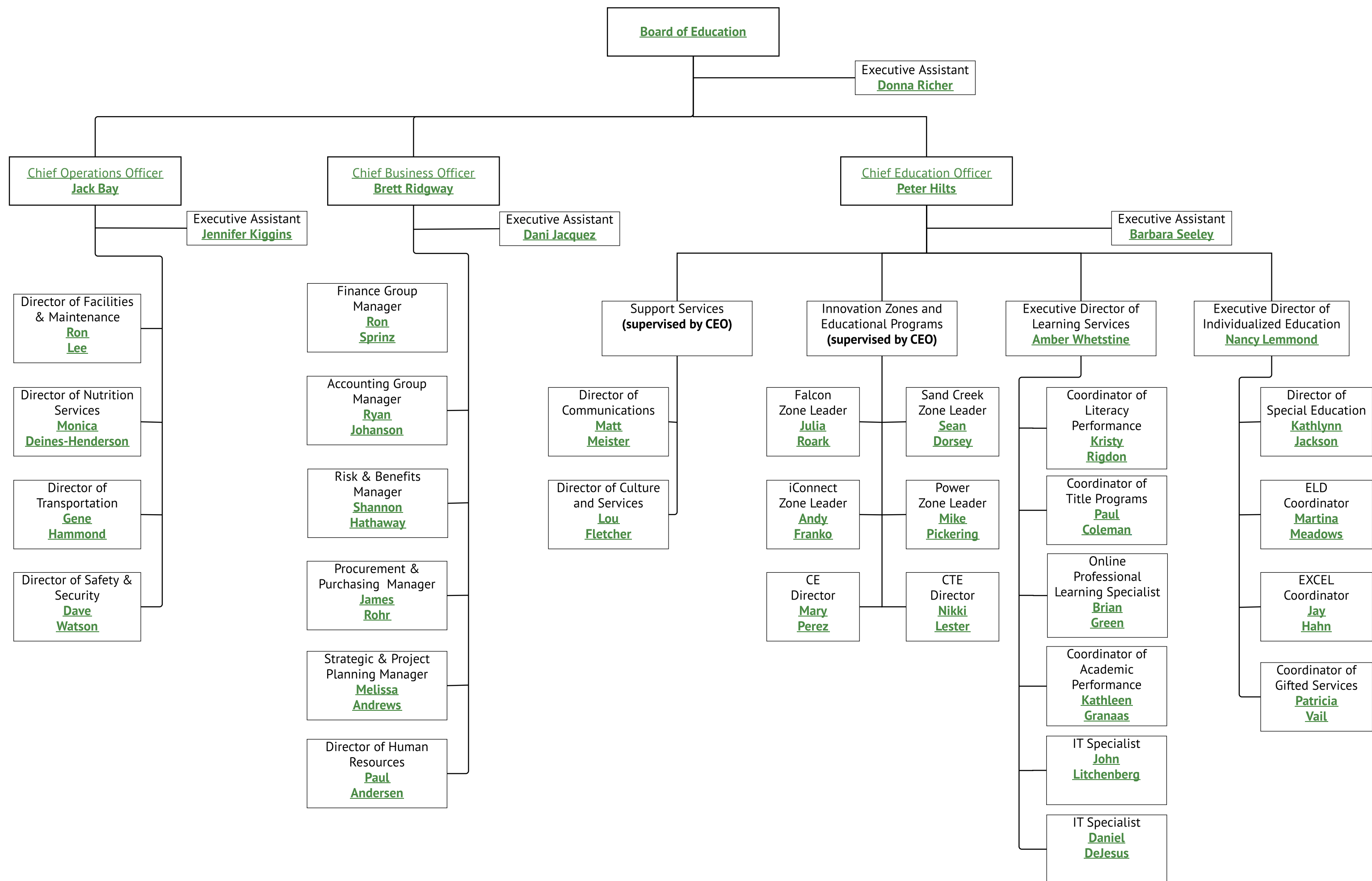
Peter Hilts
Brett Ridgway

Jack Bay
Julia Roark
Sean Dorsey
Mike Pickering
Andy Franko
Amber Whetstine

Zach Craddock

Paul Andersen
Gene Hammond
Monica Deines-Henderson
Matt Meister
Donna Richer

Chief Education Officer
Chief Business Officer & Assistant
Treasurer
Chief Operations Officer
Falcon Zone Leader
Sand Creek Zone Leader
Power Zone Leader
iConnect Zone Leader
Executive Director of Learning
Services
Executive Director of
Individualized Education
Director of Human Resources
Director of Transportation
Director of Nutrition Services
Director of Communications
Secretary to the Board of Education



Financial Section





INDEPENDENT AUDITORS' REPORT

To the Board of Education
El Paso County School District 49

We have audited the accompanying financial statements of the governmental activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of El Paso County School District 49, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of Pikes Peak School of Expeditionary Learning, and Imagine Charter School at Indigo Ranch which represent 14.0 percent, 21.0 percent, and 16.0 percent respectively, of the assets, net position, and revenues of the aggregate discretely presented component units. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as those reports relate to the amounts included for Pikes Peak School of Expeditionary Learning and Imagine Charter School at Indigo Ranch is based on the reports of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. The financial statements of the discretely presented component units were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the El Paso County School District 49, as of June 30, 2016, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and required supplementary information as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the El Paso County School District 49's basic financial statements. The introductory section and combining and individual fund financial statements and schedules, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The combining and individual fund financial statements and schedules and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America.

In our opinion, the combining and individual fund financial statements and schedules and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

The introductory and statistical sections have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 7, 2016, on our consideration of the El Paso County School District 49's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering El Paso County School District 49's internal control over financial reporting and compliance.

Hoelting & Company Inc.

Colorado Springs, Colorado
December 7, 2016

EL PASO COUNTY SCHOOL DISTRICT 49
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

As management of El Paso County (aka Falcon) School District 49, we offer readers of the School District's financial statements this narrative overview and analysis of the financial activities of the District for the fiscal year ended June 30, 2016.

Financial Highlights

- The Governmental Activities of District 49 had a deficit Net Position of \$-82,122,256 at the end of the current fiscal year, a decrease of \$4,480,437 from the prior year. This is due to the PERA pension liability of \$201,734,357 being pushed to the school district level. Excluding the PERA liability the Net Position would be \$119,612,101, an increase from the prior year of \$19,955,197.
- General Revenues for the Governmental Activities of the District totaled \$103,514,087, or 77.3% of all revenues. Program specific revenues in the form of charges for services and grants and contributions received accounted for \$30,320,583, or 22.7% of total revenues of \$133,834,670.
- The ending fund balance of total General Funds was \$36,209,607. The General Fund portion maintained a fund balance to District Adjusted Gross Revenue (DAGR) ratio above 10% (11.5%), which is required by District 49 Board of Education Policy.
- General Funds' Revenue, including the Component Unit share (Charter Schools – net of services), totaled \$155,481,414 which was up \$14,349,586; (10.2%) from the prior year.
- Total student count in the District increased 9.0% from the prior year, while the corresponding funded student count increased by 5.0% (932 student FTE).
- The Nutritional Service Fund reported a ending fund balance of \$1,431,315, an increase of \$188,229 from the prior year, and \$123,109 better than budgeted due higher revenue.

Effective July 1, 2014, the District, as required, implemented GASB Statement No. 68, Accounting and Financial Reporting for Pensions. This resulted in a new liability amount on the District's financial reports totaling \$201,734,357. While the intentions of GASB 68 where appropriate for private sector pension programs, its utility for a public sector entity, like D49, is limited and in fact may be more confusing for readers of the financial statements than without. To see more relevant comparability, users may want to adjust the totals presented for this amount.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the District's basic financial statements. The Falcon School District's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains other supplemental information in addition to the basic financial statements themselves.

Government-wide Financial Statements. The government-wide financial statements are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *Statement of Net Position* presents information about all the District's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

EL PASO COUNTY SCHOOL DISTRICT 49
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

The *Statement of Activities* presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, *regardless of the timing of related cash flows*. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused vacation leave).

Both of the government-wide financial statements distinguish functions of the District that are principally supported by taxes and intergovernmental revenues (*governmental activities*) from other functions that are intended to recover all or a significant portion of their costs through user fees and charges (*business-type activities*). The governmental activities of the District include instruction, instructional support, general and school administration, business and central services, maintenance and operations, and transportation. The business-type activity of the District includes food service.

The government-wide financial statements include not only the District itself (known as the primary government), but also legally separate charter schools. Financial information for the charter schools are presented separately because the charter schools are financially accountable to the District and provide services to the District's students.

Fund Financial Statements. A *fund* is a grouping of related accounts that are used to maintain control over resources that have been segregated for specific activities or objectives. The Falcon School District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the District can be divided into three categories: government funds, proprietary funds, and fiduciary funds.

Governmental Funds. *Governmental funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide fund financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the District's near-term financial requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the District's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

District 49 maintains seven individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures, and changes in fund balances for the general fund, and the bond redemption fund because all are considered to be major funds. Data from the other governmental funds are combined into a single, aggregated presentation. Individual fund data for each of these non-major governmental funds is provided in the form of combining statements elsewhere in this report.

District 49 adopts an annual appropriated budget for each of the governmental funds. A budgetary comparison schedule has been provided for the general fund to demonstrate compliance with this budget.

Proprietary Funds. District 49 maintains one proprietary fund. Internal service funds are used to accumulate and allocate costs internally among the district's various functions. The district uses internal service funds to account for employee benefit programs for health insurance. Because these services predominate ly benefit

EL PASO COUNTY SCHOOL DISTRICT 49
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

governmental rather than business-type functions, they have been included with governmental activities in the government-wide financial statements

Fiduciary Funds. Fiduciary funds are used to account for resources held for the benefit of parties outside of the District. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support Falcon School District's own programs. The two fiduciary funds utilized by the District are the Falcon Scholarship Fund and the Pupil Activity Fund. The accounting for fiduciary funds is much like that used for proprietary funds.

Notes to the Financial Statements. The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other Information. In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information concerning the District.

The combining statements referred to earlier in connection with non-major governmental funds are presented after the notes to the required supplementary information.

Discretely Presented Component Units. These are operations for which the District has financial accountability, but they have certain independent qualities as well. All are considered major component units.

The District's five component units are:

- Pikes Peak School of Expeditionary Learning
- Banning Lewis Ranch Academy
- Rocky Mountain Classical Academy
- Imagine Indigo Ranch
- G.O.A.L. Academy

Complete financial statements of the individual component units can be obtained from their respective administrative offices as well as their individual websites. Addresses and other information about the District's component units are presented in the notes to the financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

Government-wide Financial Analysis

As noted earlier, net position may serve as a useful indicator of changes in a government's financial position over time. In the case of Falcon School District, Primary Government Liabilities exceeded Assets by \$82,122,256 at the close of the most recent fiscal year. This is due to \$201,734,357 of the PERA liability being assigned to the school district. Excluding this liability Falcon School District Primary Government Liabilities exceeded Assets by \$119,612,101.

Of that amount, \$62,586,946 of net position is invested in capital assets net of accumulated depreciation and related outstanding debt used to acquire those assets. The District uses these capital assets to provide services to students; consequently, these assets are not available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

\$19,023,043 of the District's net position represents resources that are subject to external restriction on how they may be used.

FALCON SCHOOL DISTRICT 49 NET POSITION

	Governmental Activities	
	2016	2015
ASSETS		
Current assets	\$ 46,287,176	\$ 54,251,520
Capital assets, net of depreciation	147,212,998	152,239,880
Total assets	193,500,174	206,491,400
DEFERRED OUTFLOWS OF RESOURCES		
Total deferred outflows of resources	33,941,526	14,851,421
LIABILITIES		
Current liabilities	22,330,032	12,651,757
Long-term liabilities	284,183,587	285,972,883
Total liabilities	306,513,619	298,624,640
DEFERRED OUTFLOWS OF RESOURCES		
Total deferred outflows of resources	3,050,337	-
NET POSITION		
Net Investment in Capital Assets	62,586,946	51,041,127
Restricted for:		
TABOR	3,320,000	3,200,000
Debt Service	15,630,174	23,415,052
Preschool	72,869	92,644
Unrestricted	(163,732,245)	(155,030,642)
TOTAL NET POSITION	\$ (82,122,256)	\$ (77,281,819)

EL PASO COUNTY SCHOOL DISTRICT 49
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

Governmental activities decreased the net position of the District by \$6,563,377. Program revenues included \$14,025,571 in charges for services, and \$15,591,007 in operating grants and contributions. Over \$100.3 million was received in general revenues consisting of local property taxes, specific ownership taxes, and school finance act revenue. The majority of expenses were for instructional purposes which totaled \$73,810,829 out of a total of \$140,398,047.

Program revenues for Nutritional Services included \$1,570,844 in charges for services and \$2,068,071 in operating grants and contributions. Expenditures of \$3,450,686 were for food services.

FALCON SCHOOL DISTRICT 49 - Changes in Net Position

	Governmental Activities	
	2016	2015
PROGRAM REVENUES		
Charges for service	\$ 14,025,571	\$ 13,475,370
Operating Grants & contributions	15,591,007	14,378,042
Capital Grants & contributions	704,005	2,835,468
GENERAL REVENUES		
Property Taxes	33,364,551	25,822,318
Specific ownership taxes	3,676,411	2,762,983
State equalization	65,914,912	71,655,103
Investment earnings	84,202	36,042
Miscellaneous revenues & transfers	474,011	414,377
TOTAL REVENUES	133,834,670	131,379,703
EXPENSES		
Instruction	73,810,829	69,436,074
Supporting Services	55,862,491	51,860,340
Community Services	3,110	2,309
Facilities Acquisition & Construction	2,313,108	1,555,578
Interest on long-term debt	3,450,685	5,940,860
Food Service	4,957,824	3,563,638
TOTAL EXPENSES	140,398,047	132,358,799
Change in Net Position	(6,563,377)	(979,096)
Beginning Net Position	(77,281,819)	80,022,481
Prior Period Adjustment	1,722,940	(156,325,204)
TOTAL NET POSITION	\$ (82,122,256)	\$ (77,281,819)

EL PASO COUNTY SCHOOL DISTRICT 49
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

Financial Analysis of the Governmental Funds

As stated earlier, the Falcon School District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds. The focus of the District's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the District's financing requirements. In particular, unreserved fund balance may serve as a useful measure of a government's net resources available for spending at the end of the fiscal year.

As of the end of the current fiscal year, the District's governmental funds reported combined ending fund balances of \$30,876,271.

The general fund is the chief operating fund of the District. At the end of the current fiscal year committed and unassigned fund balance of the general fund was \$9,646,242 while total fund balance is \$20,764,521. As a measure of the general fund's liquidity, it may be useful to compare both contingent/unassigned fund balance and total fund balance to total fund expenditures. Excluding Charter School remittances, nominally committed and unassigned fund balance represents 10.3% of total general fund expenditures, while total fund balance represents 22.1% of that same amount.

The Bond Redemption Fund remains in strong financial condition. The fund has an ample fund balance to make the December 1st principal and interest payments on the District's voter approved debt. The fund balance as of June 30, 2016 is \$7,904,764, which is entirely restricted for debt service.

In 2015-16, Falcon School District expended \$5,129,118 of local, state and federal grant funds, excluding charter school grant expenditures. Of these expenditures, \$744,891 represent funds yet to be received from the individual granting authorities prior to the close of the fiscal year; and are scheduled for receipt early in the 2016-17 fiscal year.

General Fund Budgetary Highlights

The District approves the original budget in June based on enrollment projections for the following school year. In October, after a better estimate of enrollment can be made, adjustments are made to the budget. The rapid growth the District experienced for most of 2000's has moderated in the last few years. The 2014-15 to 2015-2016 expected growth was 3.2%

Some significant budget highlights include:

- The final (Amended) budget showed increased expenditures by \$5,962,915 from the original (Adopted) budget. The increase was due to debt refinancing (\$3,193,087) and a general increase to bring down fund balance to board approved levels.
- Actual General Fund results for the 2015-16 fiscal year showed revenues in excess of expenses by \$285,361, which was \$6,234,724 better than the final budget. The improvement came from improved categorical revenue and lower expenditures.

EL PASO COUNTY SCHOOL DISTRICT 49
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

Capital Assets and Debt Administration

Capital assets. The Falcon School District's investment in capital assets for governmental activities as of June 30, 2016 amounts to \$147,212,998 (net of accumulated depreciation). This investment in capital assets includes land, buildings, improvements, machinery, equipment, and vehicles. The total decrease in the District's investment in capital assets for the current fiscal year was due to the depreciation of existing assets.

Investments in Capital Assets

	Balance @ 6/30/2016	Balance @ 6/30/2015
Governmental Activities		
Land and Site Improvements	15,765,500	15,765,500
Buildings & Improvements	127,507,136	132,746,528
Equipment	3,054,328	3,161,785
Construction in Progress	886,034	566,067
Total capital assets, net	<u>147,212,998</u>	<u>152,239,880</u>

Additional information on the District's capital assets can be found in the notes to the financial statements.

Long-Term Debt. At the end of the current fiscal year, the District's total outstanding long-term debt was \$91,862,431. Of this amount, \$12,346,754 is general obligation bonds for which there is a mill levy assessment to pay the debt, \$4,049,924 for capital leases, and \$68,345,000 in certificates of participation.

In November 2005, the taxpayers approved a mill levy override to pay for the construction of new facilities and additions to current facilities. The District sold the aforementioned Certificates of Participation in July 2006 and July 2007 to finance this construction and will pay the certificates back with the approved mill levy override tax revenue.

State Statutes limit the amount of the District's general obligation bonded debt to 20% of the assessed value of the District, or 6% of the retail value of the District. At the end of the current fiscal year, the District had total general obligation bonded debt of \$12,305,000 or 1.6% of assessed value, or 0.2% of retail value. The district's legal debt limit and debt margin is \$150,394,494 and \$138,089,494 respectively relative to the assessed value measures.

Additional information on the District's long-term debt can be found in the notes to the financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
MANAGEMENT DISCUSSION & ANALYSIS
JUNE 30, 2016

Economic Factors and 2016-2017 Budget

- The local, state, and federal economies are recovering. This was seen in the change in the District's assessed property value, which increased by 9.03% in 2015 from the prior year to a total of \$751,972,470. This change was recognized in a non-reassessment cycle. It is normal for there to be a lag in recognizing changes in assessed valuations relative to market values.
- The District must continue to work proactively with developers, the City of Colorado Springs, and El Paso County to confront the enrollment growth issue. Falcon School District has been one of the fastest growing school districts in the state, based on enrollment - on a percentage basis, for the last several years.
- The District continues to work with charter schools. The District had five charter schools during the current fiscal year after taking over authorizing responsibility for the state's largest multi-district online charter school on July 1, 2013; and adding another charter school and approving a charter high school.
- The District ended the 2015-16 school year with more than a 10% revenue to fund balance ratio (excluding PERA liability), as mandated by School Board Policy. The 10% target equates to approximately one month of expenditures and is necessary to handle the District's annual cash flow cycle that is present due to the seasonal nature of property tax receipts.

Requests for Information

The financial report is designed to provide a general overview of Falcon School District's finances for those with an interest in the District. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the Finance Department, Falcon School District 49, 10850 E. Woodmen Road, Falcon, CO 80831

BASIC FINANCIAL STATEMENTS

EL PASO COUNTY SCHOOL DISTRICT 49
STATEMENT OF NET POSITION
JUNE 30, 2016

	Primary Government Governmental Activities	Component Units
ASSETS		
Cash and cash equivalents	\$ 26,932,423	\$ 17,338,140
Restricted cash and cash equivalents	16,399,950	1,072,051
Investments	-	5,060,675
Accounts receivable	316,955	345,418
Grants receivable	1,250,305	-
Taxes receivable	1,077,291	-
Intergovernmental receivables	-	174,923
Receivable from fiduciary funds	127,090	-
Prepaid expenses	-	572,156
Deposits	-	83,407
Inventories	183,162	-
Capital assets, not being depreciated	16,651,534	2,280,506
Capital assets, net of depreciation	130,561,464	32,997,815
Total assets	193,500,174	59,925,091
DEFERRED OUTFLOWS OF RESOURCES		
Deferred charge on refunding	6,134,791	864,319
Deferred pension outflows	27,806,735	7,021,837
Total deferred outflows of resources	33,941,526	7,886,156
LIABILITIES		
Accounts payable and other current liabilities	1,970,486	1,311,319
Accrued salaries and benefits	9,922,342	955,829
Compensated absences	139,568	
Accrued interest	135,946	766,721
Unearned revenues	888,057	203,128
Long-term liabilities		
Due within one year	9,273,633	535,988
Due in more than one year	82,449,230	40,026,550
Net pension liability	201,734,357	49,427,436
Total liabilities	306,513,619	93,226,971
DEFERRED INFLOWS OF RESOURCES		
Unavailable revenue	-	321,463
Deferred pension inflows	3,050,337	2,174,888
Total deferred inflows of resources	3,050,337	2,496,351
NET POSITION		
Net investment in capital assets	62,586,946	(4,675,528)
Restricted for:		
Emergency reserve (TABOR)	3,320,000	1,608,200
Debt service	15,630,174	3,302,082
Preschool	72,869	-
Repairs and replacement	-	226,875
Unrestricted	(163,732,245)	(28,373,704)
Total net position	\$ (82,122,256)	\$ (27,912,075)

The accompanying notes are an integral part of these financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016

Functions/Programs	Expenses	Program Revenue			Net (Expense) Revenue and Changes in Net Position	
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Primary Government Governmental Activities	Component Units Charter Schools
Primary government						
Governmental activities						
Instruction	\$ 73,810,829	\$ 2,996,028	\$ 12,159,925	\$ 704,005	\$ (57,950,871)	\$ -
Supporting services	55,862,491	9,458,699	1,363,011	-	(45,040,781)	-
Community services	3,110	-	-	-	(3,110)	-
Facilities acquisition & construction	2,313,108	-	-	-	(2,313,108)	-
Food Service	3,450,685	1,570,844	2,068,071	-	188,230	-
Interest and fiscal charges	4,957,824	-	-	-	(4,957,824)	-
Total governmental activities	<u>\$ 140,398,047</u>	<u>\$ 14,025,571</u>	<u>\$ 15,591,007</u>	<u>\$ 704,005</u>	<u>(110,077,464)</u>	<u>-</u>
Component units						
Charter schools	<u>\$ 52,265,472</u>	<u>\$ 3,354,688</u>	<u>\$ 1,815,875</u>	<u>\$ 697,410</u>		<u>(46,397,499)</u>
General revenues:						
Property taxes					33,364,551	90,907
Specific ownership taxes					3,676,411	-
State equalization					65,914,912	-
Per pupil revenue					-	50,915,353
Investment earnings					84,202	81,731
Miscellaneous					474,011	1,059,352
Total general revenues					<u>103,514,087</u>	<u>52,147,343</u>
Change in net position					(6,563,377)	5,749,844
Net position - beginning, as restated					<u>(75,558,879)</u>	<u>(33,661,919)</u>
Net position - ending					<u>\$ (82,122,256)</u>	<u>\$ (27,912,075)</u>

The accompanying notes are an integral part of these financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2016

	General Fund	Bond Redemption Fund	Total Nonmajor Funds	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 25,472,501	\$ -	\$ 334,028	\$ 25,806,529
Restricted cash and cash equivalents	8,505,234	7,894,716	-	16,399,950
Accounts receivable	290,362	-	26,593	316,955
Grants receivable	-	-	1,250,305	1,250,305
Taxes receivable	902,632	174,659	-	1,077,291
Receivable from fiduciary funds	938,481	-	-	938,481
Due from other funds	100,397	-	2,685,162	2,785,559
Inventories	-	-	183,162	183,162
	<u>-</u>	<u>-</u>	<u>183,162</u>	<u>183,162</u>
Total assets	<u>\$ 36,209,607</u>	<u>\$ 8,069,375</u>	<u>\$ 4,479,250</u>	<u>\$ 48,758,232</u>
LIABILITIES				
Accounts payable and other accrued liabilities	\$ 1,025,083	\$ -	\$ 425,933	\$ 1,451,016
Accrued salaries and benefits	9,668,340	-	254,002	9,922,342
Compensated absences	137,145	-	2,423	139,568
Payable to fiduciary funds	1,022	-	810,369	811,391
Due to other funds	4,134,353	65,751	34,646	4,234,750
Unearned revenue	143,166	-	744,891	888,057
	<u>15,109,109</u>	<u>65,751</u>	<u>2,272,264</u>	<u>17,447,124</u>
Total liabilities	<u>15,109,109</u>	<u>65,751</u>	<u>2,272,264</u>	<u>17,447,124</u>
DEFERRED INFLOWS OF RESOURCES				
Unavailable revenue-property taxes	<u>335,977</u>	<u>98,860</u>	<u>-</u>	<u>434,837</u>
Total deferred inflows of resources	<u>335,977</u>	<u>98,860</u>	<u>-</u>	<u>434,837</u>
FUND BALANCES				
Nonspendable	-	-	183,162	183,162
Restricted for:				
Emergency reserve (TABOR)	3,320,000	-	-	3,320,000
Debt service	7,725,410	7,904,764	-	15,630,174
Preschool	72,869	-	-	72,869
Committed for:				
Risk management	380,653	-	-	380,653
Capital projects	1,286,850	-	419,545	1,706,395
Contingencies	5,972,414	-	-	5,972,414
Assigned for:				
Food Services	-	-	1,248,153	1,248,153
Pupil activities	-	-	356,126	356,126
Unassigned	<u>2,006,325</u>	<u>-</u>	<u>-</u>	<u>2,006,325</u>
Total fund balances	<u>20,764,521</u>	<u>7,904,764</u>	<u>2,206,986</u>	<u>30,876,271</u>
Total liabilities, deferred inflows of resources, and fund balances	<u>\$ 36,209,607</u>	<u>\$ 8,069,375</u>	<u>\$ 4,479,250</u>	<u>\$ 48,758,232</u>

The accompanying notes are an integral part of these financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE
STATEMENT OF NET POSITION
JUNE 30, 2016

Amounts reported for governmental activities in the statement of net position are different because:

Total fund balance - governmental funds	\$ 30,876,271
Capital assets used in governmental activities are not current financial resources and therefore are not reported in the funds, but are reported in the governmental activities of the statement of net position.	147,212,998
Property tax receivable is not available to pay current period expenditures and therefore is not reported in this fund financial statement, but is reported in the governmental activities of the statement of net position.	434,837
Deferred charges on refunding are not due and payable in the current period and are not included in the fund financial statement, but are included in the governmental activities of the statement of net position.	6,134,791
Internal service funds are used by the District's management to charge the cost of certain activities to individual funds. The assets and liabilities of the internal service funds are included with governmental activities in the statement of net position.	2,055,615
Other long-term assets are not available to pay for current period expenditures and, therefore, are reported as deferred outflows of resources.	27,806,735
Accrued interest is not due and payable in the current period, and therefore is not reported as a liability in the funds.	(135,946)
Net pension liability is not due and payable in the current period and, therefore, are not reported in the funds.	(201,734,357)
Other long-term liabilities are not due and payable in the current period and, therefore, are reported as deferred inflows of resources.	(3,050,337)
Long-term liabilities, including bonds payable, are not due and payable in the current period and are not included in the fund financial statement, but are included in the governmental activities of the statement of net position.	<u>(91,722,863)</u>
Net position of governmental activities	<u><u>\$ (82,122,256)</u></u>

The accompanying notes are an integral part of these financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

	General Fund	Bond Redemption Fund	Total Nonmajor Funds	Total Governmental Funds
REVENUES				
Local sources	\$ 33,957,632	\$ 7,607,170	\$ 3,786,268	\$ 45,351,070
State sources	72,949,704	-	579,454	73,529,158
Federal sources	476,349	-	6,865,190	7,341,539
Total revenues	107,383,685	7,607,170	11,230,912	126,221,767
EXPENDITURES				
Instruction	57,972,601	-	4,606,336	62,578,937
Supporting services	40,691,327	-	2,929,415	43,620,742
Community services	1,846	-	1,264	3,110
Facilities acquisition and construction	2,292,721	-	-	2,292,721
Food Service	-	-	3,450,686	3,450,686
Debt service	6,139,829	4,787,504	-	10,927,333
Total expenditures	107,098,324	4,787,504	10,987,701	122,873,529
Excess (deficiency) of revenues over expenditures	285,361	2,819,666	243,211	3,348,238
OTHER FINANCING SOURCES (USES)				
Transfers in (out)	(420,844)	-	420,844	-
Refunding bond proceeds	-	8,780,000	-	8,780,000
Payment to refunded bond escrow agent	-	(19,472,793)	-	(19,472,793)
Total other financing sources (uses)	(420,844)	(10,692,793)	420,844	(10,692,793)
Net change in fund balances	(135,483)	(7,873,127)	664,055	(7,344,555)
Fund balances - beginning, as restated	20,900,004	15,777,891	1,542,931	38,220,826
Fund balances - ending	\$ 20,764,521	\$ 7,904,764	\$ 2,206,986	\$ 30,876,271

The accompanying notes are an integral part of these financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016

Amounts reported for governmental activities in the statement of activities are different because:

Net change in fund balances - total governmental funds:	\$ (7,344,555)
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which depreciation exceeded capital outlays in the current period.	(5,026,882)
Governmental funds do not present property tax revenues that are not available to pay current obligations. In contrast, such revenues are reported in the statement of activities when earned.	(35,437)
Internal service funds are used by the District to charge the cost of certain activities to individual funds. The net revenue of the internal service funds are reported with governmental activities.	(266,015)
Interest expense is reported when incurred in the statement of activities but is not reported in the funds until paid.	87,391
The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of the governmental funds. Also, governmental funds report the effect of premiums, discounts, and similar items when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities. This amount is the net effect of these differences in the treatment of long-term debt and related items.	16,572,701
Governmental funds measure compensated absences by the amount of financial resources used, whereas these expenses are reported in the statement of activities based on the amounts incurred during the year.	13,395
Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in the governmental funds.	<u>(10,563,975)</u>
Change in net position of governmental activities	<u><u>\$ (6,563,377)</u></u>

The accompanying notes are an integral part of these financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
STATEMENT OF NET POSITION
PROPRIETARY FUNDS
JUNE 30, 2016

	Governmental Activities
	Internal Service Fund
ASSETS	
Current assets	
Cash and cash equivalents	\$ 1,125,894
Due from other funds	<u>1,449,191</u>
Total current assets	<u>2,575,085</u>
LIABILITIES	
Current liabilities	
Accounts payable	<u>519,470</u>
Total current liabilities	<u>519,470</u>
NET POSITION	
Unrestricted	<u>2,055,615</u>
Total net position	<u><u>\$ 2,055,615</u></u>

The accompanying notes are an integral part of these financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION
PROPRIETARY FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

	<u>Governmental Activities Internal Service Fund</u>
OPERATING REVENUES	
Charges for services	\$ 8,433,819
Total operating revenues	<u>8,433,819</u>
OPERATING EXPENSES	
Purchased services	<u>8,705,066</u>
Total operating expenses	<u>8,705,066</u>
Operating income (loss)	<u>(271,247)</u>
NON-OPERATING REVENUES (EXPENSES)	
Interest and investment revenue	<u>5,232</u>
Total non-operating revenue (expenses)	<u>5,232</u>
Change in net position	(266,015)
Net position - beginning	<u>2,321,630</u>
Net position - ending	<u><u>\$ 2,055,615</u></u>

The accompanying notes are an integral part of these financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
STATEMENT OF CASH FLOWS
PROPRIETARY FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

	Governmental Activities Internal Service Fund
CASH FLOWS FROM OPERATING ACTIVITIES	
Cash received from customers and users	\$ 9,074,500
Cash payments to suppliers	<u>(8,632,469)</u>
Net cash provided (used) by operating activities	<u>442,031</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Interest received	<u>5,232</u>
Net cash provided (used) by investing activities	<u>5,232</u>
Net increase (decrease) in cash and cash equivalents	447,263
Cash and cash equivalents - beginning	<u>678,631</u>
Cash and cash equivalents - ending	<u><u>\$ 1,125,894</u></u>
Reconciliation of operating income (loss) to net cash provided (used) by operating activities:	
Operating income (loss)	<u>\$ (271,247)</u>
Adjustments to reconcile operating income to net cash provided by operating activities:	
Change in assets and liabilities:	
(Increase) decrease in:	
Due from other funds	243,784
Increase (decrease) in:	
Accounts payable	72,596
Interfund payable	<u>396,898</u>
Total adjustments	<u>713,278</u>
Net cash provided (used) by operating activities	<u><u>\$ 442,031</u></u>

The accompanying notes are an integral part of these financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
STATEMENT OF NET POSITION
FIDUCIARY FUNDS
JUNE 30, 2016

	Private- Purpose Trust Fund	Agency Fund
ASSETS		
Cash and cash equivalents	\$ 5,111	\$ 859,041
Receivable from primary government	1,022	-
	<hr/>	<hr/>
Total assets	6,133	859,041
	<hr/>	<hr/>
LIABILITIES		
Accounts payable	-	11,985
Payable to primary government	-	128,112
Due to student organizations	-	718,944
	<hr/>	<hr/>
Total liabilities	-	\$ 859,041
	<hr/>	<hr/>
NET POSITION		
Held in trust for scholarship recipients	6,133	
	<hr/>	
Total net position	\$ 6,133	
	<hr/>	

The accompanying notes are an integral part of these financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
STATEMENT OF CHANGES IN NET POSITION
FIDUCIARY FUNDS
FOR THE YEAR ENDED JUNE, 30 2016

	Private- Purpose Trust Fund
ADDITIONS	
Fundraising activities	\$ 23
Total additions	<u>23</u>
DEDUCTIONS	
Scholarship awards	<u>1,000</u>
Total deductions	<u>1,000</u>
Change in net position	(977)
Net position - beginning	<u>7,110</u>
Net position - ending	<u><u>\$ 6,133</u></u>

The accompanying notes are an integral part of these financial statements.

COMPONENT UNITS

EL PASO COUNTY SCHOOL DISTRICT 49
COMPONENT UNITS
COMBINING STATEMENT OF NET POSITION
JUNE 30, 2016

	Pikes Peak School of Expeditionary Learning	Banning Lewis Ranch Academy	Rocky Mountain Classical Academy	The Imagine Classical Academy	GOAL Academy	Total
ASSETS						
Cash and cash equivalents	\$ 1,785,373	\$ 2,015,920	\$ 1,676,681	\$ 1,448,907	\$ 10,411,259	\$ 17,338,140
Restricted cash and cash equivalents	109,047	963,004	-	-	-	1,072,051
Investments	-	-	5,060,675	-	-	5,060,675
Receivables	-	-	22,214	-	323,204	345,418
Prepaid expenses	-	30,747	215,158	-	326,251	572,156
Deposits	-	-	16,210	-	67,197	83,407
Intergovernmental receivables	-	27,217	-	-	147,706	174,923
Capital assets, not being depreciated	548,380	-	1,693,591	-	38,535	2,280,506
Capital assets, net of depreciation	4,353,655	5,554,510	20,951,678	-	2,137,972	32,997,815
Total assets	6,796,455	8,591,398	29,636,207	1,448,907	13,452,124	59,925,091
DEFERRED OUTFLOWS OF RESOURCES						
Loss on Debt Refunding, Net of Accumulated Depreciation	864,319	-	-	-	-	864,319
Deferred pension outflows	526,632	-	1,224,821	1,200,301	4,070,083	7,021,837
Total deferred outflows of resources	1,390,951	-	1,224,821	1,200,301	4,070,083	7,886,156
LIABILITIES						
Accounts payable and other current liabilities	32,905	332,140	139,146	1,926	805,202	1,311,319
Accrued salaries and benefits	113,495	153,109	207,776	-	481,449	955,829
Accrued interest	18,052	17,458	731,211	-	-	766,721
Unearned revenues	1,185	-	199,053	2,890	-	203,128
Long-term liabilities						
Due within one year	155,988	170,000	210,000	-	-	535,988
Due in more than one year	6,033,148	6,785,000	27,208,402	-	-	40,026,550
Net Pension Liability	3,739,405	-	8,078,614	6,537,298	31,072,119	49,427,436
Total liabilities	10,094,178	7,457,707	36,774,202	6,542,114	32,358,770	93,226,971
DEFERRED INFLOWS OF RESOURCES						
Deferred pension inflows	57,465	-	442,466	92,656	1,582,301	2,174,888
Unavailable revenue - Summit Settlement	-	-	-	-	321,463	321,463
Total deferred inflows of resources	57,465	-	442,466	92,656	1,903,764	2,496,351
NET POSITION						
Net investment in capital assets	(422,782)	(1,730,100)	(4,699,153)	-	2,176,507	(4,675,528)
Restricted for:						
Emergency reserve - TABOR	91,000	165,000	284,500	173,000	894,700	1,608,200
Repairs and replacement	-	226,875	-	-	-	226,875
Debt service	90,995	656,091	2,554,996	-	-	3,302,082
Unrestricted	(1,723,450)	1,815,825	(4,495,983)	(4,158,562)	(19,811,534)	(28,373,704)
Total net position	\$ (1,964,237)	\$ 1,133,691	\$ (6,355,640)	\$ (3,985,562)	\$ (16,740,327)	\$ (27,912,075)

The accompanying notes are an integral part of these financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
COMPONENT UNITS
COMBINING STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016

	Pikes Peak School of Expeditionary Learning	Banning Lewis Ranch Academy	Rocky Mountain Classical Academy	The Imagine Classical Academy	GOAL Academy	Total
EXPENSES						
Instruction	\$ 1,799,609	\$ 2,599,865	\$ 4,337,031	\$ 2,795,166	\$ 13,701,001	\$ 25,232,672
Supporting services	591,447	2,743,921	4,807,246	3,574,342	11,401,752	23,118,708
Interest and fiscal charges	667,818	565,455	2,680,819	-	-	3,914,092
Total expenses	3,058,874	5,909,241	11,825,096	6,369,508	25,102,753	52,265,472
PROGRAM REVENUES						
Charges for services	148,603	83,039	2,711,730	411,316	-	3,354,688
Operating grants and contributions	16,306	36,218	169,164	80,635	1,513,552	1,815,875
Capital grants and contributions	-	185,493	315,437	195,643	837	697,410
Total program revenues	164,909	304,750	3,196,331	687,594	1,514,389	5,867,973
Net expense (revenue)	(2,893,965)	(5,604,491)	(8,628,765)	(5,681,914)	(23,588,364)	(46,397,499)
GENERAL REVENUES						
Property Tax	-	90,907	-	-	-	90,907
Per pupil operating revenue	2,799,013	5,099,426	8,794,869	5,333,635	28,888,410	50,915,353
Investment earnings	4,275	2,483	74,973	-	-	81,731
Miscellaneous	173,037	597,149	118,690	12,796	157,680	1,059,352
Total general revenues	2,976,325	5,789,965	8,988,532	5,346,431	29,046,090	52,147,343
Change in net position	82,360	185,474	359,767	(335,483)	5,457,726	5,749,844
Net position - beginning, as restated	(2,046,597)	948,217	(6,715,407)	(3,650,079)	(22,198,053)	(33,661,919)
Net position - ending	\$ (1,964,237)	\$ 1,133,691	\$ (6,355,640)	\$ (3,985,562)	\$ (16,740,327)	\$ (27,912,075)

The accompanying notes are an integral part of these financial statements.

NOTES TO FINANCIAL STATEMENTS

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of El Paso County School District 49 (the District) have been prepared in accordance with generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations). The more significant accounting policies established in GAAP and used by the District are discussed below.

A. DESCRIPTION OF GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the non-fiduciary activities of the primary government and its component units. All fiduciary activities are reported only in the fund financial statements. *Governmental activities*, which normally are supported by taxes, intergovernmental revenues, and other non-exchange transactions, are reported separately from *business-type activities*, which rely to a significant extent on fees and charges to external customers for support. Likewise, the *primary government* is reported separately from certain legally separate *component units* for which the primary government is financially accountable.

B. REPORTING ENTITY

El Paso County School District 49 was organized by a vote of qualified electorate during 1889, under the provisions of Colorado Law. The legislative power of the District is vested in the Board of Education, consisting of five members who are elected for staggered four-year terms. Over the years there have been 6 different name variations used for the District, including Falcon School District 49. On February 25, 2015 the Board passed a resolution that recognized that the six different names are one in the same entity. Going forward the District will use El Paso County School District 49 for reporting purposes. The accompanying financial statements present the government and its component units, entities for which the government is considered to be financially accountable. Aggregate discretely presented component units are reported in a separate column in the government-wide financial statements to emphasize that they are legally separate from the district. The District has presented the following component units:

Discretely Presented Component Units

The Board of Education approved five charter schools for operation. Pikes Peak School of Expeditionary Learning, Banning Lewis Ranch Academy, Rocky Mountain Classical Academy, The Imagine Classical Academy, and Guided Online Academic Learning (GOAL) Academy charter schools were formed in accordance with state statute as District charter schools. The charter schools are deemed to be fiscally dependent on the District since the District provides the majority of support to each charter school in the form of per pupil revenue. In addition, the nature and significance of the charter schools' relationship with the District is such that exclusion would cause the District's financial statements to be incomplete.

The amount of per pupil revenue allotted to each charter school during the year ended June 30, 2016 is as follows:

<u>Charter School</u>	<u>Amount</u>
Pikes Peak School of Expeditionary Learning	\$ 2,799,138
Banning Lewis Ranch Academy	5,099,543
Rocky Mountain Classical Academy	8,797,009
The Imagine Classical Academy	5,145,335
GOAL Academy	<u>28,888,410</u>
	<u>\$ 50,729,435</u>

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. REPORTING ENTITY (CONTINUED)

Discretely Presented Component Units (continued)

The members of each charter school's governing board are appointed separately from the District. These charter schools have been deemed to be separate legal entities based on the formation of the schools in accordance with state statutes. Separately issued financial statements for the charter schools may be obtained by writing to the following:

Pikes Peak School of Expeditionary Learning
11925 Antlers Ridge Drive
Falcon, Colorado 80831

Banning Lewis Ranch Academy
7094 Cottonwood Tree Drive
Colorado Springs, Colorado 80927

Rocky Mountain Classical Academy
4620 Antelope Ridge Drive
Colorado Springs, CO 80922

The Imagine Classical Academy
6464 Peterson Road
Colorado Springs, CO 80923

GOAL Academy
107 W. 11th Street
Pueblo, CO 80204

C. BASIS OF PRESENTATION—GOVERNMENT-WIDE FINANCIAL STATEMENTS

While separate government-wide and fund financial statements are presented, they are interrelated. The governmental activities column incorporates data from governmental funds and internal service funds, while business-type activities incorporate data from the government's enterprise funds. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

The statement of activities demonstrates the degree to which direct expenses of given functions or segments are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. Indirect expense allocations that have been made in the funds have been reversed for the statement of activities.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. BASIS OF PRESENTATION—FUND FINANCIAL STATEMENTS

The fund financial statements provide information about the government's funds, including its fiduciary funds and blended component units. Separate statements for each fund category – governmental, proprietary, and fiduciary – are presented. A fund is an independent fiscal accounting entity with a self-balancing set of accounts. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds maintained by the District is consistent with legal and managerial requirements.

The emphasis of fund financial statements is on major governmental and enterprise funds. Major individual governmental and enterprise funds are reported as separate columns in the fund financial statements. All remaining governmental and enterprise funds are aggregated and reported as non-major funds.

The District reports the following major governmental funds:

The *General Fund* is the government's primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

The *Bond Redemption Fund* is used to account for the accumulation of resources for and the payment of principal, interest, and related expenses on long-term general obligation debt.

Additionally, the District reports the following fund types:

Special Revenue Funds account for revenue sources that are legally restricted to expenditure for specific purposes (not including major capital projects).

The *Food Service Fund* accounts for the District's food service program. This fund is required to account for USDA school breakfast and lunch money received by the District.

The *Governmental Designated-Purpose Grants Fund* is used to record financial transactions for grants received for designated programs funded by federal, state or local governments.

The *Pupil Activity Fund* is used to account for the revenues and expenditures related to school sponsored student intrascholastic and interscholastic athletic and other related activities.

The *Transportation Fund* is used to account for revenues from a tax levied or a fee imposed for the purpose of paying excess transportation costs.

The *Kids Corner Fund* is used to account for revenues and expenditures related to the before and after school care program for students that attend the Sand Creek Zone.

The *Capital Projects Fund* is used to account for the purposes of acquisition of sites, buildings, equipment, and vehicles.

Internal Service Funds account for operations that provide services to other departments or agencies of the government on a cost-reimbursement basis.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. BASIS OF PRESENTATION—FUND FINANCIAL STATEMENTS (CONTINUED)

Fiduciary Funds account for assets held by the government in a trustee capacity or as an agent on behalf of others. Trust funds account for assets held by the government under the terms of a formal trust agreement.

During the course of operations the government has activity between funds for various purposes. Any residual balances outstanding at year end are reported as due from/to other funds and advances to/from other funds. While these balances are reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities (i.e., the governmental and internal service funds) are eliminated so that only the net amount is included as internal balances in the governmental activities column.

Further, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

E. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING

The accounting and financial reporting treatment is determined by the applicable measurement focus and basis of accounting. Measurement focus indicates the type of resources being measured such as *current financial resources* or *economic resources*. The basis of accounting indicates the timing of transactions or events for recognition in the financial statements.

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flow. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue in the fiscal year in which all eligibility requirements imposed by the provider have been met.

The governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis* of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are *measurable* when the amount of the transaction can be determined and are considered to be *available* when they are collectible within the period or soon enough thereafter to pay liabilities of the current fiscal period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. General capital asset acquisitions are reported as expenditures in governmental funds. Issuance of long-term debt and acquisitions under capital leases are reported as other financing sources.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING

Those revenues susceptible to accrual are property taxes, and interest associated with the current fiscal year. Specific ownership taxes collected and held by the county at year-end on behalf of the District are also recognized as revenue. Other revenues, such as transportation, vocational and special education, are not susceptible to accrual because, generally, they are not measurable until received in cash. Expenditure-driven grants recognize revenue when the qualifying expenditures have been incurred and all other grant requirements have been met. All other revenue items are considered to be measurable and available only when cash is received by the government.

The proprietary fund is reported using the *economic resources measurement focus* and the *accrual basis of accounting*. The agency fund has no measurement focus but utilizes the *accrual basis of accounting* for reporting its assets and liabilities.

*F. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND
NET POSITION/FUND BALANCE*

Cash and cash equivalents

The District pools cash resources of its various funds in order to facilitate the management of cash. Cash applicable to a particular fund is readily identifiable. The balance in the cash account is available to meet current operating requirements. Surplus or temporary surplus money in each separate fund may be invested, but no mixing between funds is allowed. Cash and cash equivalents include cash on hand and in the bank and short-term investments with original maturities of three months or less from the date of acquisition.

Restricted cash and cash equivalents

The use of certain cash and cash equivalents of the District may be restricted. These cash items are classified as restricted assets on the balance sheet because they are maintained in separate accounts and their use is limited by debt agreements.

Investments

Investments are stated at fair value.

Accounts receivable

All receivables are reported at their gross value and, where appropriate, are reduced by the estimated portion that is expected to be uncollectible.

Inventories and prepaid items

Inventory is valued at the lower of cost or market using the first-in/first-out (FIFO) method. The costs of governmental fund-type inventories are recorded as expenditures when consumed rather than when purchased.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

*F. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND
NET POSITION/FUND BALANCE (CONTINUED)*

Inventories and prepaid items (continued)

In the Food Service Fund, commodity inventories are stated at USDA's assigned values, which approximate fair value at the date of receipt. Expenses for food items are recorded when used. The federal government donates surplus commodities to supplement the national school lunch programs.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both the government-wide and fund financial statements. The cost of prepaid items is recorded as expenditures/expenses when consumed rather than when purchased.

Capital Assets

Capital assets, which include land, buildings and improvements, equipment, and construction in progress, are reported in the applicable governmental or business-type activities columns in the government-wide financial statements. All purchased capital assets are valued at cost where historical records are available and at an estimated historical cost where no historical records exist. The capitalization threshold is \$5,000 in all funds. Donated capital assets are valued at their estimated fair market value on the date received. Major outlays for capital assets and improvements are capitalized as projects are constructed. The District does not capitalize interest on the construction of capital assets in governmental funds. However, the District does capitalize interest on the construction of capital assets in proprietary funds.

The costs of normal maintenance and repairs that do not add to the value of the asset, or materially extend asset lives, are not capitalized. Improvements are capitalized and are depreciated over the remaining useful lives of the related capital assets, as applicable.

Buildings, building improvements, and equipment of the government are depreciated using the straight-line method over the following estimated useful lives:

<u>Assets</u>	<u>Years</u>
Buildings	40
Building improvements	20
Equipment – office	10
Equipment – technology	5
Equipment – vehicles	10

Depreciation of all capital assets is charged as an expense against operations in the government-wide and proprietary fund financial statements.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

*F. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND
NET POSITION/FUND BALANCE (CONTINUED)*

Pensions

El Paso County School District 49 participates in the School Division Trust Fund (SCHDTF), a cost-sharing multiple-employer defined benefit pension fund administered by the Public Employees' Retirement Association of Colorado (PERA). The net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position and additions to/deductions from the fiduciary net position of the SCHDTF have been determined using the economic resources measurement focus and the accrual basis of accounting. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Deferred outflows/inflows of resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/ expenditure) until then.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will not be recognized as an inflow of resources (revenue) until that time.

Long-term liabilities

In the government-wide financial statements long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities fund type statement of net position. Bond premiums and discounts are deferred and amortized over the life of the debt using the straight-line method. Bonds payable are reported net of the applicable premium or discount.

In the fund financial statements, governmental fund types recognize premiums and discounts, as well as issuance costs, during the current period. The face amount of the debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

Net position flow assumption

The District may fund outlays for a particular purpose from both restricted and unrestricted resources. In order to calculate the amounts to report as restricted—net position and unrestricted—net position in the government-wide and proprietary fund financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted—net position to have been depleted before unrestricted—net position is applied.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

*F. ASSETS, LIABILITIES, DEFERRED OUTFLOWS/INFLOWS OF RESOURCES, AND
NET POSITION/FUND BALANCE (CONTINUED)*

Fund balance flow assumption

Sometimes the District will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the governmental fund financial statements a flow assumption must be made about the order in which the resources are considered to be applied. It is the District's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

Fund balance classification

The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications available to be used in the governmental fund financial statements are as follows:

Nonspendable – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) are legally or contractually required to be maintained intact.

Restricted – This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation.

Committed – This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Education. These amounts cannot be used for any other purpose unless the Board of Education removes or changes the specified use by taking the same type of action that was used when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements.

Assigned – This classification includes amounts that are constrained by the School's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Education or through the Board of Education delegating this responsibility to management through the budgetary process. This classification also includes the remaining positive fund balance for any governmental funds except for the General Fund.

Unassigned – This classification includes the residual fund balance for the General Fund. The unassigned classification also includes negative residual fund balance of any other governmental fund that cannot be eliminated by offsetting of Assigned fund balance amounts.

The District would typically use Restricted fund balances first, followed by Committed resources, and then Assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend Unassigned resources first to defer the use of these other classified funds.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

G. REVENUES AND EXPENDITURES/EXPENSES

Program revenues

Amounts reported as *program revenues* include 1) charges to customers for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions. Internally dedicated resources are reported as *general revenues* rather than as programs revenues. Likewise, general revenues include all taxes.

Property Taxes

Property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on December 31 and are payable in full by April 30, or are payable in two equal installments due February 28 and June 15. The county treasurer bills and collects the District's property tax. District property tax revenues are recognized when levied to the extent they result in current receivables.

The District is permitted to levy taxes on the assessed valuation for general governmental services and for the payment of principal and interest on long-term debt. The tax rate for the year ended December 31, 2016 is 34.476 mills for general operating expenses and 10.159 mills for the payment of long-term debt. The District's assessed valuation for the collection year 2016 is \$751,972,470.

Specific Ownership Taxes

Specific ownership taxes are collected by the county treasurer for motor vehicle and other personal property registered in the District's assessment area. The tax receipts collected by the county treasurer are remitted to the District in the subsequent month. Specific ownership taxes are recorded as revenue when collected by the county.

Compensated Absences

Sick Leave Payable: Employees accrue 10-12 days of sick leave each year dependent upon their contract basis. Sick leave may be accumulated up to a maximum of 120 days. An employee will be reimbursed one-half of the current substitute rate or one-half of his/her base daily pay per classification of any unused sick leave days beyond the 120 days annually.

Upon retirement (15 years of more in the District or eligible for PERA retirement with at least 5 years of services in the District) an employee will be reimbursed at the current substitute rate of pay for their classification, up to a maximum of 120 days.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

G. REVENUES AND EXPENDITURES/EXPENSES (CONTINUED)

Compensated Absences (continued)

Vacation Payable: Under the District's policies certain employees earn vacation pay of 10-20 days, based on longevity of service. All unused/accrued vacation is vested at June 30, each year.

Personal Leave: A teacher or an employee who works 30 hours or more per week may be absent for two days per year for the purpose of personal leave. Personal days which are not used during the school year may be added to the employee's sick leave days or be reimbursed at the current substitute rate of pay.

The compensated absences balance is reported in the government-wide financial statements. For the governmental fund financial statements, the recognition of this liability is limited to the amount expected to be paid using expendable available resources.

Proprietary Funds Operating and Non-operating Revenues and Expenses

Proprietary funds distinguish *operating* revenues and expenses from *non-operating* items. Operating revenues and expenses generally result from providing services and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the District's enterprise fund are charges for services. Operating expenses for enterprise funds include cost of sales and services, administrative expenses, and depreciation on capital assets. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

H. ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 2 – RECONCILIATION OF GOVERNMENT-WIDE AND FUND FINANCIAL STATEMENTS

Explanation of certain differences between the governmental funds balance sheet and the government-wide statement of net position:

The governmental funds balance sheet includes reconciliation between *total fund balances—governmental funds* and *total net position—governmental activities* as reported in the government-wide statement of net position. One element of that reconciliation explains that “capital assets used in governmental activities are not current financial resources and, therefore, are not reported in the fund financial statements”. The details of this difference are as follows:

Non-depreciable assets	\$ 16,651,534
Net depreciable assets	<u>130,561,464</u>
Net adjustment to <i>total fund balances—governmental funds</i> to arrive at <i>total net position—governmental activities</i>	<u>\$ 147,212,998</u>

Another element of that reconciliation explains that “long-term liabilities are not due and payable in the current period and, therefore, are not included in the fund financial statements.” The details of this difference are as follows:

Bonds payable	\$ (12,305,000)
Unamortized bond premium	(41,754)
Certificates of Participation	(68,345,000)
COP Premium	(6,019,165)
Capital Lease Obligations	(4,049,924)
Compensated Absences	<u>(962,020)</u>
Net adjustment to <i>total fund balances—governmental funds</i> to arrive at <i>net position—governmental activities</i>	<u>\$ (91,722,863)</u>

Explanation of certain differences between the governmental funds statement of revenues, expenditures and changes in fund balances and the government-wide statement of activities:

The governmental funds statement of revenues, expenditures, and changes in fund balances includes a reconciliation between *net change in fund balances—governmental funds* and *change in net position—governmental activities* as reported in the government-wide statement of activities. One element of the reconciliation states that “governmental funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense”. The details of this difference are as follows:

Depreciation	\$ (7,153,962)
Capital outlays	<u>2,127,080</u>
Net adjustment to <i>net change in fund balances—governmental funds</i> to arrive at <i>change in net position—governmental activities</i>	<u>\$ (5,026,882)</u>

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

**NOTE 2 – RECONCILIATION OF GOVERNMENT-WIDE AND FUND FINANCIAL STATEMENTS
(CONTINUED)**

Another element of the reconciliation states that “the issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Also, governmental funds report the effect of premiums, discounts, and similar items when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities”. The details of this difference are as follows:

Payment to refunded bond escrow agent	\$ 19,472,793
Bond proceeds	(8,780,000)
General obligation bonds principal payments	4,155,000
Certificates of participation principal payments	2,230,000
Capital Lease principal payments	471,505
Amortization of deferred on refunding	(985,416)
Accretion of bond and COP premiums	412,180
Interest paid by refunding proceeds	<u>(403,361)</u>
Net adjustment to <i>net change in fund balances—governmental funds</i> to arrive at <i>change in net position—governmental activities</i>	<u>\$ 16,572,701</u>

NOTE 3 – STEWARDSHIP, COMPLIANCE AND ACCOUNTABILITY

Budgetary Information

The District follows these procedures in establishing the budgetary data reflected in the financial statements:

1. Prior to June 1, management submits to the Board of Education, a proposed operating budget for the fiscal year commencing the following July 1. The operating budget includes proposed expenditures and the means of financing them.
2. Public notices are released to obtain taxpayers comments.
3. Prior to June 30, the budget is legally enacted through passage of a resolution.
4. The Chief Education Officer is authorized to transfer budgeted amounts between categories within any fund; however, any revisions that alter the total expenditures of any fund must be approved by the Board of Education.
5. Formal budgetary integration is employed as a management control device during the year for all funds.
6. Budgets for all funds are adopted on a basis consistent with generally accepted accounting principles (GAAP), except for proprietary funds which are budgeted on the cash basis. Budgeted amounts in this report are as originally adopted or amended.
7. All original and supplemental appropriations for all funds lapse at the end of the fiscal year.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 4 – DEPOSITS AND INVESTMENTS

At June 30, 2016, the District had the following cash and investments:

Cash on Hand	\$ 500
Deposits	1,821,855
Investments	<u>42,374,170</u>
	<u>\$ 44,196,525</u>

Cash and investments are reported in the financial statements as follows:

Cash and Cash Equivalents	\$ 26,932,423
Restricted Cash and Cash Equivalents	16,399,950
Fiduciary Funds	<u>864,152</u>
	<u>\$ 44,196,525</u>

Cash deposits with financial institutions

Custodial Credit Risk: Custodial credit risk is the risk that, in the event of a bank failure, the District's deposits might not be recovered. The Colorado Public Deposit Protection Act (PDPA) requires that all units of local government deposit cash in eligible public depositories. Eligibility is determined by state regulations. Amounts on deposit in excess of federal insurance levels must be collateralized by eligible collateral as determined by the PDPA. PDPA allows the financial institution to create a single collateral pool for all public funds held. The pool is to be maintained by another institution, or held in trust for all the uninsured public deposits as a group. The market value of the collateral must be at least equal to 102% of the uninsured deposits.

The carrying amount of the District's deposits at June 30, 2016 was \$1,821,855 and the bank balances were \$2,477,954. Of the bank balances, \$1,250,000 was covered by federal deposit insurance and the balance was uninsured but collateralized in accordance with the provisions of the PDPA.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 4 – DEPOSITS AND INVESTMENTS (CONTINUED)

Investments

The District is authorized by Colorado statutes to invest in the following:

- ◆ Obligations of the United States and certain U.S. government agencies' securities;
- ◆ Certain international agencies' securities;
- ◆ General obligation and revenue bonds of U.S. local government entities;
- ◆ Bankers' acceptances of certain banks;
- ◆ Certain commercial paper;
- ◆ Local government investment pools;
- ◆ Written repurchase agreements collateralized by certain authorized securities;
- ◆ Certain money market fund;
- ◆ Guaranteed investment contracts.

At June 30, 2016 the District's investment balances were as follows:

<u>Investments</u>	<u>Maturities</u>	<u>Fair Value</u>
Local Government Investment Pool (COLOTRUST)	Less than 60 days	\$ 32,933,412
Fidelity Investments Government Portfolio Fund	Less than 60 days	1,918,207
JP Morgan US Govt Money Market	Less than 60 days	7,120,607
Commercial Paper	Less than 60 days	<u>401,944</u>
		<u>\$ 42,374,170</u>

Interest Rate Risk: Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment or deposit. State law and District investment policy limit investment maturities to five years or less as a means of management exposure to fair value loss resulting from increasing interest rates. The District does not have a formal policy that limits investment maturities as a means of managing its exposure to interest rate risk. However, almost all investments of the District have maturities less than six months. As such, due to the short-term nature of the District's investments, interest rate risk is minimized.

Credit Risk: Credit risk involves the risk that an issuer or other counterparty to an investment will not fulfill its obligations. State law limits investments to those described above. The District does not have a formal investment policy that would further limit its investment choices. As of June 30, 2016 all of the District's investments in COLOTRUST and money markets were rated AAAm by Standard & Poor's, the corporate discount notes were rated A1 by Standard & Poor's, and the other investments were not rated.

The District has invested in the Colorado Government Liquid Asset Trust (COLOTRUST). COLOTRUST is an investment vehicle established for local government entities in Colorado pursuant to Part 7 of Article 75 of Title 24 of the Colorado Revised Statutes, to pool surplus funds for investment purposes. This investment vehicle operates similarly to money market funds and each share is equal in value to \$1.00. The fair value of the position in the pool is the same as the value of the pool shares.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 4 – DEPOSITS AND INVESTMENTS (CONTINUED)

The designated custodial bank provides safekeeping and depository services to COLOTRUST in connection with the direct investment and withdrawal function of COLOTRUST. Substantially all securities owned by COLOTRUST are held by the Federal Reserve Bank in the account maintained for the custodial bank. The custodian's internal records identify the investments owned by COLOTRUST. Investments of COLOTRUST consist of U.S. Treasury bills, notes and note strips, and repurchase agreements collateralized by U.S. Treasury Notes. However, the District does not categorize investments with COLOTRUST because they are not evidenced by securities that exist in physical or book entry form.

Restricted cash and investments

Cash and investments of \$16,399,951 representing reserves for debt service of \$7,894,716 in the Bond Redemption fund, and mill levy override funds of \$8,460,734, and other reserves of \$44,501 have been restricted for pre-school activities in the General fund.

NOTE 5 – INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS

Receivables and Payables

Interfund receivables and payables are created in conjunction with the District's pooled cash and investment portfolios. Balances are routinely cleared as a matter of practice.

The composition of interfund balances at June 30, 2016 is as follows:

	<u>Due From</u> <u>Other Funds</u>	<u>Due To</u> <u>Other Funds</u>
General Fund	\$ 100,397	\$ 4,134,353
Bond Redemption Fund	-	65,751
Food Service Fund	997,221	-
Governmental Designated Purpose Grants Fund	287,836	-
Pupil Activity Fund	1,151,937	-
Transportation Fund	-	30,977
Kids Corner Fund	-	3,669
Capital Projects Fund	248,168	-
Risk Management – Health Insurance Fund	<u>1,449,191</u>	<u>-</u>
	<u>\$ 4,234,750</u>	<u>\$ 4,234,750</u>

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 5 – INTERFUND RECEIVABLES, PAYABLES, AND TRANSFERS (CONTINUED)

Interfund transfers

Interfund transfer activity for the year ended June 30, 2016 is as follows:

	<u>Transfers From Other Funds</u>	<u>Transfers To Other Funds</u>
General Fund	\$ -	\$ 420,844
Pupil Activity Fund	125,191	-
Transporation Fund	<u>295,653</u>	<u>-</u>
	<u>\$ 420,844</u>	<u>\$ 420,844</u>

Transfers are used to (1) move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them, (2) move unrestricted revenues collected in the General Fund to finance various programs accounted for in other funds in accordance with budgetary authorizations and (3) move capital assets from one fund to another fund when the fund using the capital assets changes.

NOTE 6 - CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2016 was as follows:

	<u>Balance 06/30/15</u>	<u>Increases</u>	<u>Decreases</u>	<u>Balance 06/30/16</u>
<u>Governmental activities</u>				
Capital assets not being depreciated:				
Land	\$ 15,765,500	\$ -	\$ -	\$ 15,765,500
Construction in progress	<u>566,067</u>	<u>377,517</u>	<u>(57,550)</u>	<u>886,034</u>
Total capital assets not being depreciated	<u>16,331,567</u>	<u>377,517</u>	<u>(57,550)</u>	<u>16,651,534</u>
Capital assets being depreciated:				
Buildings and improvements	196,929,734	794,412	-	197,724,146
Equipment	<u>20,029,768</u>	<u>1,012,701</u>	<u>-</u>	<u>21,042,469</u>
Total capital assets being depreciated	<u>216,959,502</u>	<u>1,807,113</u>	<u>-</u>	<u>218,766,615</u>
Less accumulated depreciation for:				
Buildings and improvements	(64,183,206)	(6,033,804)	-	(70,217,010)
Equipment	<u>(16,867,983)</u>	<u>(1,120,158)</u>	<u>-</u>	<u>(17,988,141)</u>
Total accumulated depreciation	<u>(81,051,189)</u>	<u>(7,153,962)</u>	<u>-</u>	<u>(88,205,151)</u>
Total capital assets being depreciated, net	<u>135,908,313</u>	<u>(5,346,849)</u>	<u>-</u>	<u>130,561,464</u>
Governmental activities capital assets, net	<u>\$ 152,239,880</u>	<u>\$ (4,969,332)</u>	<u>\$ (57,550)</u>	<u>\$ 147,212,998</u>

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 6 - CAPITAL ASSETS (CONTINUED)

Depreciation expense was charged to functions/programs of the primary government as follows:

Governmental Activities

Instruction	\$ 6,249,025
General Administration	497,986
Operation and Maintenance	47,804
Student Transportation	337,658
Central Services	<u>21,489</u>
	<u>\$ 7,153,962</u>

NOTE 7 – ACCRUED SALARIES AND BENEFITS

Salaries and retirement benefits of certain contractually employed personnel are paid over a twelve-month period from September to August, but are earned during a school year of approximately ten months. The salaries and benefits earned, but unpaid, as of June 30, 2016, are \$9,922,342. Accordingly, the accrued compensation is reflected as a liability in the accompanying Government-Wide Statement of Net Position.

NOTE 8 - LONG-TERM LIABILITIES

General Obligation Bonds

The District issues general obligation bonds to provide funds for the acquisition and construction of major capital facilities. All general obligation bonds have been issued for governmental activities.

General Obligation bonds payable at June 30, 2016 are as follows:

	<u>Principal Balance</u>
\$12,675,000 of general obligation refunding bonds series 2006B; interest due semi-annually with rates ranging from 4.0% to 5.0%, principal due annually through 2017 in payments of \$1,195,000 to \$1,820,000. Proceeds were used to advance refund a portion of 1999A series bonds.	\$ 1,675,000
\$23,315,000 of general obligation refunding bonds series 2006; interest due semi-annually with rates ranging from 3.55% to 5.0%, principal due annually through 2017 in payments of \$1,800,000 to \$2,855,000. Proceeds were used to advance refund a portion of 2002 series bonds.	2,250,000
\$8,780,000 of general obligation refunding bonds series 2015; interest due semi-annually with rates ranging from 0.655% to 1.308%; principal due annually through 2018 in payments of \$400,000 to \$4,960,000. Proceeds were used to advance refund a portion of 2006 and 2006B series bonds.	<u>8,380,000</u>
	<u>\$ 12,305,000</u>

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 8 - LONG-TERM LIABILITIES (CONTINUED)

Annual debt service requirements to maturity for general obligation bonds are as follows:

Fiscal Year Ending June 30	Governmental Activities	
	Principal	Interest
2017	\$ 7,345,000	\$ 175,172
2018	<u>4,960,000</u>	<u>32,438</u>
Total	<u>\$ 12,305,000</u>	<u>\$ 207,610</u>

Legal Debt Margin

Assessed valuation	<u>\$ 751,972,470</u>
Debt limit – 20% of assessed valuation	150,394,494
General obligation debt	<u>12,305,000</u>
	<u>\$ 138,089,494</u>

Certificates of Participation

In February 2015, the District issued \$70,575,000 in Refunding Certificates of Participation, Series 2015. Principal payments are due annually on December 15 and interest payments are due on June 15 and December 15, through December 2039. Interest accrues at rates ranging from 2.00% to 5.00%. Proceeds of the Certificates were used to advance refund Certificates of Participation, Series 2006 and 2007A.

Future debt service requirements of the Certificates of Participation are as follows:

Fiscal Year Ending June 30	Principal	Interest
2017	\$ 1,705,000	\$ 2,878,287
2018	1,740,000	2,826,438
2019	1,810,000	2,755,437
2020	1,880,000	2,672,238
2021	1,975,000	2,575,862
2022-2026	11,165,000	11,590,375
2027-2031	14,100,000	8,574,813
2032-2036	17,495,000	5,150,006
2037-2040	<u>16,475,000</u>	<u>1,567,488</u>
Total	<u>\$ 68,345,000</u>	<u>\$ 40,590,944</u>

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 8 - LONG-TERM LIABILITIES (CONTINUED)

Advance Refunding

The District issued \$8,780,000 in Refunding Bonds, Series 2015 with interest rates ranging from .655% to 1.308%. The proceeds plus \$11,000,000 of existing cash reserves were used to advance refund \$13,909,532 of outstanding 2006 Bonds which had interest rates ranging from 3.55% to 5.0%, \$3,789,947 of outstanding 2006B Bonds which had interest rates ranging from 4.0% to 5.0%, and \$1,773,314 of outstanding 2013 Bonds which had interest rates ranging from 2.0% to 4.0%. The net proceeds of \$19,780,000 (including \$11,000,000 funds on hand, and after payment of \$307,207 in underwriting fees and other issuance costs) were deposited in an irrevocable trust with an escrow agent to provide funds for the future debt service payment on the refunded Bonds. As a result, the 2006, 2006B and 2013 Bonds are considered defeased and the liability for those Bonds has been removed from the statement of net position.

The reacquisition price exceeded the net carrying amount of the old debt by \$1,284,334. This amount is being amortized over the remaining life of the refunding debt. The government advance refunded the 2006, 2006B, and 2013 Bonds to obtain an economic gain (difference between the present values of the debt service payments on the old and new debt) of \$1,148,803.

Prior Year Defeasance of Debt

In prior years, the District has defeased various bond and certificate of participation issues by creating separate irrevocable trust funds. New debt has been issued and the proceeds have been used to purchase U.S. government securities that were placed in the trust funds. The investments and fixed earnings from the investments are sufficient to fully service the defeased debt until the debt is called or matures. For financial reporting purposes, the debt has been considered defeased and therefore removed as a liability from the District's government-wide financial statements. As of June 30, 2016, the amount of defeased debt outstanding amounted to \$115,070,000.

Capital Leases

The District has entered into capital lease agreements to purchase property, portable buildings, and equipment. The lease terms range from five to fifteen years with annual interest rates from 4.0% to 8.5%. Capital assets of \$13,115,955 have been capitalized under these leases.

Assets acquired through capital leases are as follows:

	<u>Governmental Activities</u>
Buildings and improvements	\$ 11,649,071
Equipment	1,466,884
Less: Accumulated depreciation	<u>(6,218,827)</u>
Total	<u>\$ 6,897,128</u>

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 8 - LONG-TERM LIABILITIES (CONTINUED)

Capital Leases (Continued)

The future minimum lease obligations and the net present value of these minimum lease payments as of June 30, 2016, were as follows

<u>Year Ending June 30</u>	
2017	\$ 443,834
2018	443,834
2019	443,834
2020	443,834
2021	443,834
2022 – 2026	2,219,170
2027 – 2030	<u>1,266,876</u>
Total minimum lease payments	5,705,216
Less: amount representing interest	<u>(1,655,292)</u>
Present value of minimum lease payments	<u>\$ 4,049,924</u>

Changes in Long-Term Liabilities

The following is a summary of long-term liabilities of the District for the year ended June 30, 2016:

	<u>Balance</u> <u>06/30/15</u>	<u>Debt Issued</u> <u>And Additions</u>	<u>Reductions</u>	<u>Balance</u> <u>06/30/16</u>	<u>Due Within</u> <u>One year</u>
<i>Governmental Activities</i>					
General obligation bonds	\$ 26,020,000	\$ 8,780,000	\$ 22,495,000	\$ 12,305,000	\$ 7,345,000
Bond premiums	<u>672,351</u>	<u>-</u>	<u>630,597</u>	<u>41,754</u>	<u>-</u>
Total bonds payable	26,692,351	8,780,000	23,125,597	12,346,754	7,345,000
Certificates of participation	70,575,000	-	2,230,000	68,345,000	1,705,000
COP premium	6,269,965	-	250,800	6,019,165	-
Capital lease obligations	4,521,429	-	471,505	4,049,924	223,633
Compensated absences	<u>975,415</u>	<u>1,825,831</u>	<u>1,699,658</u>	<u>1,101,588</u>	<u>139,568</u>
<i>Total Governmental Activities</i>	<u>\$ 109,034,160</u>	<u>\$ 10,605,831</u>	<u>\$ 27,777,560</u>	<u>\$ 91,862,431</u>	<u>\$ 9,413,201</u>

Payments on the general obligation bonds are made by the Bond Redemption fund with property taxes. Certificates of participation and capital lease obligations are serviced by the General fund. The compensated absences liabilities are paid by the fund for which the employee worked.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 9 - RISK MANAGEMENT

The District is exposed to various risks of loss related to torts, thefts of, damage to, or destruction of assets; errors or omissions; injuries to employees, or acts of God. The District accounts for and finances its risk activities in the General and Health Insurance Internal Service Funds.

The District purchases commercial insurance for property, liability and worker's compensation risks of loss. Under the District's employee health plan, the District provides coverage for up to a maximum of \$250,000 per employee for each calendar year. Settlements have not exceeded premiums for each of the past three fiscal years.

Claims liabilities are reported in the government-wide financial statements and the internal service fund if information available prior to the issuance of the financial statements indicates that it is probable that a liability has been incurred at the date of the financial statements and the amount of the loss can be reasonably estimated.

Changes in the claims liability for the year ended June 30, 2016 are as follows:

Net claims payable as of 6/30/2015	\$ 446,873
Claims presented	7,135,897
Claims paid	<u>(7,063,300)</u>
Net claims payable as of 6/30/2016	<u>\$ 519,470</u>

NOTE 10 – JOINTLY GOVERNED ORGANIZATION

COLORADO DIGITAL BOARD OF COOPERATIVE EDUCATIONAL SERVICES

The District in conjunction with other surrounding districts created the Colorado Digital Board of Cooperative Educational Services (BOCES). The BOCES is an organization that utilizes research based learning and technology applications to provide an innovative model of public school education adapted to the needs of elementary, middle and high school students throughout the State of Colorado. The District does not have an ongoing financial interest in or responsibility for the BOCES. Financial statements for the BOCES can be obtained from their office at 4035 Tutt Blvd, Colorado Springs, 80922.

NOTE 11 - DEFINED BENEFIT PENSION PLAN

General Information about the Pension Plan

Plan description. Eligible employees of the El Paso County School District 49 are provided with pensions through the School Division Trust Fund (SCHDTF) – a cost-sharing multiple-employer defined benefit pension plan administered by PERA. Plan benefits are specified in Title 24, Article 51 of the Colorado Revised Statutes (C.R.S.), administrative rules set forth at 8 C.C.R. 1502-1, and applicable provisions of the federal Internal Revenue Code. Colorado State law provisions may be amended from time to time by the Colorado General Assembly. PERA issues a publicly available comprehensive annual financial report that can be obtained at www.copera.org/investments/pera-financial-reports.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 11 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

Benefits provided. PERA provides retirement, disability, and survivor benefits. Retirement benefits are determined by the amount of service credit earned and/or purchased, highest average salary, the benefit structure(s) under which the member retires, the benefit option selected at retirement, and age at retirement. Retirement eligibility is specified in tables set forth at C.R.S. §24-51-602, 604, 1713, and 1714.

The lifetime retirement benefit for all eligible retiring employees under the PERA Benefit Structure is the greater of the:

- Highest average salary multiplied by 2.5 percent and then multiplied by years of service credit
- The value of the retiring employee's member contribution account plus a 100 percent match on eligible amounts as of the retirement date. This amount is then annuitized into a monthly benefit based on life expectancy and other actuarial factors.

In all cases the service retirement benefit is limited to 100 percent of highest average salary and also cannot exceed the maximum benefit allowed by federal Internal Revenue Code.

Members may elect to withdraw their member contribution accounts upon termination of employment with all PERA employers; waiving rights to any lifetime retirement benefits earned. If eligible, the member may receive a match of either 50 percent or 100 percent on eligible amounts depending on when contributions were remitted to PERA, the date employment was terminated, whether 5 years of service credit has been obtained and the benefit structure under which contributions were made.

Benefit recipients who elect to receive a lifetime retirement benefit are generally eligible to receive post-retirement cost-of-living adjustments, referred to as annual increases in the C.R.S. Benefit recipients under the PERA benefit structure who began eligible employment before January 1, 2007 and all benefit recipients of the DPS benefit structure receive an annual increase of 2 percent, unless PERA has a negative investment year, in which case the annual increase for the next three years is the lesser of 2 percent or the average of the Consumer Price Index for Urban Wage Earners and Clerical Workers (CPI-W) for the prior calendar year. Benefit recipients under the PERA benefit structure who began eligible employment after January 1, 2007 receive an annual increase of the lesser of 2 percent or the average CPI-W for the prior calendar year, not to exceed 10 percent of PERA's Annual Increase Reserve (AIR) for the SCHDTF.

Disability benefits are available for eligible employees once they reach five years of earned service credit and are determined to meet the definition of disability. The disability benefit amount is based on the retirement benefit formula shown above considering a minimum 20 years of service credit, if deemed disabled.

Survivor benefits are determined by several factors, which include the amount of earned service credit, highest average salary of the deceased, the benefit structure(s) under which service credit was obtained, and the qualified survivor(s) who will receive the benefits.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 11 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

Contributions. Eligible employees and El Paso County School District 49 are required to contribute to the SCHDTF at a rate set by Colorado statute. The contribution requirements are established under C.R.S. §24-51-401, *et seq.* Eligible employees are required to contribute 8 percent of their PERA-includable salary. The employer contribution requirements are summarized in the table below:

	For the Year Ended December 31, 2015	For the Year Ended December 31, 2016
Employer Contribution Rate	10.15%	10.15%
Amount of Employer Contribution apportioned to the Health Care Trust Fund as specified in C.R.S. §24-51-208(1)(f)	(1.02)%	(1.02)%
Amount Apportioned to the SCHDTF	9.13%	9.13%
Amortization Equalization Disbursement (AED) as specified in C.R.S. §24-51-411	4.20%	4.50%
Supplemental Amortization Equalization Disbursement (SAED) as specified in C.R.S. §24-51-411	4.00%	4.50%
Total Employer Contribution Rate to the SCHDTF	17.33%	18.13%

Rates are expressed as a percentage of salary as defined in C.R.S. §24-51-101(42)

Employer contributions are recognized by the SCHDTF in the period in which the compensation becomes payable to the member and the El Paso County School District 49 is statutorily committed to pay the contributions to the SCHDTF. Employer contributions recognized by the SCHDTF from El Paso County School District 49 were \$10,567,570 for the year ended June 30, 2016.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016, the El Paso County School District 49 reported a liability of \$201,734,357 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2014. Standard update procedures were used to roll forward the total pension liability to December 31, 2015. The El Paso County School District 49 proportion of the net pension liability was based on El Paso County School District 49 contributions to the SCHDTF for the calendar year 2015 relative to the total contributions of participating employers to the SCHDTF.

At December 31, 2015, the El Paso County School District 49's proportion was 1.3190171248 percent, which was an increase of 0.0135199159 percent from its proportion measured as of December 31, 2014.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 11 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

For the year ended June 30, 2016, the El Paso County School District 49 recognized pension expense of \$21,131,544. At June 30, 2016, the El Paso County School District 49 reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 2,663,927	\$ 8,402
Changes of assumptions or other inputs	-	2,850,858
Net difference between projected and actual earnings on pension plan investments	17,153,079	-
Changes in proportion and differences between contributions recognized and proportionate share of contributions	2,493,820	191,077
Contributions subsequent to the measurement date	5,495,909	-
Total	\$ 27,806,735	\$ 3,050,337

\$5,495,909 reported as deferred outflows of resources related to pensions, resulting from contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:	
2017	\$ 5,549,916
2018	\$ 5,375,974
2019	\$ 4,817,149
2020	\$ 3,517,450

Actuarial assumptions. The total pension liability in the December 31, 2014 actuarial valuation was determined using the following actuarial cost method, actuarial assumptions and other inputs:

Actuarial cost method	Entry age
Price inflation	2.80 percent
Real wage growth	1.10 percent
Wage inflation	3.90 percent
Salary increases, including wage inflation	3.90 – 10.10 percent
Long-term investment Rate of Return, net of pension plan investment expenses, including price inflation	7.50 percent
Future post-retirement benefit increases:	
PERA Benefit Structure hired prior to 1/1/07; And DPS Benefit Structure (automatic)	2.00 percent
PERA Benefit Structure hired after 12/31/06; (ad hoc, substantively automatic)	Financed by the Annual Increase Reserve

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 11 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

Mortality rates were based on the RP-2000 Combined Mortality Table for Males or Females, as appropriate, with adjustments for mortality improvements based on a projection of Scale AA to 2020 with Males set back 1 year, and Females set back 2 years.

The actuarial assumptions used in the December 31, 2014 valuation were based on the results of an actuarial experience study for the period January 1, 2008 through December 31, 2011, adopted by PERA's Board on November 13, 2012, and an economic assumption study, adopted by PERA's Board on November 15, 2013 and January 17, 2014.

Changes to assumptions or other inputs since the December 31, 2013 actuarial valuation as follows:

- The following programming changes were made:
 - Valuation of the full survivor benefit without any reduction for possible remarriage.
 - Reflection of the employer match on separation benefits for all eligible years.
 - Reflection of one year of service eligibility for survivor annuity benefit.
 - Refinement of the 18 month annual increase timing.
 - Refinements to directly value certain and life, modified cash refund and pop-up benefit forms.
- The following methodology changes were made:
 - Recognition of merit salary increases in the first projection year.
 - Elimination of the assumption that 35% of future disabled members elect to receive a refund.
 - Removal of the negative value adjustment for liabilities associated with refunds of future terminating members.
 - Adjustments to the timing of the normal cost and unfunded actuarial accrued liability payment calculations to reflect contributions throughout the year.

The SCHDTF's long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best estimate ranges of expected future real rates of return (expected return, net of investment expense and inflation) were developed for each major asset class. These ranges were combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and then adding expected inflation.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 11 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

As of the November 15, 2013 adoption of the long-term expected rate of return by the PERA Board, the target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	10 Year Expected Geometric Real Rate of Return
U.S. Equity – Large Cap	26.76%	5.00%
U.S. Equity – Small Cap	4.40%	5.19%
Non U.S. Equity – Developed	22.06%	5.29%
Non U.S. Equity – Emerging	6.24%	6.76%
Core Fixed Income	24.05%	0.98%
High Yield	1.53%	2.64%
Long Duration Gov't/Credit	0.53%	1.57%
Emerging Market Bonds	0.43%	3.04%
Real Estate	7.00%	5.09%
Private Equity	7.00%	7.15%
Total	100.00%	

*In setting the long-term expected rate of return, projections employed to model future returns provide a range of expected long-term returns that, including expected inflation, ultimately support a long-term expected rate of return assumption of 7.50%.

Discount rate. The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate applied the actuarial cost method and assumptions shown above. In addition, the following methods and assumptions were used in the projection of cash flows:

- Total covered payroll for the initial projection year consists of the covered payroll of the active membership present on the valuation date and the covered payroll of future plan members assumed to be hired during the year. In subsequent projection years, total covered payroll was assumed to increase annually at a rate of 3.90%.
- Employee contributions were assumed to be made at the current member contribution rate. Employee contributions for future plan members were used to reduce the estimated amount of total service costs for future plan members.
- Employer contributions were assumed to be made at rates equal to the fixed statutory rates specified in law, including current and estimated future AED and SAED, until the Actuarial Value Funding Ratio reaches 103%, at which point, the AED and SAED will each drop 0.50% every year until they are zero. Additionally, estimated employer contributions included reductions for the funding of the AIR and retiree health care benefits. For future plan members, employer contributions were further reduced by the estimated amount of total service costs for future plan members not financed by their member contributions.
- Employer contributions and the amount of total service costs for future plan members were based upon a process used by the plan to estimate future actuarially determined contributions assuming an analogous future plan member growth rate.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 11 - DEFINED BENEFIT PENSION PLAN (CONTINUED)

- The AIR balance was excluded from the initial fiduciary net position, as, per statute, AIR amounts cannot be used to pay benefits until transferred to either the retirement benefits reserve or the survivor benefits reserve, as appropriate. As the ad hoc post-retirement benefit increases financed by the AIR are defined to have a present value at the long-term expected rate of return on plan investments equal to the amount transferred for their future payment, AIR transfers to the fiduciary net position and the subsequent AIR benefit payments have no impact on the Single Equivalent Interest Rate (SEIR) determination process when the timing of AIR cash flows is not a factor (i.e., the plan's fiduciary net position is not projected to be depleted). When AIR cash flow timing is a factor in the SEIR determination process (i.e., the plan's fiduciary net position is projected to be depleted), AIR transfers to the fiduciary net position and the subsequent AIR benefit payments were estimated and included in the projections.
- Benefit payments and contributions were assumed to be made at the end of the month.

Based on the above actuarial cost method and assumptions, the SCHDTF's fiduciary net position was projected to be available to make all projected future benefit payments of current members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability. The discount rate determination does not use the Municipal Bond Index Rate. There was no change in the discount rate from the prior measurement date.

Sensitivity of the El Paso County School District 49 proportionate share of the net pension liability to changes in the discount rate. The following presents the proportionate share of the net pension liability calculated using the discount rate of 7.50 percent, as well as what the proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50 percent) or 1-percentage-point higher (8.50 percent) than the current rate:

	1% Decrease (6.50%)	Current Discount Rate (7.50%)	1% Increase (8.50%)
Proportionate share of the net pension liability	\$261,506,686	\$201,734,357	\$152,014,930

Pension plan fiduciary net position. Detailed information about the SCHDTF's fiduciary net position is available in PERA's comprehensive annual financial report which can be obtained at www.copera.org/investments/pera-financial-reports.

NOTE 12 – POST-EMPLOYMENT HEALTHCARE BENEFITS

Health Care Trust Fund

Plan description. The El Paso County School District 49 contributes to the Health Care Trust Fund (HCTF), a cost-sharing multiple-employer healthcare trust administered by PERA. The HCTF benefit provides a health care premium subsidy and health care programs (known as PERACare) to PERA participating benefit recipients and their eligible beneficiaries. Title 24, Article 51, Part 12 of the C.R.S., as amended, establishes the HCTF and sets forth a framework that grants authority to the PERA Board to contract, self-insure and authorize disbursements necessary in order to carry out the purposes of the PERACare program, including the administration of health care subsidies. PERA issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for the HCTF. That report can be obtained at www.copera.org/investments/pera-financial-reports.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 12 – POST-EMPLOYMENT HEALTHCARE BENEFITS (CONTINUED)

Funding policy. The El Paso County School District 49 is required to contribute at a rate of 1.02 percent of PERA-includable salary for all PERA members as set by statute. No member contributions are required. The contribution requirements for the El Paso County School District 49 are established under Title 24, Article 51, Part 4 of the C.R.S., as amended. The apportionment of the contributions to the HCTF is established under Title 24, Article 51, Section 208(1)(f) of the C.R.S., as amended. For the years ending June 30, 2016, 2015, and 2014 the El Paso County School District 49 contributions to the HCTF were \$609,948, \$565,956, and \$543,706 respectively, equal to their required contributions for each year.

NOTE 13 – FORWARD AND DELIVERY INVESTMENT AGREEMENT

In December 2002, the District's General fund received payment of \$1,240,000 pursuant to a forward delivery agreement. In exchange for this amount, the District agreed to make payments into a bank trust account (Bank One Trust Company) from its Debt Service Fund revenue for subsequent purchases of investment securities from a third party (JP Morgan Chase Bank). The securities mature at such times as are required for meeting the District's debt service payment obligations over the fourteen-year contract period. Should the District terminate the agreement, it would be obligated to repay a portion of the \$1,240,000 received to compensate for loss of economic benefits based on market conditions existent at the time the agreement is dissolved.

The amount received under this agreement is being amortized over the term of the agreement for GAAP purposes, rather than in full in the fiscal year ended June 30, 2003, with the unamortized balance reflected as unearned revenue. The following GAAP-basis schedule shows the amounts of revenue recognized and the remaining balance treated as unearned revenue as of and for the year ended June 30, 2016:

	<u>Revenue Recognized</u>	<u>Unearned Revenue</u>
Fiscal Year Ending June 30, 2016	\$ <u>88,571</u>	\$ <u>-</u>

NOTE 14 – COMMITMENTS AND CONTINGENCIES

Grants

The District has received federal and state grants for specific purposes that are subject to review and audit by the grantor agencies. Such audits could lead to a request for reimbursements to grantor agencies for expenditures disallowed under the terms of the grant. District management believes disallowances, if any, will be immaterial.

Legal

The District is a defendant in various lawsuits. Although the outcome of these lawsuits is not presently determinable, in the opinion of the District's counsel the resolution of these matters will not have a material adverse effect on the financial condition of the District.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 15 - TAX, SPENDING, AND DEBT LIMITATIONS

Colorado voters passed an amendment to the State Constitution, Article X, Section 20, which has several limitations including revenue raising, spending abilities and other specific requirements of state and local governments.

The District's financial activity provides the basis for calculation of limitations adjusted for allowable increases tied to inflation and local growth.

The amendment excludes Enterprises from its provisions. Enterprises, defined as government-owned businesses authorized to issue revenue bonds and receiving less than 10% of its annual revenue in grants from all state and local governments combined, are excluded from the provisions of the Amendment.

Fiscal year spending and revenue limits are determined based on the prior years' spending adjusted for inflation and local growth. Revenue in excess of the limit must be refunded unless the voters approve retention of such revenue.

The Amendment requires, with certain exceptions, voter approval prior to imposing new taxes, increasing tax rate, increasing a mill levy above that for the prior year, extending an expiring tax, or implementing a tax policy change directly causing a net tax revenue gain to any local government.

On November 7, 2001, the registered voters approved a ballot resolution authorizing the District to collect, retain and expend all revenues from any source provided that no property tax mill levy be increased or any new tax be imposed.

Except for bond refinancing at lower interest rates or adding employees to existing pension plans, the Amendment specifically prohibits the creation of multiple-fiscal year debt or other financial obligations without voter approval or irrevocable pledging present cash reserves for all future payments.

The Amendment requires Emergency Reserves to be established. These reserves must be 3 percent of Fiscal Year Spending. The District is not allowed to use the emergency reserves to compensate for economic conditions, revenue shortfalls or salary or benefit increases. As of June 30, 2016 the District reserved \$3,320,000 in the General Fund for this purpose.

The Amendment is complex and subject to judicial interpretation. The District believes it is in compliance with the requirements of the amendment. However, the District has made certain interpretations of the amendment's language in order to determine its compliance.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 16 – PRIOR PERIOD ADJUSTMENTS

During the year, it was determined that pension contributions subsequent to the measurement date and other pension outflows and inflows totaling \$2,533,310 were not included in the statement of net position.

During the year, it was determined that when the Pupil Activity (special revenue) fund was split from the Pupil Activity (agency fund), equity was not correctly apportioned between the two funds.

The above restatements had the following impact on previously reported balances:

<u>Statement of Activities</u>	<u>Governmental Activities</u>
Net position, July 1, 2015, as previously stated	\$ (77,281,819)
Restatement for net pension liability	2,533,310
Restatement for Pupil Activity Fund	<u>(810,370)</u>
Net position, July 1, 2015, as restated	<u>\$ (75,558,879)</u>
<u>Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds</u>	<u>Amount</u>
Fund balances, July 1, 2015, as previously stated	\$ 39,031,196
Restatement for Pupil Activity Fund	<u>(810,370)</u>
Fund balances, July 1, 2015, as restated	<u>\$ 38,220,826</u>

NOTE 16 – SUBSEQUENT EVENT

On November 8, 2016, registered voters of the District approved a ballot resolution authorizing the District to collect up to \$3,300,000 in property taxes in 2017 and such additional amounts generated annually thereafter by continuing to collect such 10.159 mills to be used for General Fund purposes including rental payments on lease-purchase financings and for other capital improvements and operational priorities.

REQUIRED SUPPLEMENTARY INFORMATION

EL PASO COUNTY SCHOOL DISTRICT 49
SCHEDULE OF EMPLOYER'S SHARE OF NET PENSION LIABILITY AND COVERED PAYROLL
JUNE 30, 2016

	<u>2013</u>	<u>2014</u>	<u>2015</u>
District's proportion of the net pension liability (asset)	1.2885339442%	1.3054972089%	1.3190171248%
District's proportionate share of the net pension liability (asset)	\$ 164,352,157	\$ 176,938,723	\$ 201,734,357
District's covered-employee payroll	\$ 51,944,906	\$ 54,690,968	\$ 57,482,464
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	316.40%	323.52%	350.95%
Plan fiduciary net position as a percentage of the total pension liability	64.1%	62.8%	59.2%

* The amounts presented for each fiscal year were determined as of 12/31.

* Complete 10-year information to be presented in future years as it becomes available.

See the accompanying independent auditors' report.

EL PASO COUNTY SCHOOL DISTRICT 49
SCHEDULE OF EMPLOYER'S STATUTORY PAYROLL CONTRIBUTIONS AND COVERED PAYROLL
JUNE 30, 2016

	<u>2013</u>	<u>2014</u>	<u>2015</u>
Contractually required contribution	\$ 8,067,044	\$ 8,985,726	\$ 9,961,711
Contributions in relation to the contractually required contribution	<u>(8,067,044)</u>	<u>(8,985,726)</u>	<u>(9,961,711)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered-employee payroll	\$ 51,944,906	\$ 54,690,968	\$ 57,482,464
Contributions as a percentage of covered-employee payroll	15.53%	16.43%	17.33%

* The amounts presented for each fiscal year were determined as of 12/31.

* Complete 10-year information to be presented in future years as it becomes available.

See the accompanying independent auditors' report.

EL PASO COUNTY SCHOOL DISTRICT 49
GENERAL FUND
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL
FOR THE YEAR ENDED JUNE 30, 2016

	Budgeted Amounts			Variance with Final Budget - Positive (Negative)
	Original	Final	Actual	
REVENUES				
Property taxes	\$ 24,018,105	\$ 25,068,472	\$ 25,855,310	\$ 786,838
Specific ownership taxes	3,311,325	3,122,730	3,676,411	553,681
State sources	73,769,802	72,821,581	72,949,704	128,123
Federal sources	1,067,940	1,067,940	476,349	(591,591)
Other local revenue	2,814,329	2,914,330	4,425,911	1,511,581
Total revenues	104,981,501	104,995,053	107,383,685	2,388,632
EXPENDITURES				
Instruction	54,846,710	55,974,296	57,972,601	(1,998,305)
Supporting services				
Student support	5,867,718	6,156,058	6,285,407	(129,349)
Instructional staff	4,211,394	4,574,349	4,425,473	148,876
General administration	1,128,964	1,138,346	790,075	348,271
School administration	8,272,756	8,589,755	9,216,875	(627,120)
Business services	1,431,849	1,352,547	1,348,998	3,549
Operations and maintenance	9,084,929	9,436,783	10,088,134	(651,351)
Student transportation	2,202,078	2,165,157	2,499,002	(333,845)
Central support service	4,485,981	4,674,067	6,036,033	(1,361,966)
Other support services	1,676,791	1,846,543	1,330	1,845,213
Community services	-	-	1,846	(1,846)
Facilities acquisition & construction	3,670,518	4,894,394	2,292,721	2,601,673
Debt service	7,400,487	10,593,565	6,139,829	4,453,736
Contingency reserves	701,326	(451,444)	-	(451,444)
Total expenditures	104,981,501	110,944,416	107,098,324	3,846,092
Excess (deficiency) of revenues over expenditures	-	(5,949,363)	285,361	6,234,724
OTHER FINANCING SOURCES (USES)				
Transfers in (out)	-	-	(420,844)	(420,844)
Total other financing sources (uses)	-	-	(420,844)	(420,844)
Net change in fund balance	-	(5,949,363)	(135,483)	5,813,880
Fund balance - beginning	5,376,542	9,116,195	20,900,004	11,783,809
Fund balance - ending	\$ 5,376,542	\$ 3,166,832	\$ 20,764,521	\$ 17,597,689

See the accompanying independent auditors' report.

**COMBINING AND INDIVIDUAL FUND FINANCIAL
STATEMENTS AND SCHEDULES**

BOND REDEMPTION FUND

This fund is used to account for the accumulation of resources for and the payment of principal, interest, and related expenses on long-term general obligation debt or long-term voter-approved lease-purchase debt.

The Bond Redemption Fund is deemed to be a major fund for financial reporting purposes.

EL PASO COUNTY SCHOOL DISTRICT 49
BOND REDEMPTION FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL
FOR THE YEAR ENDED JUNE 30, 2016

	Final Budget	Actual	Variance Favorable (Unfavorable)
REVENUES			
Property taxes	\$ 7,639,288	\$ 7,608,090	\$ (31,198)
Interest	18,000	(920)	(18,920)
	<u>7,657,288</u>	<u>7,607,170</u>	<u>(50,118)</u>
EXPENDITURES			
Debt Service			
Principal retirement	4,155,000	4,155,000	-
Interest and fiscal charges	436,686	329,419	107,267
Other debt service	308,520	303,085	5,435
	<u>4,900,206</u>	<u>4,787,504</u>	<u>112,702</u>
Excess (deficiency) of revenues over expenditures	2,757,082	2,819,666	62,584
OTHER FINANCING SOURCES (USES)			
Refunding bond proceeds	1,206,424	8,780,000	7,573,576
Payment to refunded bond escrow agent	(19,222,793)	(19,472,793)	(250,000)
	<u>(18,016,369)</u>	<u>(10,692,793)</u>	<u>7,323,576</u>
Net change in fund balance	(15,259,287)	(7,873,127)	7,386,160
Fund balance - beginning	<u>15,777,891</u>	<u>15,777,891</u>	<u>-</u>
Fund balance - ending	<u><u>\$ 518,604</u></u>	<u><u>\$ 7,904,764</u></u>	<u><u>\$ 7,386,160</u></u>

See the accompanying independent auditors' report.

NON-MAJOR GOVERNMENTAL FUNDS

Special Revenue Funds

Special Revenue Funds are used to account for specific revenues that are legally restricted to expenditures for specified purposes. The District has the following Special Revenue Funds:

Food Service Fund

This fund accounts for all financial activities associated with the District's school lunch program.

Governmental Designated-Purpose Grant Fund

This fund is used to record financial transactions for grants received for designated programs funded by the federal government.

Pupil Activity Fund

This fund is used to record financial transactions related to school-sponsored pupil intra-scholastic and interscholastic athletic and related events. These activities are supported by revenues from pupils, gate receipts and other fund-raising activities.

Transportation Fund

This fund is used to account for revenues from a tax levied or a fee imposed for the purpose of paying excess transportation costs pursuant to the provisions of Sections 22-40-102(1.7)(a) or 22-32-113(5)(a), C.R.S., respectively.

Kids Corner Fund

This fund is a pupil activity fund. It is used to record financial transactions related to the Kids Corner program.

Capital Projects Fund

This fund is used to account for the purposes and limitations specified by Section 22-45-103(1)(c), C.R.S., including the acquisition of sites, buildings, equipment, and vehicles.

EL PASO COUNTY SCHOOL DISTRICT 49
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
JUNE 30, 2016

	Food Service Fund	Governmental Designated- Purpose Grants Fund	Pupil Activity Fund	Transportation Fund	Kids Corner Fund	Capital Projects Fund	Total Nonmajor Governmental Funds
ASSETS							
Cash and cash equivalents	\$ 50,479	\$ -	\$ -	\$ 65,595	\$ 46,577	\$ 171,377	\$ 334,028
Accounts receivable	-	-	-	26,593	-	-	26,593
Grants receivable	408,689	841,616	-	-	-	-	1,250,305
Due from other funds	997,221	287,836	1,151,937	-	-	248,168	2,685,162
Inventories	183,162	-	-	-	-	-	183,162
Total assets	<u>\$ 1,639,551</u>	<u>\$ 1,129,452</u>	<u>\$ 1,151,937</u>	<u>\$ 92,188</u>	<u>\$ 46,577</u>	<u>\$ 419,545</u>	<u>\$ 4,479,250</u>
LIABILITIES							
Accounts payable and other accrued liabilities	\$ 156,734	\$ 259,827	\$ 8,319	\$ 763	\$ 290	\$ -	\$ 425,933
Accrued salaries and benefits	51,185	124,734	-	58,342	19,741	-	254,002
Compensated absences	317	-	-	2,106	-	-	2,423
Payable to fiduciary funds	-	-	810,369	-	-	-	810,369
Due to other funds	-	-	-	30,977	3,669	-	34,646
Unearned revenue	-	744,891	-	-	-	-	744,891
Total liabilities	<u>208,236</u>	<u>1,129,452</u>	<u>818,688</u>	<u>92,188</u>	<u>23,700</u>	<u>-</u>	<u>2,272,264</u>
FUND BALANCES							
Nonspendable	183,162	-	-	-	-	-	183,162
Committed for:							
Capital Projects	-	-	-	-	-	419,545	419,545
Assigned:							
Food Services	1,248,153	-	-	-	-	-	1,248,153
Pupil activities	-	-	333,249	-	-	-	333,249
Kids Corner	-	-	-	-	22,877	-	22,877
Total fund balances	<u>1,431,315</u>	<u>-</u>	<u>333,249</u>	<u>-</u>	<u>22,877</u>	<u>419,545</u>	<u>2,206,986</u>
Total liabilities and fund balances	<u>\$ 1,639,551</u>	<u>\$ 1,129,452</u>	<u>\$ 1,151,937</u>	<u>\$ 92,188</u>	<u>\$ 46,577</u>	<u>\$ 419,545</u>	<u>\$ 4,479,250</u>

See the accompanying independent auditors' report.

EL PASO COUNTY SCHOOL DISTRICT 49
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

	Food Service Fund	Governmental Designated- Purpose Grants Fund	Pupil Activity Fund	Transportation Fund	Kids Corner Fund	Capital Projects Fund	Total Nonmajor Governmental Funds
REVENUES							
Local sources	\$ 1,570,844	\$ 267,759	\$ 993,078	\$ 364,619	\$ 330,443	\$ 259,525	\$ 3,786,268
State sources	64,240	-	-	515,214	-	-	579,454
Federal sources	2,003,831	4,861,359	-	-	-	-	6,865,190
Total revenues	3,638,915	5,129,118	993,078	879,833	330,443	259,525	11,230,912
EXPENDITURES							
Instruction	-	3,462,751	886,688	-	256,897	-	4,606,336
Supporting services	-	1,665,103	38,157	1,175,486	50,669	-	2,929,415
Community services	-	1,264	-	-	-	-	1,264
Food Service	3,450,686	-	-	-	-	-	3,450,686
Total expenditures	3,450,686	5,129,118	924,845	1,175,486	307,566	-	10,987,701
Excess (deficiency) of revenues over expenditures	188,229	-	68,233	(295,653)	22,877	259,525	243,211
OTHER FINANCING SOURCES (USES)							
Transfers in (out)	-	-	125,191	295,653	-	-	420,844
Net change in fund balances	188,229	-	193,424	-	22,877	259,525	664,055
Fund balances - beginning, as restated	1,243,086	-	139,825	-	-	160,020	1,542,931
Fund balances - ending	<u>\$ 1,431,315</u>	<u>\$ -</u>	<u>\$ 333,249</u>	<u>\$ -</u>	<u>\$ 22,877</u>	<u>\$ 419,545</u>	<u>\$ 2,206,986</u>

See the accompanying independent auditors' report.

EL PASO COUNTY SCHOOL DISTRICT 49
FOOD SERVICE FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL
FOR THE YEAR ENDED JUNE 30, 2016

	Final Budget	Actual	Variance Favorable (Unfavorable)
REVENUES			
Local sources	\$ 1,793,637	\$ 1,570,844	\$ (222,793)
State sources	-	64,240	64,240
Federal sources	1,665,508	2,003,831	338,323
	<hr/>	<hr/>	<hr/>
Total revenues	3,459,145	3,638,915	179,770
	<hr/>	<hr/>	<hr/>
EXPENDITURES			
Salaries	1,034,431	1,126,795	(92,364)
Employee benefits	366,468	337,402	29,066
Purchased services	138,384	208,037	(69,653)
Supplies	1,571,016	1,704,996	(133,980)
Equipment	780	4,690	(3,910)
Other	123,296	18,766	104,530
Indirect costs	91,395	50,000	41,395
Contingency reserve	133,375	-	133,375
	<hr/>	<hr/>	<hr/>
Total expenditures	3,459,145	3,450,686	8,459
	<hr/>	<hr/>	<hr/>
Net change in fund balances	-	188,229	188,229
	<hr/>	<hr/>	<hr/>
Fund balances - beginning	1,308,206	1,243,086	(65,120)
	<hr/>	<hr/>	<hr/>
Fund balances - ending	<u>\$ 1,308,206</u>	<u>\$ 1,431,315</u>	<u>\$ 123,109</u>

See the accompanying independent auditor's report

EL PASO COUNTY SCHOOL DISTRICT 49
GOVERNMENTAL DESIGNATED-PURPOSE GRANTS FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL
FOR THE YEAR ENDED JUNE 30, 2016

	Final Budget	Actual	Variance Favorable (Unfavorable)
REVENUES			
Local sources	\$ 239,620	\$ 267,759	\$ 28,139
Federal sources	6,360,778	4,861,359	(1,499,419)
	<u>6,600,398</u>	<u>5,129,118</u>	<u>(1,471,280)</u>
Total revenues	<u>6,600,398</u>	<u>5,129,118</u>	<u>(1,471,280)</u>
EXPENDITURES			
Salaries	3,008,198	2,264,360	743,838
Benefits	1,092,505	647,620	444,885
Purchased Services	1,432,761	1,477,601	(44,840)
Supplies	489,020	393,204	95,816
Property and Equipment	332,381	306,696	25,685
Other	245,533	39,637	205,896
	<u>6,600,398</u>	<u>5,129,118</u>	<u>1,471,280</u>
Total expenditures	<u>6,600,398</u>	<u>5,129,118</u>	<u>1,471,280</u>
Net change in fund balance	-	-	-
Fund balance - beginning	<u>-</u>	<u>-</u>	<u>-</u>
Fund balance - ending	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

See the accompanying independent auditor's report

EL PASO COUNTY SCHOOL DISTRICT 49
PUPIL ACTIVITY FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL
FOR THE YEAR ENDED JUNE 30, 2016

	Final Budget	Actual	Variance Favorable (Unfavorable)
REVENUES			
Local sources	\$ 1,053,491	\$ 993,078	\$ (60,413)
Total revenues	1,053,491	993,078	(60,413)
EXPENDITURES			
Instruction	1,384,544	886,688	497,856
Supporting services			
Student support	43,576	27,907	15,669
Instructional staff	-	10,250	(10,250)
Total expenditures	1,428,120	924,845	503,275
Excess (deficiency) in revenues over expenditures	(374,629)	68,233	442,862
OTHER FINANCING SOURCES (USES)			
Transfers in (out)	-	125,191	125,191
Net change in fund balance	(374,629)	193,424	568,053
Fund balance - beginning, as restated	374,629	139,825	(234,804)
Fund balance - ending	\$ -	\$ 333,249	\$ 333,249

See the accompanying independent auditors' report.

EL PASO COUNTY SCHOOL DISTRICT 49
TRANSPORTATION FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL
FOR THE YEAR ENDED JUNE 30, 2016

	Final Budget	Actual	Variance Favorable (Unfavorable)
REVENUES			
Charges for services	\$ 254,500	\$ 364,380	\$ 109,880
State revenue	515,215	515,214	(1)
Interest	-	239	239
	<u>769,715</u>	<u>879,833</u>	<u>110,118</u>
EXPENDITURES			
Salaries	620,228	676,596	(56,368)
Employee benefits	391,714	366,224	25,490
Purchased services	6,000	193	5,807
Fuel charges	157,544	104,697	52,847
Other expenses	-	27,776	(27,776)
	<u>1,175,486</u>	<u>1,175,486</u>	<u>-</u>
Excess (deficiency) of revenues over expenditures	<u>(405,771)</u>	<u>(295,653)</u>	<u>110,118</u>
OTHER FINANCING SOURCES (USES)			
Transfers in (out)	<u>405,771</u>	<u>295,653</u>	<u>(110,118)</u>
Net change in fund balance	-	-	-
Fund balance - beginning	<u>-</u>	<u>-</u>	<u>-</u>
Fund balance - ending	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

See the accompanying independent auditors' report.

EL PASO COUNTY SCHOOL DISTRICT 49
KIDS CORNER FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL
FOR THE YEAR ENDED JUNE 30, 2016

	Final Budget	Actual	Variance Favorable (Unfavorable)
REVENUES			
Local sources	\$ 307,688	\$ 330,443	\$ 22,755
Total revenues	307,688	330,443	22,755
EXPENDITURES			
Instruction	256,999	256,897	102
Supporting services			
School administration	12,532	12,527	5
Business services	2,679	2,678	1
Operations and maintenance	34,497	34,483	14
Central	981	981	0
Total expenditures	307,688	307,566	122
Excess (deficiency) in revenues over expenditures	-	22,877	22,877
OTHER FINANCING SOURCES (USES)			
Transfers in (out)	-	-	-
Net change in fund balance	-	22,877	22,877
Fund balance - beginning	-	-	-
Fund balance - ending	\$ -	\$ 22,877	\$ 22,877

See the accompanying independent auditor's report

EL PASO COUNTY SCHOOL DISTRICT 49
CAPITAL PROJECTS FUND
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL
FOR THE YEAR ENDED JUNE 30, 2016

	Final Budget	Actual	Variance Favorable (Unfavorable)
REVENUES			
Other local revenue	\$ 75,000	\$ 259,525	\$ 184,525
Total revenues	75,000	259,525	184,525
EXPENDITURES			
Facilities acquisition & construction	75,000	-	75,000
Total expenditures	75,000	-	75,000
Net change in fund balance	-	259,525	259,525
Fund balance - beginning	160,020	160,020	-
Fund balance - ending	\$ 160,020	\$ 419,545	\$ 259,525

See the accompanying independent auditors' report.

INTERNAL SERVICE FUND

Internal service funds account for operations that provide services to other departments or agencies of the government on a cost-reimbursement basis.

Risk Management Fund

This fund accounts for the Health Insurance Fund risk management activities of the District.

EL PASO COUNTY SCHOOL DISTRICT 49
RISK MANAGEMENT - HEALTH INSURANCE FUND
SCHEDULE OF REVENUES, EXPENSES, AND CHANGES IN FUND NET POSITION
BUDGET AND ACTUAL
FOR THE YEAR ENDED JUNE 30, 2016

	Final Budget	Actual	Variance Favorable (Unfavorable)
OPERATING REVENUES			
Premiums & employer contributions	\$ 8,115,300	\$ 8,215,779	\$ 100,479
Refunds & other revenue	80,200	218,040	137,840
Total operating revenues	8,195,500	8,433,819	238,319
OPERATING EXPENSES			
Purchased medical services & supplies	6,375,927	7,063,931	(688,004)
Purchased management services	1,719,173	1,641,135	78,038
Contingency reserve	102,100	-	102,100
Total operating expenses	8,197,200	8,705,066	(507,866)
Operating income (loss)	(1,700)	(271,247)	(269,547)
NON-OPERATING REVENUES (EXPENSES)			
Interest and investment revenue	1,700	5,232	3,532
Total non-operating revenue (expenses)	1,700	5,232	3,532
Change in net position	-	(266,015)	(266,015)
Net position - beginning	2,481,630	2,321,630	(160,000)
Net position - ending	\$ 2,481,630	\$ 2,055,615	\$ (426,015)

See the accompanying independent auditors' report.

FIDUCIARY FUNDS

Fiduciary Funds are used to account for assets held by the District in a trustee capacity or as an agent for individuals, private and student groups. The District has the following Fiduciary Funds:

Private-Purpose Trust Fund

Scholarship Fund: This fund is used to record financial transactions where both the principal and revenues earned on that principal may be expended for purposes designated by the trust agreement.

Agency Fund

Pupil Activity Fund: This fund was created to act as custodian for various student groups and activity funds.

EL PASO COUNTY SCHOOL DISTRICT 49
PRIVATE-PURPOSE TRUST FUND - SCHOLARSHIP FUND
SCHEDULE OF CHANGES IN FIDUCIARY NET POSITION
BUDGET AND ACTUAL
FOR THE YEAR ENDED JUNE 30,2016

	Final Budget	Actual	Variance Favorable (Unfavorable)
ADDITIONS			
Fundraising activities	\$ 200	\$ 23	\$ (177)
Total additions	200	23	(177)
DEDUCTIONS			
Scholarships awarded	1,000	1,000	-
Total deductions	1,000	1,000	-
Change in net position	(800)	(977)	(177)
Net position - beginning	7,110	7,110	-
Net position - ending	\$ 6,310	\$ 6,133	\$ (177)

See the accompanying independent auditors' report.

EL PASO COUNTY SCHOOL DISTRICT 49
AGENCY FUND - PUPIL ACTIVITY
STATEMENT OF CHANGES IN ASSETS AND LIABILITIES
FOR THE YEAR ENDED JUNE 30, 2016

	Balance 06/30/15	Additions/ Revenues	Deletions/ Expenditures	Balance 06/30/16
ASSETS				
Cash and cash equivalents	\$ 644,652	\$ 2,076,951	\$ 1,862,562	\$ 859,041
Receivable from primary government	<u>166,418</u>	<u>-</u>	<u>166,418</u>	<u>-</u>
Total assets	<u><u>\$ 811,070</u></u>	<u><u>\$ 2,076,951</u></u>	<u><u>\$ 2,028,980</u></u>	<u><u>\$ 859,041</u></u>
LIABILITIES				
Accounts payable	\$ 28,796	\$ 11,985	\$ 28,796	\$ 11,985
Payable to primary government	-	128,112	-	128,112
Due to student organizations	<u>782,274</u>	<u>1,936,854</u>	<u>2,000,184</u>	<u>718,944</u>
Total liabilities	<u><u>\$ 811,070</u></u>	<u><u>\$ 2,076,951</u></u>	<u><u>\$ 2,028,980</u></u>	<u><u>\$ 859,041</u></u>

See the accompanying independent auditors' report.

EL PASO COUNTY SCHOOL DISTRICT 49
AGENCY FUND - PUPIL ACTIVITY
SCHEDULE OF CHANGES IN DUE TO STUDENT ORGANIZATIONS
BUDGET AND ACTUAL
FOR THE YEAR ENDED JUNE 30, 2016

	Final Budget	Actual	Variance Favorable/ (Unfavorable)
ADDITIONS			
Pupil Activities	\$ 2,446,509	\$ 1,936,854	\$ (509,655)
DEDUCTIONS			
Pupil Activities	3,139,247	2,000,184	1,139,063
Change in Due to Student Organizations	(692,738)	(63,330)	629,408
Due to student organizations - beginning, restated	692,738	782,274	89,536
Due to student organizations - ending	\$ -	\$ 718,944	\$ 718,944

See the accompanying independent auditors' report.

Statistical Section



Financial Trends - The schedules on pages 71-78 contain financial trend information to help the reader understand how the District's financial condition has changed over time.

Revenue Capacity - Pages 79-83 contain information to help the reader assess the District's most significant local revenue source, property taxes.

Debt Capacity - Pages 84-90 present information to help the reader assess the affordability of the District's current levels of outstanding debt and the District's ability to issue additional debt in the future.

Demographic and Economic Information - Pages 91-92 offer demographic and economic indicators to help the reader understand the environment within which the District's financial activities take place.

Operating Information - Pages 93-106 contain service data to help the reader understand how the information in the Districts' financial report relates to the services the District provides and the activities it performs.

EL PASO COUNTY SCHOOL DISTRICT 49
NET POSITION BY COMPONENT
Last Ten Fiscal Years

	2016	2015	2014	2013
Governmental activities				
Net investment in capital assets	\$ 62,586,945	\$ 51,041,127	\$ 37,296,989	\$ 35,029,181
Restricted	19,023,043	26,707,696	33,118,602	31,302,846
Unrestricted	<u>(163,732,245)</u>	<u>(155,030,642)</u>	<u>9,606,890</u>	<u>9,883,219</u>
Total governmental activities net position	<u><u>(82,122,257)</u></u>	<u><u>(77,281,819)</u></u>	<u><u>80,022,481</u></u>	<u><u>76,215,246</u></u>
Business-type activities				
Net investment in capital assets	-	-	103,691	121,007
Unrestricted	<u>-</u>	<u>-</u>	<u>1,126,991</u>	<u>1,061,370</u>
Total business-type activities in net position	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>1,230,682</u></u>	<u><u>1,182,377</u></u>
Primary government				
Net investment in capital assets	62,586,945	51,041,127	37,400,680	35,150,188
Restricted	19,023,043	26,707,696	33,118,602	31,302,846
Unrestricted	<u>(163,732,245)</u>	<u>(155,030,642)</u>	<u>10,733,881</u>	<u>10,944,589</u>
Total primary government net position	<u><u>\$ (82,122,257)</u></u>	<u><u>\$ (77,281,819)</u></u>	<u><u>\$ 81,253,163</u></u>	<u><u>\$ 77,397,623</u></u>

Source: District Financial Records

2012	2011	2010	2009	2008	2007	2006
\$ 32,761,303	\$ 30,964,957	\$ 28,864,346	\$ 29,971,517	\$ 29,439,037	\$ 9,590,013	\$ 19,921,205
29,538,781	27,481,494	26,765,444	23,249,963	20,342,432	16,671,291	15,837,549
14,306,890	11,552,181	9,402,720	9,897,606	11,542,753	14,748,236	(7,780,327)
<u>76,606,974</u>	<u>69,998,631</u>	<u>65,032,510</u>	<u>63,119,086</u>	<u>61,324,222</u>	<u>41,009,540</u>	<u>27,978,427</u>
280,820	342,141	378,298	420,224	406,816	426,076	454,241
956,988	664,202	799,412	862,500	977,269	964,274	819,277
<u>1,237,808</u>	<u>1,006,343</u>	<u>1,177,710</u>	<u>1,282,724</u>	<u>1,384,085</u>	<u>1,390,350</u>	<u>1,273,518</u>
33,042,123	31,307,098	29,242,644	30,391,741	29,845,853	10,016,089	20,375,446
29,538,781	27,481,494	26,765,444	23,249,963	20,342,432	16,671,291	15,837,549
15,263,878	12,216,383	10,202,132	10,760,106	12,520,022	15,712,510	(6,961,050)
<u>\$ 77,844,782</u>	<u>\$ 71,004,974</u>	<u>\$ 66,210,220</u>	<u>\$ 64,401,810</u>	<u>\$ 62,708,307</u>	<u>\$ 42,399,890</u>	<u>\$ 29,251,945</u>

EL PASO COUNTY SCHOOL DISTRICT 49

Changes in Net Position
Last Ten Fiscal Years

	2016	2015	2014	2013
Expenses				
Governmental activities				
Instruction	\$ 73,810,829	\$ 69,436,074	\$ 60,020,821	\$ 54,910,864
Supporting services	55,862,491	51,860,340	44,941,313	39,933,659
Community services	3,110	2,309	558	5,230
Facilitates acquisition & construction	2,313,108	1,555,578	956,249	3,921,201
Food services	3,450,685	3,563,638	-	-
Interest on long-term debt	4,957,824	5,940,860	5,711,616	6,124,842
Total governmental activities expenses	140,398,047	132,358,799	111,630,557	104,895,796
Business -type activities:				
Food services	-	-	3,544,264	3,545,394
Total business-type expenses	-	-	3,544,264	3,545,394
Total primary government expenses		132,358,799	115,174,821	108,441,190
Program revenues				
Governmental activities				
Charges for services: Instruction	2,996,028	2,687,910	3,426,721	1,643,086
Charges for services: Other	11,029,543	10,787,460	7,605,632	7,488,191
Operating grants and contributions	15,591,007	14,378,042	10,912,740	9,750,503
Capital grants and contributions	704,005	2,835,468	175,389	69,801
Total governmental activities program revenues	30,320,583	30,688,880	22,120,482	18,951,581
Business -type activities				
Food services				
Charges for services	-	-	1,783,467	1,912,878
Operating grants and contributions	-	-	1,804,446	1,712,285
Total business-type activities program revenues	-	-	3,587,913	3,625,163
Total primary government program revenues	30,320,583	30,688,880	25,708,395	22,576,744
Net (expense) revenue				
Governmental activities	(110,077,464)	(101,669,919)	(89,510,075)	(85,944,215)
Business -type activities	-	-	43,649	79,769
Total primary government net (expense)revenue	(110,077,464)	(101,669,919)	(89,466,426)	(85,864,446)
General revenues				
Governmental activities				
Property taxes	33,364,551	25,822,318	27,517,073	27,217,408
Specific ownership taxes	3,676,411	2,762,983	2,737,200	2,447,418
State equalization	65,914,912	71,655,103	61,879,292	58,587,096
Investment earnings	84,202	36,042	43,126	76,283
Miscellaneous revenues	474,011	414,377	475,430	349,305
Total governmental activities	103,514,087	100,690,823	92,652,121	88,677,510
Business-type activities				
Investment earnings	-	-	4,656	6,406
Miscellaneous revenues	-	-	-	-
Total business-type activities	-	-	4,656	6,406
Total primary government	103,514,087	100,690,823	92,656,777	88,683,916
Transfers				
Governmental activities	-	-	665,189	-
Business-type activities	-	-	-	-
Changes in net position				
Governmental activities	(3,563,377)	(979,096)	3,807,235	2,733,295
Prior period adjustment	-	-	-	(3,266,628)
Business-type activities	-	-	48,305	86,175
Total primary government	\$ (3,563,377)	\$ (979,096)	\$ 3,855,540	\$ (447,158)

Source: District Financial Records

2012	2011	2010	2009	2008	2007	2006
\$ 51,047,331	\$ 55,647,733	\$ 56,308,429	\$ 54,279,772	\$ 48,416,643	\$ 42,710,638	\$ 38,277,390
35,074,259	37,538,903	39,980,941	45,913,039	39,198,688	31,188,705	25,207,458
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
6,477,776	6,723,785	6,966,032	8,620,387	8,154,209	4,724,907	3,411,318
92,599,366	99,910,421	103,255,402	108,813,198	95,769,540	78,624,250	66,896,166
3,315,431	3,622,951	3,295,282	3,190,818	2,778,049	2,369,402	2,129,435
3,315,431	3,622,951	3,295,282	3,190,818	2,778,049	2,369,402	2,129,435
95,914,797	103,533,372	106,550,684	112,004,016	98,547,589	80,993,652	69,025,601
641,917	641,917	641,918	621,648	689,330	1,168,310	411,842
2,417,556	2,358,910	2,253,656	1,655,446	1,213,647	774,902	961,052
8,056,987	13,020,420	9,319,463	7,596,128	6,102,382	5,804,921	5,304,522
55,152	52,088	121,411	-	9,192,240	-	-
11,171,612	16,073,335	12,336,448	9,873,222	17,197,599	7,748,133	6,677,416
2,004,711	2,007,984	1,920,802	1,955,016	1,950,550	1,774,399	1,742,099
1,535,564	1,435,405	1,252,180	1,097,657	821,234	711,835	607,738
3,540,275	3,443,389	3,172,982	3,052,673	2,771,784	2,486,234	2,349,837
14,711,887	19,516,724	15,509,430	12,925,895	19,969,383	10,234,367	9,027,253
(81,427,754)	(83,837,086)	(90,918,954)	(98,939,976)	(78,571,941)	(70,876,117)	(60,218,750)
224,844	(179,562)	(122,300)	(138,145)	(6,265)	116,832	220,402
(81,202,910)	(84,016,648)	(91,041,254)	(99,078,121)	(78,578,206)	(70,759,285)	(59,998,348)
27,181,450	28,713,973	28,958,125	29,881,835	28,359,508	22,854,256	21,056,256
2,476,004	2,467,992	2,607,142	3,115,704	3,169,869	3,001,112	2,746,886
57,265,290	55,421,452	60,892,967	66,905,895	59,948,169	55,487,866	45,807,614
63,377	71,399	105,569	513,820	2,269,789	2,322,942	398,143
1,049,976	2,128,391	289,318	317,586	1,901,364	241,054	558,102
88,036,097	88,803,207	92,853,121	100,734,840	95,648,699	83,907,230	70,567,001
6,621	8,194	17,287	36,784	-	-	-
-	-	-	-	-	-	-
6,621	8,194	17,287	36,784	-	-	-
88,042,718	88,811,401	92,870,408	100,771,624	95,648,699	83,907,230	70,567,001
-	-	-	-	-	-	-
-	-	-	-	-	-	-
6,608,343	4,966,121	1,934,167	1,794,864	17,076,758	13,031,113	10,348,251
-	-	(20,743)	-	-	-	-
231,465	(171,368)	(105,013)	(101,361)	(6,265)	116,832	220,402
\$ 6,839,808	\$ 4,794,753	\$ 1,808,411	\$ 1,693,503	\$ 17,070,493	\$ 13,147,945	\$ 10,568,653

EL PASO COUNTY SCHOOL DISTRICT 49
Fund Balances, Governmental Funds
Last Ten Fiscal Years

	2016	2015	2014	2013
General Fund				
Nonspendable	\$ -	\$ -	\$ -	\$ -
Restricted	11,118,279	10,929,805	18,477,589	17,511,950
Unrestricted	-	-	-	-
Assigned	-	-	-	-
Reserved	7,639,917	7,311,636	5,926,591	7,059,744
Unreserved	2,006,325	2,658,563	1,442,415	968,551
Total general fund	<u>20,764,521</u>	<u>20,900,004</u>	<u>25,846,595</u>	<u>25,540,245</u>
All other governmental funds				
Nonspendable	183,162	196,826	-	-
Restricted	7,904,764	15,777,891	14,641,013	13,790,896
Unrestricted	-	-	-	-
Assigned	1,604,279	1,996,455	792,753	393,797
Reserved	419,545	160,020	112,581	-
Unreserved	-	-	-	-
Total all other governmental funds	<u>10,111,750</u>	<u>18,131,192</u>	<u>15,546,347</u>	<u>14,184,693</u>
Total governmental funds	<u>30,876,271</u>	<u>39,031,196</u>	<u>41,392,942</u>	<u>39,724,938</u>

Source: District Financial Records

2012	2011	2010	2009	2008	2007
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
16,593,550	15,476,154	13,953,894	12,723,986	11,139,954	9,191,894
-	-	-	-	-	-
-	-	-	-	-	-
7,088,293	5,447,032	186,246	-	-	-
4,850,061	4,291,762	7,424,523	9,432,871	12,076,994	15,337,111
<u>28,531,904</u>	<u>25,214,948</u>	<u>21,564,663</u>	<u>22,156,857</u>	<u>23,216,948</u>	<u>24,529,005</u>
-	-	-	-	-	-
12,945,231	12,005,340	12,625,304	14,372,047	17,711,456	9,921,666
-	-	-	-	-	-
357,732	688,309	-	-	-	-
-	-	-	-	-	-
-	-	1,006,106	-	-	-
<u>13,302,963</u>	<u>12,693,649</u>	<u>13,631,410</u>	<u>14,372,047</u>	<u>17,711,456</u>	<u>9,921,666</u>
<u>41,834,867</u>	<u>37,908,597</u>	<u>35,196,073</u>	<u>36,528,904</u>	<u>40,928,404</u>	<u>34,450,671</u>

EL PASO COUNTY SCHOOL DISTRICT 49
Fund Balances, Governmental Funds
Last Ten Fiscal Years

	2016	2015	2014
Revenues			
Local sources	\$ 45,351,070	\$ 35,283,456	\$ 35,954,331
State sources	73,529,158	78,220,600	67,010,620
Federal sources	7,341,539	6,920,031	5,010,456
Tuition	-	-	-
Miscellaneous	-	-	-
Total revenues	<u>126,221,767</u>	<u>120,424,087</u>	<u>107,975,407</u>
Expenditures			
Instruction	62,578,937	57,030,514	54,269,244
Supporting services	43,620,742	39,810,635	38,253,961
Community services	3,110	2,309	1,501
Facilities acquisition and construction	2,292,721	5,182,557	1,023,064
Food service	3,450,686	3,563,638	-
Charter schools	-	-	-
Debt service	10,927,333	13,830,071	13,722,953
Total expenditures	<u>122,873,529</u>	<u>119,419,724</u>	<u>107,270,723</u>
Excess of revenues over (under) expenditures	3,348,238	1,004,363	704,684
Other financing sources (uses)			
Transfers in	(420,884)	-	-
Transfers out	420,844	-	902,055
Capital lease proceeds	-	-	-
Proceeds from sale of capital assets	-	-	-
Payment to refunded bond escrow agent	(19,472,793)	-	-
Payments to escrow agent	-	(85,197,394)	(3,592,625)
Refunding bonds issued	8,780,000	74,313,571	3,470,000
Premium on bond issued	-	6,353,565	183,890
Total other financing sources (uses)	<u>(10,692,833)</u>	<u>(4,530,258)</u>	<u>963,320</u>
Net change in fund balances	<u>\$ (7,344,595)</u>	<u>\$ (3,525,895)</u>	<u>\$ 1,668,004</u>
Debt services as a percentage of noncapital expenditures	9.1%	12.1%	12.9%

Source: District Financial Records

2013	2012	2011	2010	2009	2008	2007
\$ 33,884,059	\$ 34,392,745	\$ 36,760,783	\$ 35,100,024	\$ 33,321,188	\$ 31,079,537	\$ 25,820,125
62,636,526	60,826,416	58,862,469	64,461,633	74,502,023	68,320,340	63,615,729
4,429,055	4,317,990	9,371,883	5,697,502	2,594,680	3,804,341	2,184,266
<u>100,949,640</u>	<u>99,537,151</u>	<u>104,995,135</u>	<u>105,259,159</u>	<u>110,417,891</u>	<u>103,204,218</u>	<u>91,620,120</u>
48,919,131	47,413,220	49,557,020	51,246,285	48,430,943	45,696,300	39,322,697
36,411,011	33,502,268	36,258,829	37,884,658	34,480,640	31,307,588	25,080,328
1,066	-	-	-	-	-	-
3,962,620	1,841,777	2,520,500	2,903,022	6,703,289	39,322,887	38,094,192
-	-	-	-	-	-	-
-	-	-	-	10,317,341	7,656,621	5,718,529
13,765,741	13,952,248	14,364,714	14,276,686	14,885,178	13,578,861	12,347,448
<u>103,059,569</u>	<u>96,709,513</u>	<u>102,701,063</u>	<u>106,310,651</u>	<u>114,817,391</u>	<u>137,562,257</u>	<u>120,563,194</u>
(2,109,929)	2,827,638	2,294,072	(1,051,492)	(4,399,500)	(34,358,039)	(28,943,074)
	567,738	605,662	2,722,344	2,715,782	2,571,002	3,111,388
	(1,200,299)	(605,662)	(2,722,344)	(2,715,782)	(2,571,002)	(3,111,388)
	1,731,193	418,452				
						(14,257,116)
					39,725,000	67,462,217
					1,110,772	1,645,599
<u>-</u>	<u>1,098,632</u>	<u>418,452</u>	<u>-</u>	<u>-</u>	<u>40,835,772</u>	<u>54,850,700</u>
<u>\$ (2,109,929)</u>	<u>\$ 3,926,270</u>	<u>\$ 2,712,524</u>	<u>\$ (1,051,492)</u>	<u>\$ (4,399,500)</u>	<u>\$ 6,477,733</u>	<u>\$ 25,907,626</u>
13.9%	14.7%	14.3%	13.8%	13.8%	13.8%	15.0%

EL PASO COUNTY SCHOOL DISTRICT 49
Assessed and Estimated Actual Value of Taxable Property
Last Ten Fiscal Years

Assessment Year	Collection Year	Residential Property	Commercial Property	Industrial, Agricultural, And Natural Resources	State Assessed, Vacant Land, and Other	Total Taxable Assessed Value
2015	2016	518,510,430	157,253,610	11,800,340	64,408,090	751,972,470
2014	2015	462,675,840	152,800,100	11,201,630	63,046,990	689,724,560
2013	2014	442,234,860	147,150,700	11,405,580	63,806,180	664,597,320
2012	2013	442,006,450	147,353,840	10,877,810	63,479,710	663,717,810
2011	2012	432,478,460	147,318,740	11,351,400	67,345,580	658,494,180
2010	2011	461,396,340	154,956,330	12,102,310	75,483,300	703,938,280
2009	2010	453,376,890	154,508,260	12,519,520	79,205,910	699,610,580
2008	2009	431,314,820	132,287,440	12,953,120	79,969,530	656,524,910
2007	2008	412,599,750	116,095,780	11,106,720	80,226,220	620,028,470
2006	2007	341,637,650	88,972,890	9,649,590	64,263,120	504,523,250

Source: El Paso County Treasurer's office

Total Direct Tax Rate	Estimated Actual Taxable Value	Assessment Rates		
		Taxable Assessed Value as a Percentage of Actual Value	Residential	All others
44.635	7,318,389,792	10.28%	7.96%	29.00%
45.796	6,594,766,136	10.46%	7.96%	29.00%
45.617	6,321,813,966	10.51%	7.96%	29.00%
45.585	6,317,740,713	10.51%	7.96%	29.00%
45.842	6,212,889,184	10.60%	7.96%	29.00%
45.792	6,632,924,756	10.61%	7.96%	29.00%
45.572	6,544,920,650	10.69%	7.96%	29.00%
45.674	6,195,485,589	10.60%	7.96%	29.00%
45.795	5,899,026,417	10.51%	7.96%	29.00%
45.547	4,853,147,177	10.40%	7.96%	29.00%

EL PASO COUNTY SCHOOL DISTRICT 49
Direct and Overlapping Property Tax Rates
Last Ten Fiscal Years

Taxing Authority	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
El Paso County School District 49										
General Fund	24.459	24.784	24.459	24.459	24.459	24.459	24.459	24.459	24.459	24.459
Mill Levy Override	9.800	9.800	9.800	9.800	9.800	9.800	9.800	9.800	9.800	9.800
Abatement ⁽¹⁾	0.217	0.325	0.146	0.114	0.371	0.321	0.101	0.203	0.324	0.076
Bond Fund	10.159	11.212	11.212	11.212	11.212	11.212	11.212	11.212	11.212	11.212
Total for El Paso Count School District 49	44.635	45.796	45.617	45.585	45.842	45.792	45.572	45.674	45.795	45.547
City Of Colorado Springs	4.279	4.279	4.279	4.279	4.279	4.279	4.944	4.944	4.944	4.944
El Paso County	7.791	7.714	7.663	7.762	7.882	7.531	7.748	7.514	7.710	7.673
Fire Districts										
Black Forest	10.237	10.356	10.382	10.379	10.406	6.275	6.322	6.444	6.600	7.287
Cimarron Hills	15.286	15.290	14.390	11.390	12.150	11.110	11.110	11.082	11.110	10.780
Falcon	8.612	8.612	8.612	8.612	8.612	5.712	5.712	5.712	5.712	5.712
Elbert	8.500	4.575	4.575	4.575	4.575	4.575	4.575	4.575	4.575	4.575
Ellicott	9.760	10.220	10.290	10.168	9.999	9.319	9.374	9.116	4.354	4.481
Water Districts										
Up Blk Sqrll GW	1.057	1.082	1.082	1.082	1.082	1.082	0.682	0.682	0.682	0.706
Sanitation water districts										
Westmoor SWD	34.943	41.288	34.956	37.471	35.508	30.986	29.055	33.07	31.423	31.84
Special Districts										
Barnes & Pow N BID	50.000	47.000	45.000	43.000	41.000	36.000	41.000	51.000	51.000	1.000
Barnes & Pow S BID	21.000	21.000	21.000	21.000	21.000	21.000	28.336	28.336	28.336	1.000
EPC PID #2	10.000	10.000	10.000							
First & Main BID	51.000	51.000	51.000	51.000	51.000	51.000	51.000	51.000	1.000	1.000
First & Main BID #2	51.000	51.000	51.000	51.000	51.000	51.000	51.000			
First & Main North BID	40.000	40.000	40.000	40.000	40.000	40.000	40.000	40.000	36.000	45.000
Stetson Hills SIMD	3.858	3.858	3.858	3.858	3.858	3.858	3.858	3.858	3.858	3.858
Metropolitan Districts										
4-Way Ranch #1	45.000	45.000	45.000	45.000	45.000	45.000	45.000	45.000	45.000	45.000
Ban Lewis Ranch #2	50.000	50.000	50.000	50.000	50.000	50.000	50.000	50.000	40.000	40.000
Ban Lewis Ranch #3	50.000	50.000	50.000							
Ban Lewis Ranch Reg	10.000	10.000	10.000	10.000	10.000					
Bent Grass	35.000	30.000	30.000	10.000	10.000	40.000	40.000	40.000		
Bobcat Meadows	11.430	11.430	11.430	11.430	11.430	11.430	11.430	11.464	11.464	11.464
Central Marksheffel	30.000	30.000	40.000	40.000	40.000	40.000	40.000	40.000	40.000	40.000
Constitution Heights MD	25.000	25.000	25.000	25.000	25.000	25.000	25.000	25.000	25.000	25.000
Dublin North #2	40.000	40.000	40.000	40.000						
Falcon Highlands	35.000	35.000	35.000	35.216	35.000	35.000	35.000	35.000	35.000	37.500
Latigo Creek	5.000	5.000	5.000	5.000	5.000	5.000	5.000	40.000		
Meridian Ranch	25.000	25.000	25.000	25.000	25.000	25.000	25.000	25.000	25.000	25.000
Paintbrush Hills	22.107	22.107	22.107	22.107	22.107	22.107	22.408	22.408	22.408	22.573
Sterling Ranch #1	50.000									
Sterling Ranch #2	50.000	60.000								
Sterling Ranch #3	50.000	60.000								
Stetson Ridge #2	24.472	24.472	24.472	24.472	24.472	24.472	24.472	32.114	24.472	22.400
Stetson Ridge #3	35.000	35.000	35.000	35.000	35.000	35.000	35.000	35.000	35.000	
Woodmen Heights #2	42.000	42.000	42.000	42.000	40.000	40.000	40.000	40.000	40.000	35.000
Woodmen Heights #3	42.000	42.000	42.000	42.000	40.000	40.000	40.000	40.000	40.000	35.000
Woodmen Road	10.800	10.800	10.800	10.800	10.800	10.800	10.800	10.800	10.800	10.800

Source: El Paso County Abstract of Assessments

Notes:

⁽¹⁾ Colorado Revised Statutes Require that districts shall levy, in the next fiscal year, the mill levy that is necessary to recoup property tax abatements granted after the mill levy is certified for the fiscal year.

Overlapping rates are those of local and county governments that apply to property owners within El Paso County School District 49.

Not all overlapping rates apply to all District property owners. The rates for special districts apply only to the proportion of the government's property owners whose property is located.

EL PASO COUNTY SCHOOL DISTRICT 49
Principal Property Taxpayers
Current Year and Nine Years Ago

Taxpayer	2016			2007		
	Assessed Valuation	Rank	% of Total Valuation	Assessed Valuation	Rank	% of Total Valuation
FIRST & MAIN LLC	12,617,060	1	1.68%	9,141,820	1	1.81%
MOUNTAIN VIEW ELEC ASSN INC	7,589,430	2	1.01%			
BARNES & POWERS NORTH NO 1 LLC	5,660,010	3	0.75%			
ST FRANCIS LAND COMPANY LLC	5,249,960	4	0.70%			
FIRST AND MAIN NORTH NO 1 LLC	4,756,660	5	0.63%	2,597,250	4	0.51%
HR BRIARGATE LLC	4,093,640	6	0.54%			
FIRST & MAIN SOUTH NO 1 LLC	4,073,430	7	0.54%	3,984,860	2	0.79%
PUBLIC SERVICE CO OF COLO A/K/A	3,990,810	8	0.53%			
COSTCO WHOLESALE CORP	3,761,160	9	0.50%			
WAL-MART REAL ESTATE	3,222,680	10	0.43%			
TARGET CORP				3,360,350	3	0.67%
LOWES HIW INC (1099)				2,376,880	5	0.47%
SRPC NO 1 LLC				2,144,720	6	0.43%
CATHOLIC HEALTH INITIATIVES D/B/A				1,882,610	7	0.37%
DILLON COMPANIES INC				1,800,520	8	0.36%
STETSON RIDGE ASSOCIATES LTD				1,546,270	9	0.31%
WOODFORD MANUFACTURING CO				1,416,600	10	0.28%
Totals	<u>\$ 55,014,840</u>		7.32%	<u>\$ 30,251,880</u>		6.00%
Total Assessed Valuation	\$ 751,972,470			\$ 504,523,250		

Source: El Paso County Assessor's Office

EL PASO COUNTY SCHOOL DISTRICT 49
Property Tax Levies and Collections
Last Ten Fiscal Years

Assessment Year	Collection Year	Current Tax Levy	Collected within the Calendar Year of the Levy		Collections in Subsequent Years	Total Collection to Date	
			Amount	Percentage of Levy		Amount	Percentage of Levy
2015	2016	33,564,299	33,322,961	99.3%	(131,285)	33,191,676	98.9%
2014	2015	31,586,636	31,467,474	99.6%	(1,404)	31,466,070	99.6%
2013	2014	30,316,945	30,226,286	99.7%	(88,023)	30,138,263	99.4%
2012	2013	30,255,576	30,209,654	99.8%	(45,554)	30,164,100	99.7%
2011	2012	30,186,698	30,111,476	99.8%	9,213	30,120,689	99.8%
2010	2011	32,234,742	32,114,254	99.6%	9,213	32,123,467	99.7%
2009	2010	31,882,655	31,621,374	99.2%	10,499	31,631,873	99.2%
2008	2009	29,986,124	29,861,565	99.6%	44,120	29,905,686	99.7%
2007	2008	28,394,203	28,264,468	99.5%	(20,023)	28,244,445	99.5%
2006	2007	22,979,518	22,938,055	99.8%	(170,077)	22,767,978	99.1%

Source: El Paso Country Treasurer's Office

2016 collections are from January 1 to September 30. Additional taxes will be collected from October 1 to December 31.

Collections in Subsequent years includes delinquent tax collections, interest, penalties and abatements.

EL PASO COUNTY SCHOOL DISTRICT 49

Legal Debt Margin

Last Ten Fiscal Years

	2016	2015	2014	2013
Assessed valuation	751,972,470	689,724,560	664,597,320	663,717,810
Debt Limit	150,394,494	137,944,912	132,919,464	132,743,562
Total net debt applicable to limit	12,305,000	26,020,000	31,300,002	36,430,000
Legal debt margin	138,089,494	111,924,912	101,619,462	96,313,562
Total net debt applicable to the limit as a percentage of debt limit	8.18%	18.86%	23.55%	27.44%

Source: El Paso County Assessor's Office, District Financial Records

2012	2011	2010	2009	2008	2007
658,494,180	703,938,280	699,610,580	656,524,910	620,028,470	504,523,250
131,698,836	140,787,656	139,922,116	131,304,982	124,005,694	100,904,650
41,085,000	45,085,000	47,935,000	50,630,000	53,150,000	55,305,000
90,613,836	95,702,656	91,987,116	80,674,982	70,855,694	45,599,650
31.20%	32.02%	34.26%	38.56%	42.86%	54.81%

EL PASO COUNTY SCHOOL DISTRICT 49
Ratio of General Bonded Debt to Estimated Actual Taxable Value and Bonded Debt Per Capita
Last Ten Fiscal Years

Assessment Year	Collection Year	Estimated Actual Taxable Value	General Bonded Debt	Ratio of General Bonded Debt to Estimated Actual Taxable Value	Population	Net Bonded Debt per Capita
2015	2016	7,318,389,792	12,305,000	0.17%	85,144	145
2014	2015	6,594,766,136	26,020,000	0.39%	82,536	315
2013	2014	6,321,813,966	31,300,002	0.50%	80,008	391
2012	2013	6,317,740,713	36,430,000	0.58%	77,006	473
2011	2012	6,212,889,184	41,085,000	0.66%	72,955	563
2010	2011	6,632,924,756	45,085,000	0.68%	81,868	551
2009	2010	6,544,920,650	47,935,000	0.73%	75,517	635
2008	2009	6,195,485,589	50,630,000	0.82%	75,323	672
2007	2008	5,899,026,417	53,150,000	0.90%	69,116	769
2006	2007	4,853,147,177	55,305,000	1.14%	65,268	847

Sources: El Paso County Assessor's Office and Department of Local Affairs, Demography Section,
Housing and Households

Note: The population number for 2015 and 2016 are estimated based on prior years growth.

EL PASO COUNTY SCHOOL DISTRICT 49
Ratio of Annual Debt Service Expenditures for General Bonded Debt to General Fund Expenditures
Last Ten Fiscal Years

Fiscal Year	Annual Debt Service Expenditures for General Bonded Debt	Total General Fund Expenditures	Ratio of Annual Debt Service Expenditures for General Bonded Debt to Total General Fund Expenditures
2016	4,787,504	107,098,324	4.5%
2015	6,593,584	102,261,369	6.4%
2014	6,616,242	92,931,241	7.1%
2013	6,571,172	91,726,364	7.2%
2012	6,513,976	85,058,389	7.7%
2011	6,466,879	89,249,494	7.2%
2010	6,387,174	89,626,080	7.1%
2009	6,276,634	97,308,429	6.5%
2008	5,668,136	88,884,590	6.4%
2007	5,776,100	70,668,163	8.2%

Source: District Financial Records

EL PASO COUNTY SCHOOL DISTRICT 49
Ratio of Outstanding Debt By Type
Last Ten Fiscal Years

Fiscal Year	General Obligation Bonds	Certificates of Participation	Capital Leases	Total Primary Government	Population	Per Capita	Aggregate Income	Percentage of Aggregate Income	Funded Pupil Count	Total Debt per Pupil
2016	12,305,000	68,345,000	4,049,924	84,699,924	85,144	995	2,443,871,861	3.47%	21,839	3,878
2015	26,020,000	70,575,000	4,521,429	101,116,429	82,536	1,225	2,405,385,690	4.20%	20,223	5,000
2014	31,300,002	79,945,000	1,751,960	112,996,962	80,008	1,412	2,367,505,600	4.77%	18,279	6,182
2013	36,430,000	82,170,000	2,341,188	120,941,188	77,006	1,571	2,347,809,100	5.15%	14,573	8,299
2012	41,085,000	84,215,000	3,333,903	128,633,903	72,955	1,763	2,086,545,800	6.16%	14,284	9,006
2011	45,085,000	86,090,000	2,791,410	133,966,410	81,868	1,636	2,281,557,700	5.87%	14,028	9,550
2010	47,935,000	87,835,000	4,056,903	139,826,903	75,517	1,852	2,091,957,100	6.68%	13,698	10,208
2009	50,630,000	89,465,000	5,560,259	145,655,259	75,323	1,934	2,058,004,400	7.08%	12,984	11,218
2008	53,150,000	90,960,000	5,827,355	149,937,355	69,116	2,169	1,949,998,200	7.69%	12,222	12,268
2007	55,305,000	52,600,000	7,161,392	115,066,392	65,268	1,763	1,817,646,100	6.33%	11,581	9,936

Source: Department of Local Affairs

Note: The population and aggregate income numbers for 2015 and 2016 are estimated based on prior years growth.

EL PASO COUNTY SCHOOL DISTRICT 49
Estimation of Direct and Overlapping Debt
As of June 30, 2016

	2016 Assessed Valuation	Entity's Debt Outstanding	Estimated Percentage Applicable	Estimated Share of Overlapping Debt
Direct Debt:				
El Paso County School District 49	751,972,470	12,305,000	100.00%	12,305,000
Overlapping Debt:				
City Of Colorado Springs	4,985,581,710	53,151,000	13.17%	7,001,349
El Paso County	6,852,654,340	157,498,974	6.18%	9,728,150
Fire Districts				
Black Forest	141,335,670	998,575	8.08%	80,684
Cimarron Hills	124,750,120	-	49.56%	-
Falcon	321,445,960	-	81.27%	-
Elbert	5,776,280	-	19.74%	-
Ellicott	25,993,190	N/A	0.24%	-
Water Districts				
Up Blk Sqrll GW	264,022,550	-	20.08%	-
Sanitation water districts				
Westmoor SWD	59,240	-	100.00%	-
Special Districts				
Barnes & Pow N BID	19,249,140	8,410	100.00%	8,410
Barnes & Pow S BID	18,950,660	-	100.00%	-
EPC PID #2	9,616,220	-	43.05%	-
First & Main BID	3,260,570	1,495,000	100.00%	1,495,000
First & Main BID #2	10,391,320	7,570,000	100.00%	7,570,000
First & Main North BID	4,091,470	1,688,505	100.00%	1,688,505
Stetson Hills SIMD	71,390,210	-	100.00%	-
Metropolitan Districts				
4-Way Ranch #1	1,472,370	2,975,000	100.00%	2,975,000
Ban Lewis Ranch #2	19,249,140	10,920,000	100.00%	10,920,000
Ban Lewis Ranch #3	2,066,940	8,455,000	100.00%	8,455,000
Ban Lewis Ranch Reg	24,733,390	-	45.71%	-
Bent Grass	1,555,450	800,000	100.00%	800,000
Bobcat Meadows	2,526,550	-	100.00%	-
Central Marksheffel	24,260,500	11,880,000	82.01%	9,742,357
Constitution Heights MD	8,435,940	4,330,000	100.00%	4,330,000
Dublin North #2	4,135,430	4,415,916	100.00%	4,415,916
Falcon Highlands	18,365,360	19,461,507	100.00%	19,461,507
Latigo Creek	527,670	-	100.00%	-
Meridian Ranch	40,482,280	41,995,000	100.00%	41,995,000
Paintbrush Hills	16,488,770	-	100.00%	-
Sterling Ranch #1	10	-	100.00%	-
Sterling Ranch #2	113,290	9,062,406	55.49%	5,028,706
Sterling Ranch #3	20,230	-	49.45%	-

	2016 Assessed	Entity's Debt	Estimated	Estimated Share of
Direct Debt:	Valuation	Outstanding	Percentage	Overlapping Debt
			Applicable	
Stetson Ridge #2	32,603,020	1,740,000	100.00%	1,740,000
Stetson Ridge #3	3,943,970	4,990,000	100.00%	4,990,000
Woodmen Heights #2	23,351,820	-	78.59%	-
Woodmen Heights #3	1,706,300	-	82.54%	-
Woodmen Road	125,884,470	16,685,000	97.13%	16,205,413

Sources: El Paso County Assessor's Office and from individual entities.

Note: We were unable to get information on Ellicot Fire Districts outstanding debt.

EL PASO COUNTY SCHOOL DISTRICT 49
Demographic and Economic Statistics
Last Ten Fiscal Years

Fiscal Year	Population	Total Personal Income	Per Capital Personal Income	School Enrollment	Unemployment rate
2016	85,144	2,443,871,861	28,703	20,561	3.9%
2015	82,536	2,405,385,690	29,143	19,552	4.1%
2014	80,008	2,367,505,600	29,591	18,880	4.5%
2013	77,006	2,347,809,100	30,489	15,478	7.1%
2012	72,955	2,086,545,800	28,600	15,063	8.8%
2011	81,868	2,281,557,700	27,869	14,708	10.4%
2010	75,517	2,091,957,100	27,702	14,398	6.7%
2009	75,323	2,058,004,400	27,322	13,616	6.7%
2008	69,116	1,949,998,200	28,213	12,783	3.4%
2007	65,268	1,817,646,100	27,849	12,256	5.4%

Source: Department of Local Affairs, District records

Note: The population and aggregate income numbers for 2015 and 2016 are estimated based on prior years growth.

EL PASO COUNTY SCHOOL DISTRICT 49
Principal Employers for the Pikes Peak Region
Current Year and Nine Years Ago

Employer	Rank	Percentage of Total County Employment	Rank	Percentage of Total County Employment
		2016		2005
Fort Carson Army Post	1	10.22%	1	8.70%
Peterson Air Force Base	2	4.17%	2	6.10%
United States Air Force Academy	3	3.13%	3	2.83%
Colorado Springs School District #11	4	2.21%	5	1.54%
Academy School District #20	5	1.25%	9	1.04%
Memorial Hospital - UC Health	6	1.22%	6	1.46%
Penrose-St. Francis Health Services	7	1.09%	8	1.20%
Schriever Air Force Base ²	8	1.08%	4	1.95%
City of Colorado Springs ¹	9	0.89%	7	1.22%
El Paso County	10	0.81%	-	0.82%
Lockheed Martin	-	0.52%	10	0.85%

Source: https://coloradosprings.gov/sites/default/files/2015_final_cafr.pdf p.262

2015 is the most current CAFR available from City of Colorado Springs, the City's Fiscal Year is from January to December.

¹ City of Colorado Springs includes the total of all full-time equivalent employees (FTE's) in all funds and enterprises except Colorado Springs Utilities and Memorial Health System.

² Schriever Air Force Base previously known as Falcon Air Force Base.

EL PASO COUNTY SCHOOL DISTRICT 49
Full-Time Equivalent Employees by Functional Program
Last Ten Fiscal Years

	2016	2015	2014	2013	2012
Classroom Instruction	933	920	914	817	787
Teaching Assistants	300	251	209	119	149
General Office Support	102	100	113	96	77
Instructional Support	75	72	60	53	51
Facility Workers	66	69	69	64	61
Other Assistants	61	79	64	82	56
Man.Dir.Sup. Coord.	60	39	24	8	8
Principals/Asst/Assoc	53	50	64	48	42
Bus Drivers	47	49	46	47	44
Other Paraprofessionals	41	43	64	41	13
Special Service Providers	41	42	34	33	30
Food Services	35	39	46	42	43
Professionals Support	33	17	16	14	11
Foreman/Lead Workers	29	31	33	33	37
Coord./Supr.	18	13	11	8	6
Office Manager/Supervisor	18	36	31	12	14
Security	11	12	12	12	10
Supt/Asst Supt/BOCES Director	9	9	9	6	6
Computer Technology	6	4	12	5	9
Vehicle Drivers/Workers	4	4	3	4	5
Total	1,942	1,879	1,834	1,543	1,459

Source: District Financial Records

2007-2009 data does not include charter school information.

2011	2010	2009	2008	2007
818	850	719	700	649
190	229	193	175	162
76	76	78	73	73
65	60	57	49	50
84	79	104	93	79
47	41	73	77	81
14	15	28	22	21
45	50	42	37	36
51	53	80	87	72
11	11	32	31	33
40	42	35	39	38
44	36	57	53	58
20	18	12	12	17
38	38	33	30	30
6	7	8	7	3
15	16	10	9	7
12	12	10	7	8
3	3	2	2	2
14	12	13	13	12
5	5	5	4	5
1,598	1,653	1,591	1,520	1,436

EL PASO COUNTY SCHOOL DISTRICT 49
School Building Capacity and Population
Last Ten Fiscal Years

	2016	2015	2014	2013
Elementary Schools				
Falcon (1982)				
Building Square feet	38,561	38,561	38,561	38,561
Modular Square feet	5,640	5,640	5,640	5,640
Core Capacity (building)	425	425	425	425
Total Capacity (w/modulars)	575	575	575	575
Enrollment	319	317	324	319
Meridian Ranch (2003)				
Building Square feet	55,731	55,731	55,731	55,731
Modular Square feet	1,440	1,440	1,440	1,440
Core Capacity (building)	650	650	650	650
Total Capacity (w/modulars)	700	700	700	700
Enrollment	727	748	698	638
Woodmen Hills (2000)				
Building Square feet	51,603	51,603	51,603	51,603
Modular Square feet	11,039	11,039	11,039	11,039
Core Capacity (building)	600	600	600	600
Total Capacity (w/modulars)	900	900	900	900
Enrollment	738	744	743	729
Evans (1976)				
Building Square feet	53,101	53,101	53,101	53,101
Modular Square feet	11,296	11,296	11,296	11,296
Core Capacity (building)	550	550	550	550
Total Capacity (w/modulars)	850	850	850	850
Enrollment	684	678	666	722
Remington (1997)				
Building Square feet	49,784	49,784	49,784	49,784
Modular Square feet	2,880	2,880	2,880	2,880
Core Capacity (building)	600	600	600	600
Total Capacity (w/modulars)	700	700	700	700
Enrollment	580	565	571	560
Springs Ranch (2002)				
Building Square feet	56,914	56,914	56,914	56,914
Modular Square feet	2,880	2,880	2,880	2,880
Core Capacity (building)	650	650	650	650
Total Capacity (w/modular)	750	750	750	750
Enrollment	573	592	654	666
Ridgeview (2002)				
Building Square feet	57,362	57,362	57,362	57,362
Modular Square feet	5,760	5,760	5,760	5,760
Core Capacity (building)	600	600	600	600

2012	2011	2010	2009	2008	2007
38,561	38,561	38,561	38,561	38,561	38,561
5,640	5,640	5,640	5,640	5,640	5,640
425	425	425	425	425	425
575	575	575	575	575	575
341	339	326	368	433	417
55,731	55,731	55,731	55,731	55,731	55,731
1,440	1,440	1,440	1,440	1,440	1,440
650	650	650	650	650	650
700	700	700	700	700	700
607	595	595	628	669	647
51,603	51,603	51,603	51,603	51,603	51,603
11,039	11,039	11,039	11,039	11,039	12,533
600	600	600	600	600	600
900	900	900	900	900	950
714	727	726	748	863	867
53,101	53,101	53,101	53,101	53,101	53,101
7,760	7,760	7,760	7,760	7,760	7,760
550	550	550	550	550	550
825	825	825	825	825	825
679	652	666	650	643	694
49,784	49,784	49,784	49,784	49,784	49,784
2,880	2,880	2,880	2,880	2,880	2,880
600	600	600	600	600	600
700	700	700	700	700	700
593	624	586	538	508	546
56,914	56,914	56,914	56,914	56,914	45,979
2,880	2,880	2,880	2,880	2,880	2,880
650	650	650	650	650	450
750	750	750	750	750	550
702	676	663	625	635	661
57,362	57,362	57,362	57,362	57,362	57,362
5,760	5,760	5,760	5,760	5,760	5,760
600	600	600	600	600	600

	2016	2015	2014	2013
Total Capacity (w/modulars)	800	800	800	800
Enrollment	760	916	720	692
Stetson Elementary (1987)				
Building Square feet	50,223	50,223	50,223	50,223
Modular Square feet	12,120	12,120	12,120	12,120
Core Capacity (building)	525	525	525	525
Total Capacity (w/modulars)	875	875	875	875
Enrollment	568	619	613	625
Odyssey Elementary (2006)				
Building Square feet	44,505	44,505	44,505	44,505
Modular Square feet	5,760	5,760	5,760	5,760
Core Capacity (building)	450	450	450	450
Total Capacity (w/modulars)	650	650	650	650
Enrollment	550	579	572	571
Middle Schools				
Falcon Middle (1976)				
Building Square feet	92,421	92,421	92,421	92,421
Modular Square feet	5,640	5,640	5,640	5,640
Core Capacity (building)	800	800	800	800
Total Capacity (w/modulars)	1,000	1,000	1,000	1,000
Enrollment	907	934	902	918
Horizon Middle (1985)				
Building Square feet	66,380	66,380	66,380	66,380
Modular Square feet	43,488	7,200	7,200	7,200
Core Capacity (building)	625	625	625	625
Total Capacity (w/modulars)	1,175	800	800	800
Enrollment	650	626	610	623
Skyview Middle (2000)				
Building Square feet	122,317	122,317	122,317	122,317
Modular Square feet	14,760	14,760	14,760	14,760
Core Capacity (building)	900	900	900	900
Total Capacity (w/modulars)	1,350	1,350	1,350	1,350
Enrollment	1,127	1,144	1,022	1,028
High Schools				
Falcon High (2007)				
Building Square feet	176,352	176,352	176,352	176,352
Modular Square feet	-	-	-	-
Core Capacity (building)	1,200	1,200	1,200	1,200
Total Capacity (w/modulars)	1,200	1,200	1,200	1,200
Enrollment	1,238	1,275	1,242	1,291
Sand Creek High (1997)				
Building Square feet	189,866	189,866	189,866	189,866
Modular Square feet	8,640	8,640	8,640	11,520
Core Capacity (building)	1,600	1,600	1,600	1,600
Total Capacity (w/modulars)	1,900	1,900	1,900	1,950
Enrollment	1,274	1,245	1,238	1,184

2012	2011	2010	2009	2008	2007
800	800	800	800	800	800
701	684	718	735	700	748
50,223	50,223	50,223	50,223	50,223	50,223
12,120	12,120	12,120	12,120	12,120	12,120
525	525	525	525	525	525
875	875	875	875	875	875
624	630	680	733	718	716
44,505	44,505	44,505	44,505	44,505	44,505
5,760	5,760	5,760	5,760	5,760	5,760
450	450	450	450	450	450
650	650	650	650	650	450
564	544	548	573	572	554
92,421	92,421	92,421	92,421	92,421	41,929
5,640	5,640	5,640	4,200	4,200	10,572
800	800	800	800	800	425
1,000	1,000	1,000	1,000	1,000	775
911	908	903	942	622	551
66,380	66,380	66,380	66,380	66,380	66,380
9,500	9,500	9,500	9,500	9,500	9,500
625	625	625	625	625	625
875	875	875	875	875	875
615	652	672	662	696	691
122,317	122,317	122,317	122,317	122,317	85,257
14,760	7,200	7,200	7,200	7,200	7,200
900	900	900	900	900	525
1,150	1,150	1,150	1,150	1,150	775
1,024	1,081	1,178	1,129	1,147	1,038
176,352	176,352	176,352	176,352	176,352	92,421
-	-	-	-	-	4,200
1,200	1,200	1,200	1,200	1,200	800
1,200	1,200	1,200	1,200	1,200	1,000
1,239	1,298	1,287	1,236	1,157	1,039
189,866	189,866	189,866	189,866	189,866	189,866
11,520	19,080	18,080	18,080	16,640	15,200
1,600	1,600	1,600	1,600	1,600	1,600
2,200	2,200	2,200	2,200	2,150	2,100
1,175	1,162	1,296	1,535	2,084	2,054

	2016	2015	2014	2013
Vista Ridge High (2008)				
Building Square feet	166,617	166,617	166,617	166,617
Modular Square feet	-	-	-	-
Core Capacity (building)	1,200	1,200	1,200	1,200
Total Capacity (w/modulars)	1,200	1,200	1,200	1,200
Enrollment	1,437	1,338	1,230	1,195
Charter Schools				
Imagine Classical Academy (2010)				
Building Square feet	48,000	48,000	48,000	48,000
Modular Square feet	1,440	1,440	-	-
Core Capacity (building)	800	800	800	800
Total Capacity (w/modulars)	850	850	800	800
Enrollment	773	743	831	858
Pikes Peak School of Expeditionary Learning (2008)				
Building Square feet	28,967	28,967	28,967	28,967
Modular Square feet	-	-	-	-
Core Capacity (building)	475	475	475	475
Total Capacity (w/modulars)	475	475	475	475
Enrollment	439	408	384	397
Rocky Mountain Classical Academy (2015)				
Building Square feet	93,000	35,000	35,000	35,000
Modular Square feet	-	36,288	36,288	36,288
Core Capacity (building)	1,200	475	475	475
Total Capacity (w/modulars)	1,200	1,075	1,075	1,075
Enrollment	1,467	1,300	746	675
Banning Lewis Ranch Academy (2008)				
Building Square feet	57,000	57,000	57,000	57,000
Modular Square feet	1,440	1,440	1,440	1,440
Core Capacity (building)	675	675	675	675
Total Capacity (w/modulars)	725	725	725	725
Enrollment	752	749	750	737
GOAL Academy				
Building Square feet	185,278			
Modular Square feet	-			
Capacity (students)	N/A	N/A	N/A	
Enrollment	4,070	3,259	3,149	-
Other Buildings				
Springs Studio for Academic Excellence (2012)				
Building Square feet	20,000	20,000	20,000	20,000
Modular Square feet	-	-	-	-
Capacity (students)	600	600	600	600
Enrollment	521	321	496	421
Patriot Learning Center (1952)				
Building Square feet (plus butler & art)	41,929	41,929	41,929	41,929
Modular Square feet	10,572	10,572	10,572	10,572
Core Capacity (building)	125	125	125	125

2012	2011	2010	2009	2008	2007
159,787	159,787	159,787	159,787		
-	-	-	-	-	-
1,200	1,200	1,200	1,200		
1,200	1,200	1,200	1,200		
1,147	1,105	896	602	-	-
48,000	48,000	-	-	-	-
-	-	20,160	20,160	-	-
800	800	350	350	-	-
800	800	350	350	-	-
802	687	592	197	-	-
28,967	28,967	28,967	28,967	3,997	3,997
-	-	-	-	7,404	7,404
475	475	475	475	200	200
475	475	475	475	200	200
396	383	345	248	193	161
35,000	35,000	35,000	35,000	-	-
36,288	36,288	36,288	36,288	36,288	36,288
475	475	475	475	0	-
1,075	1,075	1,075	1,075	600	600
892	924	824	679	544	376
57,000	57,000	57,000	57,000	-	-
1,440	-	-	-	-	-
675	675	675	675		
725	-	-	-	-	-
742	712	697	601	599	496
-	-	-	-	-	-
7,000	7,000				
225	225	-	-	-	-
362	105	-	-	-	-
41,929	41,929	41,929	41,929		
10,572	10,572	10,572	10,572		
125	125	125	125		

	2016	2015	2014	2013
Total Capacity (w/modulars)	325	325	325	325
Enrollment	201	258	249	244
Homeschool (2001)				
Building Square feet	7,000	7,000	7,000	7,000
Modular Square feet	-	-	-	-
Capacity (students)	225	225	225	225
Enrollment	206	194	470	385
Administration Buildings				
Central Office (1981)				
Building Square feet	6,134	6,134	6,134	6,134
Modular Square feet	7,212	7,212	7,884	8,076
Transportation/Nutrition Services (2002)				
Building Square feet	25,800	25,800	25,800	25,800
Modular Square feet	1,440	1,440	1,440	1,440
Creekside (2008)				
Building Square feet	35,806			
Modular Square feet	-			
Total Student Population	20,561	19,552	18,880	15,478

* GOAL Academy joined the district in 2013/2014 school year. Their enrollment prior to joining the district is not included.

GOAL Academy is primarily an online school. With various small satellite sites for students to visit for additional learning. These sites change periodically based on need. Prior years were not available. The Creekside building was purchased in 2015

2012	2011	2010	2009	2008	2007
325	325	325	325		
233	220	200	187		
				-	-
-	-	-	-	-	-
-	-	-	-	-	-
6,134	6,134	6,134	6,134	6,134	6,134
8,076	8,076	8,076	8,076	8,076	8,076
25,800	25,800	25,800	25,800	25,800	25,800
1,440	1,440	1,440	1,440	1,440	
15,063	14,708	14,398	13,616	12,783	12,256

EL PASO COUNTY SCHOOL DISTRICT 49
Capital Assets by Function/Program
Last Ten Fiscal Years

Governmental Activities	2016	2015	2014	2013
Instruction	211,624,573	210,439,589	206,271,659	205,341,762
General Administration	12,593,392	12,313,675	8,622,325	7,121,798
Operation and Maintenance	464,480	326,569	276,762	91,930
Student Transportation	8,773,770	8,249,302	7,694,696	7,424,696
Technology	1,916,705	1,916,705	1,916,705	1,916,705
Business	45,229	45,229	45,229	45,229
Business-type Activities				
Food Service	-	-	1,101,957	1,101,956
Total	235,418,150	233,291,069	225,929,333	223,044,076

Source: District Financial Records

2012	2011	2010	2009	2008	2007
201,779,181	197,631,047	196,365,203	196,984,706	191,367,260	141,420,892
7,021,798	6,950,027	6,778,232	5,802,432	5,604,270	4,697,904
48,394	48,394	48,394	48,394	48,394	48,394
7,424,696	7,371,620	6,761,030	6,517,820	6,168,661	6,073,123
1,879,589	1,879,589	1,838,890	852,318	460,045	84,380
45,229	45,229	45,229	12,589	12,589	12,589
1,101,956	1,101,956	1,070,696	1,043,007	956,916	911,111
219,300,843	215,027,862	212,907,674	211,261,265	204,618,134	153,248,394

EL PASO COUNTY SCHOOL DISTRICT 49
Operating Statistics
Last Ten Fiscal Years

	2016	2015	2014	2013
Primary Government Expenses	140,398,047	132,358,799	115,174,821	108,441,190
Enrollment, Oct 1 count	20,561	19,552	18,880	15,478
Funded Pupil Count (FPC)	21,839.3	20,222.5	18,279.3	14,572.9
Cost per FPC	6,428.69	6,545.13	6,300.83	7,441.29
Per Pupil Funding After Negative Factor	6,977.57	6,688.52	6,303.45	6,139.43
Students Qualified for Federal Assistance:				
Free Lunch Program	5,560	4,961	4,267	2,316
Reduced Lunch Program	1,556	1,345	1,404	959
ACT Average Composite score				
Falcon Virtual Academy	19.6	19.1	19.9	21.0
Falcon HS	20.2	20.1	19.9	20.0
Sand Creek HS	19.8	19.4	19.8	19.9
Vista Ridge HS	20.3	19.6	18.8	19.1
Patriot Learning Center	15.4	14.7	16.3	16.7
Goal Academy	15.4	16.1	16.3	-
Colorado Average	20.4	20.1	20.3	20.1
Dropout Rate	TBD	5.9	4.6	0.6
Graduation Rates				
Falcon Virtual Academy	TBD	91.9%	91.2%	92.3%
Falcon High School	TBD	92.1%	96.3%	94.4%
Goal Academy	TBD	30.2%	31.5%	
Patriot Learning Center	TBD	42.0%	57.4%	64.1%
Sand Creek High School	TBD	89.0%	89.8%	88.7%
Vista Ridge High School	TBD	88.1%	92.1%	94.6%
CO state	TBD	77.3%	77.3%	76.9%

2012	2011	2010	2009	2008	2007
95,914,797	103,533,372	106,550,684	112,004,016	98,547,589	80,993,652
15,063	14,708	14,398	13,616	12,783	12,256
14,283.7	14,027.8	13,698.0	12,984.3	12,221.5	11,580.5
6,714.98	7,380.59	7,778.56	8,626.11	8,063.46	6,993.97
6,137.57	6,202.47	6,872.52	6,529.78	6,279.02	5,981.42
2,145	1,813	1,827	1,314	1,176	1,019
1,027	909	887	974	808	678
-	-	-	-	-	-
19.9	20.0	20.4	19.5	19.08	19.4
18.6	18.7	19.0	18.6	19.28	18.6
19.2	19.2	19.8	-	-	-
15.8	15.0	15.7	15.3	-	-
-	-	-	-	-	-
20.0	19.9	19.4	19.6	19.4	19.1
0.7	0.9				
85.7%	66.7				
92.6%	94.7	88.8	84.7	84.2	83.9
62.4%	55.4	56.2	50.0		
91.4%	86.6	86.2	80.8	77.5	82.9
95.3%	89.1				
75.4%	73.9	72.4	74.6	73.9	75.0

COMPLIANCE SECTION

SINGLE AUDIT

EL PASO COUNTY SCHOOL DISTRICT 49
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2016

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Passed Through to Subrecipients	Total Federal Expenditures
U.S. Department of Agriculture				
<i>Child Nutrition Cluster</i>				
Passed Through Colorado Department of Education				
School Breakfast Program	10.553	4553	\$ -	\$ 207,585
National School Lunch Program	10.555	4555		1,496,328
Summer Food Service Program for Children	10.559	4559		473
Passed Through Colorado Department of Human Services				
National School Lunch Program	10.555	4555		299,445
<i>Total Child Nutrition Cluster</i>				2,003,831
Total U.S. Department of Agriculture				2,003,831
U.S. Department of Defense				
Direct Programs				
Reserve Officer Training Corps (ROTC)	12.Unknown			152,915
Total Department of Defense				152,915
U.S. Department of Education				
Direct Programs				
Impact Aid	84.041		69,095	392,529
Passed Through Colorado Department of Education				
<i>Special Education Cluster</i>				
Special Education: Grants to States IDEA Part B	84.027	4027, 5027		2,465,911
Special Education: Preschool Grants	84.173	4173		30,423
<i>Total SPED Cluster</i>				2,496,334
No Child Left Behind, Title I, Part A	84.010	4010, 8010		1,197,670
Charter Schools	84.282	5282		209,936
English Language Learners, Title III, Part A	84.365	4365, 6365, 7365		67,457
Quality Teacher, Title II, Part A	84.367	4367		137,372
Race to the Top	84.412	5412		8,700
Passed through Colorado Community College System				
Vocational Education - Carl Perkins	84.048	4048		66,594
Total U.S. Department of Education			69,095	4,576,592
Total Federal Awards			\$ 69,095	\$ 6,733,338

See the accompanying independent auditors' report.

EL PASO COUNTY SCHOOL DISTRICT 49
NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2016

NOTE 1 – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of El Paso County School District 49 under programs of the federal government for the year ended June 30, 2016. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of El Paso County School District 49, it is not intended to and does not present the financial position, changes in net assets, or cash flows of El Paso County School District 49.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following, as applicable, either the cost principles in Office of Management and Budget Circular A-87, *Cost Principles for State, Local and Indian Tribal Governments*, or the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Pass-through entity identifying numbers are presented where available. ROTC does not have a CFDA number, so the Federal CFDA number on the Schedule of Expenditures of Federal Awards identifies the Department followed by "Unknown".

NOTE 3 – INDIRECT COST RATE

El Paso County School District 49 has elected not to use the 10 percent de minimis indirect cost rate allowed under the Uniform Guidance.

NOTE 4 – NON-CASH ASSISTANCE

During the year end June 30, 2016, El Paso County School District 49 received \$299,445 in non-cash assistance in the form of food commodities.



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Education
El Paso County School District 49

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the discretely presented component units, each major fund, and the aggregate remaining fund information of El Paso County School District 49, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise El Paso County School District 49's basic financial statements, and have issued our report thereon dated December 7, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered El Paso County School District 49's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of El Paso County School District 49's internal control. Accordingly, we do not express an opinion on the effectiveness of El Paso County School District 49's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify a deficiency in internal control, described in the accompanying schedule of findings and questioned costs that we consider to be a significant deficiency: 2016-001.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether El Paso County School District 49's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hoelting & Company Inc.

Colorado Springs, Colorado
December 7, 2016



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM
AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

To the Board of Education
El Paso County School District 49

Report on Compliance for Each Major Federal Program

We have audited El Paso County School District 49's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of El Paso County School District 49's major federal programs for the year ended June 30, 2016. El Paso County School District 49's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of El Paso County School District 49's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about El Paso County School District 49's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of El Paso County School District 49's compliance.

Opinion on Each Major Federal Program

In our opinion, El Paso County School District 49, complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

Report on Internal Control Over Compliance

Management of El Paso County School District 49 is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered El Paso County School District 49's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of El Paso County School District 49's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

El Paso County School District 49's response to the internal control over compliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. El Paso County School District 49's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Hoelting & Company Inc.

Colorado Springs, Colorado
December 7, 2016

**EL PASO COUNTY SCHOOL DISTRICT 49
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016**

Section I—Summary of Auditors' Results

Financial Statements

Type of auditors' report issued:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ___ yes x no
- Significant deficiency(ies) identified? x yes ___ none reported

Noncompliance material to financial statements noted?

___ yes x no

Federal Awards

Internal control over major programs?

- Material weakness(es) identified? ___ yes x no
- Significant deficiency(ies) identified? ___ yes x none reported

Type of auditors' report issued on compliance for major programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

___ yes x no

Identification of major programs:

CFDA Number(s)

Name of Federal Program or Cluster

CFDA 10.553, 10.555 and 10.559
CFDA 84.010
CFDA 84.041

Child Nutrition Cluster
Title I, Part A
Impact Aid

Dollar threshold used to distinguish between type A and type B programs?

\$750,000

Auditee qualified as low-risk auditee?

___ yes x no

EL PASO COUNTY SCHOOL DISTRICT 49
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

Section II—Financial Statement Findings

2016-001 Segregation of Duties – Wire Transfers

Criteria: Segregation of duties should be implemented throughout the accounting department. There should be proper segregation of duties ensuring that no one person has the ability to initiate, authorize and record financial transactions.

Condition: The chief business officer has the ability to initiate, authorize, and record wire transfers.

Context: This was noted during substantive testing of various cash and investment accounts.

Effect: Risk of misstatements due to error or fraud exists under this condition.

Cause: Some control procedures over segregation of duties were not implemented.

Recommendation: Management should implement proper segregation of duties by having different individuals perform authorization, initiation and recording of transactions.

Management response: Management concurs with the identified weakness in internal controls but further recognizes it as the last remnant of an old internal control style that has been continuously improved each of the last few years. The control item described herein has been adjusted as of June 2016. While the Chief Business Officer retains wire transfer rights for District accounts on bank systems, it is now only exercised when normal personnel are not available due to their absence from the work place.

Section III—Findings and Questioned Costs for Federal Awards

No findings reported.

EL PASO COUNTY SCHOOL DISTRICT 49
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

The Summary Schedule of Prior Audit Findings (the Summary) summarizes the status of the audit findings reported in the El Paso County School District 49 Schedule of Findings and Questioned Costs for the year ended June 30, 2015. If the prior audit finding was fully addressed, the Summary indicates that the corrective action described in the prior audit report was taken or that corrective action is no longer needed. Otherwise, the Summary references the page number of the June 30, 2016 single audit report where a repeat recommendation, description of the planned corrective action, or reason for not implementing the recommendation is presented.

<u>Finding Number</u>	<u>CFDA Number</u>	<u>Program/ Cluster Title</u>	<u>Finding</u>	<u>Status of Finding</u>
2013-001	N/A	N/A	Bank Reconciliation Procedures	Corrected
2013-002	N/A	N/A	Segregation of Duties— Journal Entries	Corrected
2014-001	N/A	N/A	Review, Reconciliation, and Closing Procedures	Corrected
2014-002	N/A	N/A	Recording non-cash transactions	Corrected

**COLORADO SCHOOL DISTRICT/BOCES AUDITORS'
DATA INTEGRITY REPORT**



**INDEPENDENT AUDITORS' REPORT ON
COLORADO SCHOOL DISTRICT/BOCES
AUDITOR'S INTEGRITY REPORT**

To the Board of Education
El Paso County School District 49

We have audited the financial statements of the governmental activities, the discretely presented component units, each major fund, and the aggregate remaining fund information of El Paso County School District 49, as of and for the year ended June 30, 2016, which collectively comprise El Paso County School District 49's basic financial statements, and our report thereon dated December 7, 2016, which expressed an unmodified opinion on those financial statement, appears as listed in the table of contents.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the El Paso County School District 49's financial statements. The accompanying *Colorado School District/BOCES, Auditor's Integrity Report* is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Hoelting & Company Inc.

Colorado Springs, Colorado
December 7, 2016



Colorado Department of Education
Auditors Integrity Report
District: 1110 - FALCON 49
Fiscal Year 2015-16
Colorado School District/BOCES

Revenues, Expenditures, & Fund Balance by Fund

Fund Type &Number	Beg Fund Balance & Prior Per Adj (6880*)	1000 - 5999 Total Revenues & Other Sources	0001-0999 Total Expenditures & Other Uses	6700-6799 & Prior Per Adj (6880*) Ending Fund Balance
Governmental	+		-	=
10 General Fund	20,544,958	105,648,800	105,882,759	20,311,000
18 Risk Mgmt Sub-Fund of General Fund	262,402	868,027	749,776	380,653
19 Colorado Preschool Program Fund	92,644	446,014	465,789	72,869
Sub- Total	20,900,004	106,962,842	107,098,324	20,764,521
11 Charter School Fund	10,132,033	54,734,928	47,051,977	17,814,984
20,26-29 Special Revenue Fund	0	330,443	307,566	22,877
21 Food Service Spec Revenue Fund	1,243,086	3,638,915	3,450,685	1,431,315
22 Govt Designated-Purpose Grants Fund	0	5,129,118	5,129,118	0
23 Pupil Activity Special Revenue Fund	139,825	1,118,269	924,846	333,249
24 Full Day Kindergarten Mill Levy Override	0	0	0	0
25 Transportation Fund	0	1,175,486	1,175,486	0
31 Bond Redemption Fund	15,777,891	16,387,170	24,260,297	7,904,764
39 Certificate of Participation (COP) Debt Service Fund	0	0	0	0
41 Building Fund	0	0	0	0
42 Special Building Fund	0	0	0	0
43 Capital Reserve Capital Projects Fund	160,020	259,525	0	419,545
Totals	48,352,860	189,736,696	189,398,300	48,691,256
Proprietary				
50 Other Enterprise Funds	-3,425,004	340,569	503,295	-3,587,730
64 (63) Risk-Related Activity Fund	2,321,630	2,736,414	3,002,429	2,055,615
60,65-69 Other Internal Service Funds	0	0	0	0
Totals	-1,103,374	3,076,983	3,505,724	-1,532,115
Fiduciary				
70 Other Trust and Agency Funds	0	0	0	0
72 Private Purpose Trust Fund	0	0	0	0
73 Agency Fund	7,110	23	1,000	6,133
74 Pupil Activity Agency Fund	879,125	2,053,041	2,092,341	839,825
79 GASB 34:Permanent Fund	0	0	0	0
85 Foundations	0	0	0	0
Totals	886,235	2,053,064	2,093,341	845,958

FINAL

*If you have a prior period adjustment in any fund (Balance Sheet 6880), the amount of your priorperiod adjustment is added into both your ending and beginning fund balances on this report.



BOARD OF EDUCATION AGENDA ITEM 9.02

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Andy Franko, iConnect Zone Leader
TITLE OF AGENDA ITEM:	Colorado Military Academy Charter Application Public Presentation
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The founding board of Colorado Military Academy has submitted an application to charter a K-12 school in District 49. The application has been reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the applicant board was interviewed to determine its capacity to operate the proposed school.

RATIONALE:

The presentation of the Colorado Military Academy allows District 49 board of education and community to have a public hearing about the potential school. The application is the thorough description of the proposed school. The public hearing allows the applicant to put a face to the name.

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	Strong connection
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Strong connection
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Move application approval to an action item for the Jan. 12, 2017 BOE meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

COLORADO MILITARY ACADEMY: A Core of Tradition and Service

Colorado District 49 Falcon School District

A Proposed Colorado Charter School

Presentation by: Dr. John Evans, Executive Director

Buffalo Solider-Following the U.S. Civil War, regiments of African-American men known as buffalo soldiers served on the western frontier, battling Indians and protecting settlers. The buffalo soldiers included two regiments of all-black cavalry, the 9th and 10th cavalries, formed after Congress passed legislation in 1866 that allowed African Americans to enlist in the country's regular peacetime military. Archivist Walter Hill of the National Archives has reported that, according to a member of the 10th Cavalry, in 1871 the Comanche bestowed the name of an animal they revered, the buffalo, on the men of the 10th Cavalry because they were impressed with their toughness in battle. Other sources theorize the name originated with the belief of some Native Americans that the soldiers' dark, curly, black hair resembled that of a buffalo. Whatever the case, the soldiers viewed the nickname as one of respect.



Four Stars-HONOR-in Self, Community, Family and Country.

"We Can, We Will"-Motto of 9th Cavalry and CMA grades 9-10. We Can succeed in our academic and personal life and We Will be models for our peers

Yellow Shield-Academic Excellence and elevation of the mind

"Ready and Forward"-Motto of 10th Cavalry and CMA grades 11-12. Ready for the challenge of what life brings after high school and always moving forward in life.

Crossed Swords-Strength through Unity.

CMACS Crest
Meaning of Symbols and Colors

Mission

- “Using teachers with real world experiences, Colorado Military Academy’s mission is uncompromising excellence in teaching a rigorous, hands on academic curriculum in sciences, technology, engineering, art, math, and business (STEAM+B) and imparting moral core values to the next generation to compete in the global economy of the 21st Century.”

Foundations of Character and Leadership

Respect

We respect ourselves, others, and the resources around us. We treat each other with fairness, dignity, and compassion. This creates trust, confidence, learning, and high performance. We value diversity and encourage individual opportunity, growth, and creativity. We are a team.

Integrity

Integrity is synonymous with truth and honesty. We mean what we say, and say what we mean. When we make a promise, we do so in the presence of God. We always tell the truth, and are people of our word.

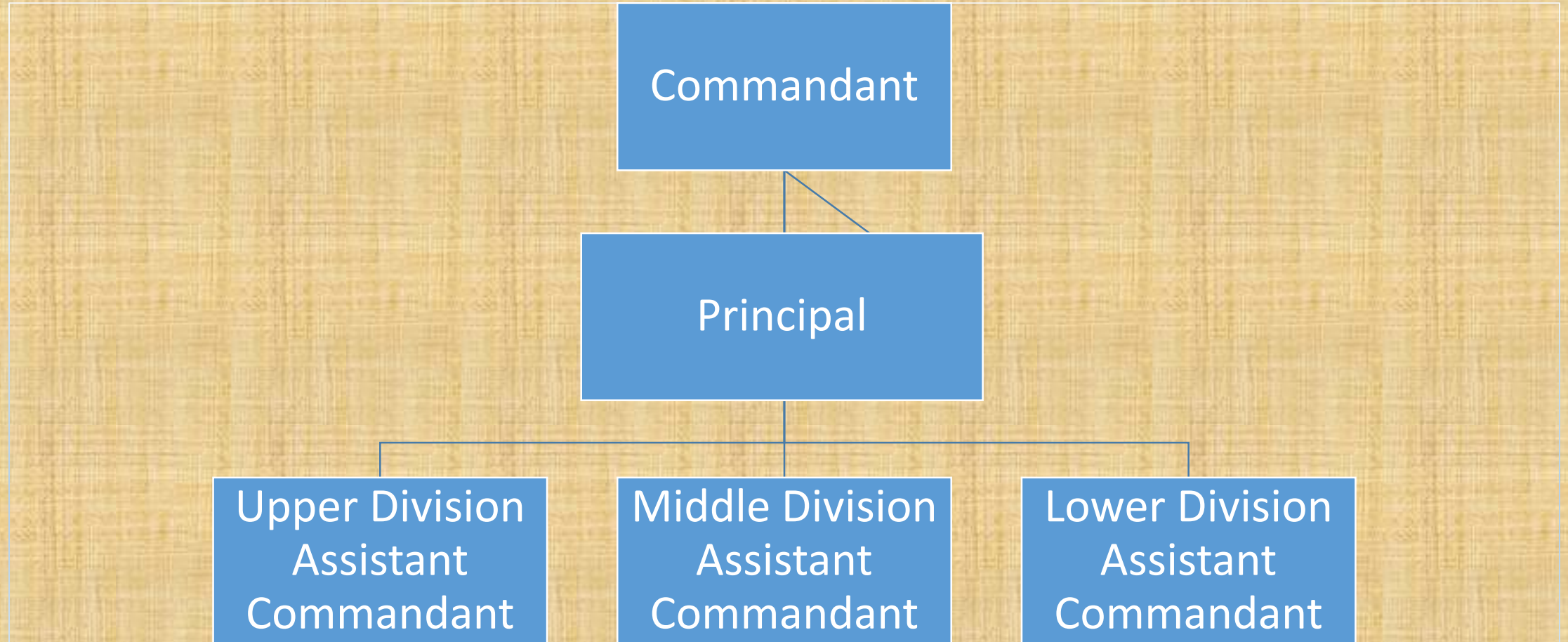
Character

Reputation is defined by our character. We live lives guided by our conscience, and directed by respect, integrity, and Christian values. We demonstrate our character every day, and always strive to do what is right. We support others as they do the same. We reflect our God.

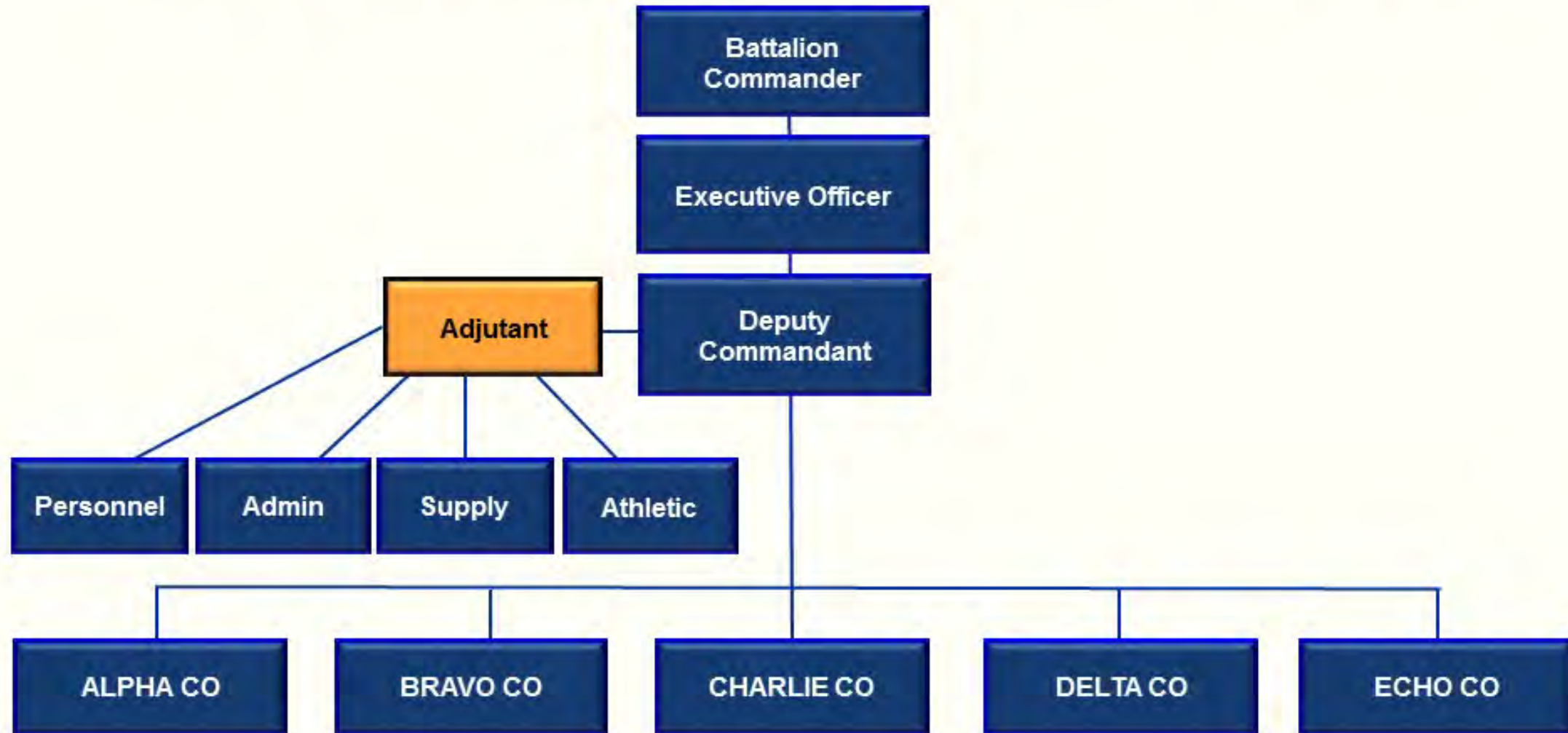
Discipline

We create positive habits of thought, speech, and action through deliberate practice. We maintain high standards. Learning discipline allows us to improve, achieve our goals, cooperate with others, and thrive in adversity. Freedom comes through discipline.

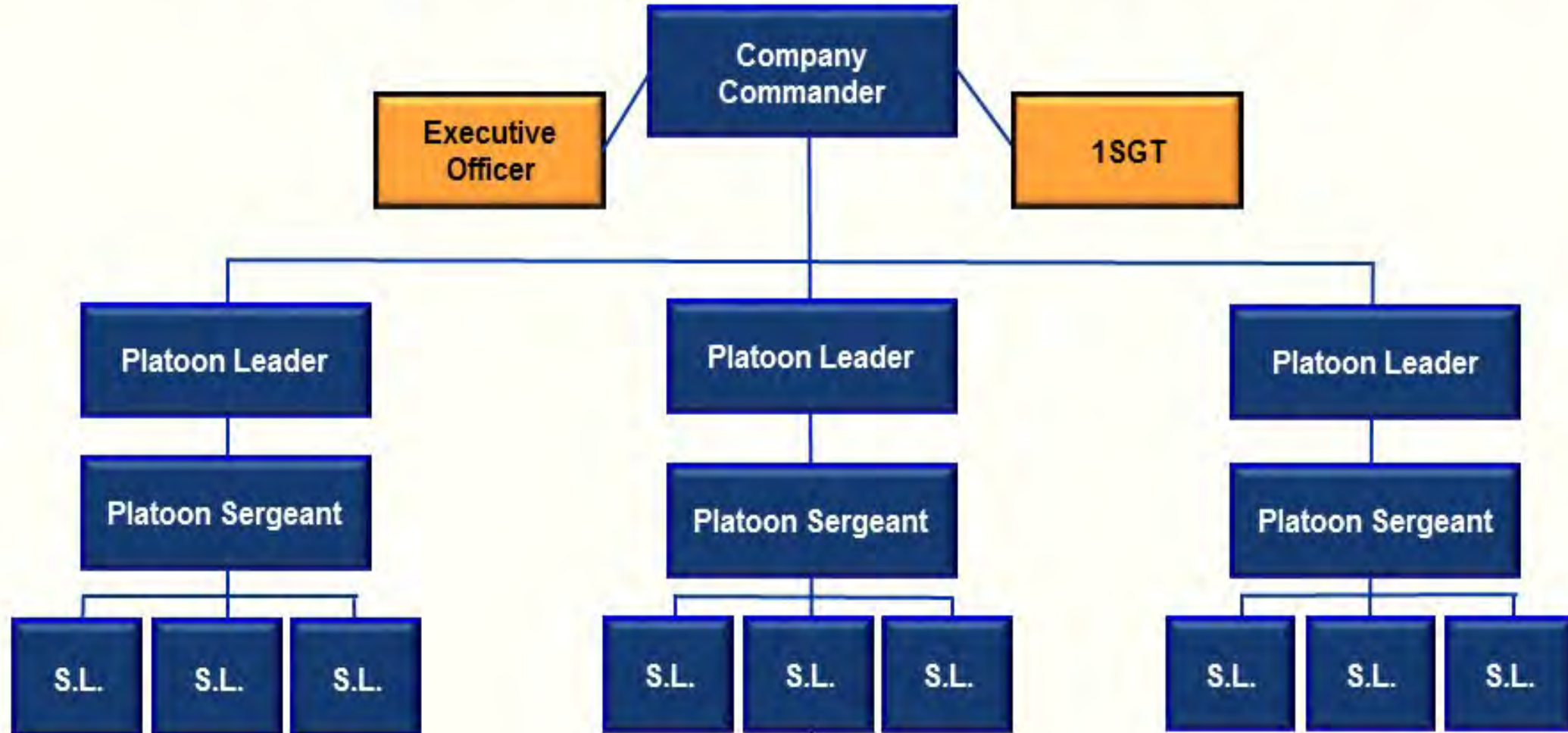
Chain of Command



CMA Student Battalion Organizational Chart



CMA Student Company Organizational Chart



Class B Uniform

CMA Cadets wear grey berets with the Class B Uniform



Curriculum for the 21st Century

- It's project-based learning approach
- Engages students with dynamic, rigorous curriculum with a focus on interdisciplinary learning
- Centered on science, technology, engineering, arts and mathematics and business (STEAM + business)
- Curriculum for grades “K through 12”

Project Based Learning

- By design, PBL is learner-centered. Students don't simply choose between two highly academic projects to complete by a given date, but instead use the teacher's experience to design and iterate products and projects—products and projects that often address issues or challenges that are important to them.

Innovative but Basic at Its Core

- This innovative model has three key elements of school design:
- 1) Project-based learning (PBL) is at the heart of instructional approach and is used across all disciplines and grade levels;
- 2) A 1:1 student to computer ratio facilitates an innovative approach to instruction and culture through use of technology; and
- 3) The model provides a culture that promotes trust, respect, and responsibility

Needs Assessment: Who will it serve?

- DOROTHY P. CHOATE, GS-13, Deputy Director, 21 Force Support Squadron, Peterson AFB, CO says:
- Students of Active Duty military that reside on Peterson AFB, Schriever AFB, Fort Carson Army base
- Students of Active Duty military that reside off the installation
- Students of retired military members
- Students of Reserve personnel
- Students of Department of Defense Civilians

What are the numbers?

- DOROTHY P. CHOATE's survey:
- How many students "choice" out of D-11 in SY 15-16? Answer: 7.5 thousand;
- Does the number of "choice" permit out of D-11 increase every year?
- Answer: Yes;
- How many students; ages 5-18 yrs. old are assigned to Peterson AFB?
Answer: 1444.

Future Home: The Leidos Building -December 18, 2016



Providing the Leadership and Teachers: School Leaders for America, Inc

- Founded in 2003, State Board of Education accredited alternative principal and teacher licensure program state educational leaders with more that 200 graduates;
- A Colorado nonprofit 501 (c)(3) public charity;
- Programs for nontraditional leaders gain national attention: “Troops to Principals” and “Military and Spouse Teacher Fellows Program;”
- Providing highly qualified teachers and administrators for CMA; and
- Serving as the building corporation.

Colorado Military Academy: “Ready, Forward” “We Can, We will”





The Best District to Learn, Work and Lead

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

Colorado Military Academy (CMA) Charter School Application *Executive Summary*

In October 2016, a founding group applied to open and operate Colorado Military Academy as an authorized charter school in District 49. CMA's intent to apply included two requests: to accelerate the application process, and to consider the authorization of the charter by Memorandum of Understanding with Colorado Springs School District 11 under a contiguous district consideration. The district conducted a review of the application on an accelerated schedule to give CMA an opportunity to apply for a startup grant through the Colorado Charter Schools Program. The application review included:

- CMA submitted the requested application prior to the requested deadline. Although initially incomplete, the team did provide the additional documentation to complete the application within the specified timeline.
- District staff assigned the application for review to three teams. Each team (and each individual reviewer) evaluated the application using a common 4-point evaluation rubric. District staff calculated the average for each group to determine the overall strength of the application. In addition, evaluators provided strengths, concerns, and questions that were later used during the capacity interview. The 4-point scale is:

1	2	3	4
Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Exceeds Expectations

- The charter school application was reviewed by the charter subcommittee of the DAAC, resulting in an average score for the application of 2.57 on a 4-point scale.
 - A team of external charter school professional reviewed the application, resulting in an average score of 2.7 on a 4-point scale.
 - A team of district administrators reviewed the application resulting in an average score of 2.6 on a 4-point scale.
- On November 29, 2016 District 49 conducted a capacity interview, according to NACSA Principles and Standards. Following the meeting, CMA leaders responded, in writing, to questions. The additional information was also considered in this executive summary.

To comply with statutory timelines, the Board of Education will hold its first public hearing on December 15, 2016 at which time the applicants are scheduled to present information about the school. The second public hearing, including a vote by the Board, is scheduled for January 12, 2017

Key Characteristics of Colorado Military Academy:

- A proposed K-12 school opening with grades K-9 and 470 students. At full capacity, the school will host 800 students.
- The Colorado Military Academy has a sound educational philosophy, which is focused in Science, Technology, Engineering, Arts, Mathematics, and Business (STEAM + B). The philosophy is driven by Project Based Learning, and fueled by the Military Corp character

development program.

- CMA has developed strong relationships with ranking officials at local military institutions.
- The school facility proposal is strong and has financial backing.
- The budget is reasonable and has contingency available beginning in year 1.

Considerations:

- Specific curriculum was not included in the application. The founding team has since provided groupings of specific titles, but has not yet finalized a curriculum decision.
- Parental input is insignificant. The applicant has expressed complications exclusive to military bases. The application was amended to provide for more parental input and a parent majority board composition after year 1.
- The relationship between the Education Service Provider – School Leaders for America, needed considerable adjustment to demonstrate an appropriate governance structure. The applicant submitted an addendum to rectify the original concern.

Recommendation:

The administration team will provide a recommendation in advance of the January 12, 2017 Regular Board Meeting.

Recommended Contract Provisions and Contingencies:

Provisions and contingencies, if any, will be provided along with the administrative recommendation in advance of the January 12, 2017 Regular Board Meeting.

Peter Hilts
Chief Education Officer

Brett Ridgway
Chief Business Officer

Jack Bay
Chief Operations Officer

Julia Roark
Falcon Zone Leader

Andrew Franko
iConnect Zone Leader

Mike Pickering
POWER Zone Leader

Sean Dorsey
Sand Creek Zone Leader

BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Andy Franko, iConnect Zone Leader
TITLE OF AGENDA ITEM:	Liberty Tree Classical Academy Charter Application Public Presentation
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The founding board of Liberty Tree Classical Academy has submitted an application to charter a K-12 school in District 49. The application has been reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the applicant board was interviewed to determine its capacity to operate the proposed school.

RATIONALE:

The presentation of the Liberty Tree Classical Academy allows District 49 board of education and community to have a public hearing about the potential school. The application is the thorough description of the proposed school. The public hearing allows the applicant to put a face to the name.

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	Strong connection
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Strong connection
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Move application approval to an action item for the Jan. 12, 2017 BOE meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

LIBERTY TREE



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LETTERS OF SUPPORT

BEN KLEY, FALCON BROADBAND



10/6/2015

District 49 Board of Education
10850 East Woodmen Road
Peyton, CO 80831

Dear Board Members,

Falcon Broadband is aware that you are reviewing the Liberty Tree Charter Academy (LITCA) application and that under certain circumstances the school may begin at a temporary location at 8579 Eastonville Rd. 80831. Falcon Broadband would like to assure the board that it can provide business class Internet and Telephone services to that temporary location.

Also, due to that location's proximity to our fiber network and our willingness to support the new school for our community at the temporary location, Falcon Broadband would construct fiber into a central location at that campus for no up-front charge and with no long term contract requirement. This would include fiber construction, installation and service activation at no charge and with flexible terms based on the temporary expectations of the site. This is similar to the support that Falcon Broadband gave to the High Prairie library to support their decision to come to our community.

Falcon Broadband would provide business class Internet and Telephone services consistent with other District 49 Charter schools and at industry competitive prices. Falcon Broadband is an E-Rate provider and would follow E-Rate processes so LITCA could receive E-Rate Support.

Sincerely,

Ben Kley

Ben Kley
General Manager

LIBERTY TREE



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LETTERS OF SUPPORT

ANDRES PICO, CITY COUNCIL COLORADO SPRINGS



CITY COUNCIL OFFICE

September 7, 2016

District 49 Board of Education
10850 East Woodmen Road
Peyton, CO 80831

Dear Board Members:

It is my pleasure to write to you in support of Liberty Tree Classical Academy's application for charter. Liberty Tree's association and close work with Hillsdale College's Barry Charter School Initiative should lend assurances that those applying for this charter are both devoted to success and equipped to execute their stated mission.

Western Civilization was built upon the principles for which Liberty Tree stands – knowledge, moral character, and civic virtue. Providing parents and students with another choice in their educational pursuits will have positive reverberations throughout District 49, and contribute to parents' right and responsibility in directing the education and upbringing of their children. Liberty Tree's content-rich curriculum is demonstrably beneficial in preparing students for coursework at the post-secondary level.

I am confident Liberty Tree will be an asset to the Falcon community and the City of Colorado Springs. Please consider my formal support for Liberty Tree Classical Academy's proposal, and the exciting opportunity it offers.

Very truly yours,

Andres Pico

Andres Pico

Member of City Council, Colorado Springs
Chair, Board of Directors, Colorado Springs Utilities
Chair, Board of Directors, Pikes Peak Area Council of Governments

107 North Nevada Avenue, Suite 300 • TEL 719-385-5491 FAX 719-385-5495
Mailing Address: P.O. Office Box 1773 • Colorado Springs, Colorado 80901-1775
Email: wpico@springsgov.com

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LETTERS OF SUPPORT

FORMER STATE SENATOR GREG BROPHY

Greg Brophy
26481 County Road 54
Holyoke, CO 80734

October 3, 2016

District 49 Board of Education
10850 East Woodmen Road
Peyton, CO 80831

Dear Board Members:

The Liberty Tree Classical Academy's charter application deserves support. Please look favorably upon the application and reward the planning and hard work that the people who bring it to you have produced.

I had the honor of serving Colorado in the state senate for nearly ten years. During my time there I became more convinced than ever that education was one of our most important mandates and that charter schools engage parents like few other schools.

This particular charter school is affiliated with Hillsdale College which brings with it an extra level of accountability and energy leading to even greater parental involvement.

It's been my experience that having a new and innovative group nearby tends to make everyone in the area better. Think about the way Silicon Valley works. Good ideas and practices inspire and lead to more and better ideas and practices. I firmly believe that the same will happen in D49 and ultimately across all of El Paso County.

Thank you for your consideration. Liberty Tree Classical Academy will be a great addition to your district.

Sincerely,

Greg Brophy
Fmr State Senator
2005-2014



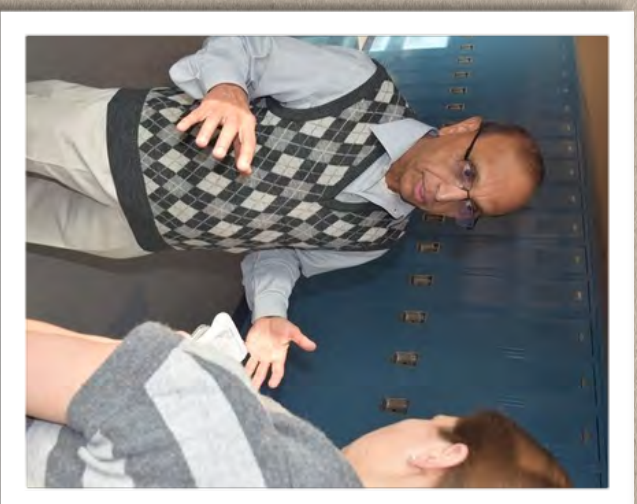
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LETTERS OF SUPPORT

REP. JANAK JOSHI, HOUSE DISTRICT 16



State Representative
Janak Joshi
Colorado State Capitol
300 East Colfax Avenue, Room 307
Denver, CO 80202
Capitol: 303-866-2872
E-mail: janak.joshi@house.state.co.us



Member
Health Committee
Public Health Care & Human
Services Committee
Health, Insurance &
Environment Committee

COLORADO
HOUSE OF REPRESENTATIVES
STATE CAPITOL
DENVER
80203

To

August 30, 2016

Members

Board of Education

School Dist. - 49

Dear Members

With great pleasure, I am writing this recommendation letter in support of Liberty Tree Classical Academy. I support its application for charter school application. There is a great need for different options for the families. LTCA will be working with Hillsdale College and its principles of liberty, parental involvement and quality of education. Its curriculum will prepare the students for higher education. I, therefore recommend LTCA for the charter unequivocally.

If you have any questions, feel free to contact me.

With best regards

Sincerely yours,

Representative Janak Joshi HD - 16

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LETTERS OF SUPPORT

PEGGY LITTLETON, EL PASO COUNTY COMMISSIONER



EL PASO COUNTY
COMMISSIONER
SALLY CLARK (CHAIR)
DAVEY GLENN (VICE CHAIR)
PEGGY LITTLETON
MARK WALLER
DORIS HESTY
BOARD OF COUNTY COMMISSIONERS
DISTRICT #5

Dear District 49 Board of Education Directors,

As a former educator, President of The Imagine Classical Academy, a D-49 Charter School, CO State Board of Education elected representative and Professional Staff Development, Curriculum Consultant, I can spot those schools which I feel confident will produce high academic results. Liberty Tree Classical Academy will be a winner for the children, parents and district.

We are in desperate need for classical education that has a targeted focus on our American Heritage. Parents and students search for schools which have high, rigorous academics, teach civic virtue and model high moral expectations.

Please accept this as my formal support for Liberty Tree Classical Academy in D-49. The addition of this school as a D-49 choice will draw students from all over El Paso County.

Respectfully,


Commissioner Peggy Littleton



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LETTERS OF SUPPORT

SENATOR OWEN HILL

OWEN HILL
State Senator
214 East Mainstem St.
Colorado Springs, CO 80907
Capital Hill 303.592-2317
owenhill.romeo@state.co.us



SENATE
STATE OF COLORADO
DENVER

COMMITTEES
Chair of:
Education
Vice Chair of:
Finance
Member of:
State Affairs

October 6, 2016

District 49 Board of Education
10950 East Woodmen Road
Peyton, CO 80831

Dear Board Members:

It is my pleasure to write to you in support of Liberty Tree Classical Academy's application for charter. Liberty Tree's association and close work with Hillsdale College's Barry Charter School Initiative should lend assurances that those applying for the charter are both devoted to success and equipped to execute their stated mission.

Western Civilization was built upon the principles for which Liberty Tree stands - knowledge, moral character, and civic virtue. As an advocate of innovation in school leadership and classical curriculum, I am confident Liberty Tree will be an asset to the Poudre community, the State of Colorado, and ultimately our country. Providing parents and students with a proper choice in their educational pursuits will have positive repercussions throughout District 49, and contribute to parents' right and responsibility in directing the education and upbringing of their children. Liberty Tree's content-rich curriculum is demonstrably beneficial in preparing students for coursework at the post-secondary level.

Please consider my formal support for Liberty Tree Classical Academy's proposal, and the exciting opportunity it offers the families of the Poudre community.

Sincerely,

Owen J. Hill

Owen Hill



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LETTERS OF SUPPORT

PAUL PRENTICE, PH.D. FORMER PRES. REAGAN ADMINISTRATION



District 49 Board of Education
10850 E. Woodmen Rd.
Peyton, CO 80831

Dear Board Members,

I am writing to express my support for the proposed charter school, "Liberty Tree Classical Academy". While my personal support does not represent a formal endorsement by Colorado Technical University (CTU), we do understand and value the concept of competition and choice in education.

Before coming to CTU, I built the college-level Economics program at The Vanguard School – a public K-12 charter school in Cheyenne Mountain School District 12 – and also helped develop its Mathematics program. We built Vanguard based on, and with help from, Hillsdale Academy in Michigan. Liberty Tree has the same educational model of a Core Curriculum based on a classical liberal-arts education.

I am certain that Liberty Tree Classical Academy will meet the diverse needs of your families in District 49.

Please call or email if you have any questions.

Regards,

Paul T. Prentice, Ph.D.

Lead Faculty, College of Business and Management
Professor of Economics and Business

Colorado Technical University
4535 N. Chestnut St.
Colorado Springs, CO 80907
719-590-6854
pprentice@coloradotech.edu

LIBERTY TREE

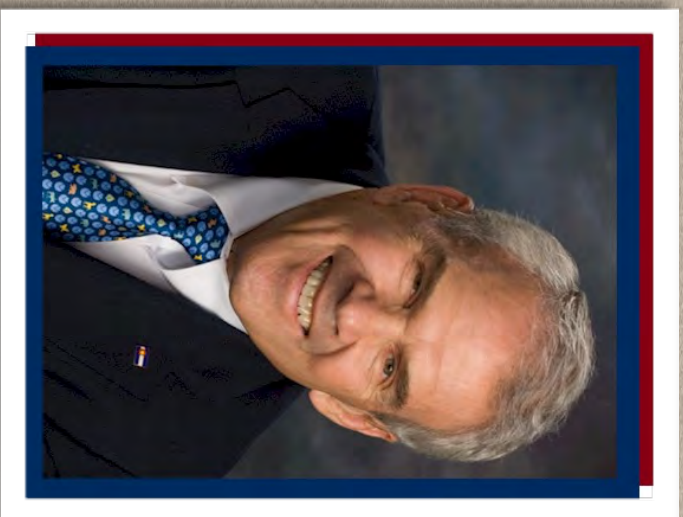


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LETTERS OF SUPPORT

STEPHEN M. SCHUCK, SCHUCK COMMUNITIES



August 22, 2016

Re: Liberty Tree Classical Academy Charter Application

Dear Members of D-49 Board:

Thank you for your continued outstanding leadership and for your focus on student achievement. You are doing great work.

It is a privilege and pleasure to offer this endorsement of Liberty Tree Classical Academy's charter school application, primarily because it follows the principles of a classical school model. By offering a traditional, liberal-arts core curriculum, LTCA will provide students not only basic, classical academic knowledge, but also a deep appreciation and understanding of American culture and heritage. Liberty Tree Classical Academy will emulate several of the highest-performing public schools in Colorado, including Ridgeway Classical Schools and Liberty Common Schools, both very successful examples of academic, value driven excellence. LTCA will be a very attractive addition to the D-49 menu of choices.

Your support of the proposed Liberty Tree Classical charter school application would be appreciated by all of us who share a commitment to maximizing the quality and quantity of educational choices for all children.

Thank you again for all you are doing for the families of D-49 and for your consideration of these comments.

Best,

SCHUCK COMMUNITIES

Stephen M. Schuck
President

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LETTERS OF SUPPORT

REP PAUL LUNDEEN, HOUSE DISTRICT 19

Paul Lundeen

August 25, 2016

Dear Members of the D49 Board of Education:

Please accept this letter as my formal statement of support for Liberty Tree Classical Academy's charter school application. Its proposal follows the classical-school model, offering a traditional, liberal arts core curriculum promising students not only basic, classical academic knowledge, but a deep appreciation and understanding of American culture and heritage.

The Liberty Tree Classical Academy is modeled after several of the highest-performing public schools in Colorado including Ridgeway Classical Schools, Liberty Common Schools and is a proven model of success across the country in a variety of contexts.

Liberty Tree's proposal is solid and exciting offering families of D49 an excellent choice...

This new school will add to the many quality options parents have when choosing a school for their children in El Paso County. I encourage your support of the proposed Liberty Tree Classical charter school.

Please reach out to me at the contact information below if you would like to discuss my enthusiastic support of this application further.

Sincerely,

19210 Slapenny Lane
Monument, Colorado 80132
paul@artefact.com
719-339-0278



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LETTERS OF SUPPORT

HON BOB SCHAFFER



2745 Minnesota Drive
Fort Collins, CO 80525
970-672-5500
Fax: 970-672-5499
Website: www.libertyclassical.org

August 22, 2016

District 49 Board of Education
10850 East Woodmen Road
Peyton, CO 80831

Dear Board Members:

It is my pleasure to write to you in support of Liberty Tree Classical Academy's application for charter. Liberty Tree's association and close work with Hillsdale College's Barney Charter School Initiative should lend assurances that those applying for this charter are both devoted to success and equipped to execute their stated mission.

Western Civilization was built upon the principles for which Liberty Tree stands - knowledge, moral character, and civic virtue. As an advocate of innovation in school leadership and classical curriculum, I am confident Liberty Tree will be an asset to the Falcon community, the State of Colorado, and ultimately the Republic. Providing parents and students with another choice in their educational pursuits will have positive reverberations throughout District 49, and contribute to parents' right and responsibility in directing the education and upbringing of their children. Liberty Tree's content-rich curriculum is demonstrably beneficial in preparing students for coursework at the post-secondary level.

Please consider my formal support for Liberty Tree Classical Academy's proposal, and the exciting opportunity it offers the families of the Falcon community.

Very truly yours,

Bob Schaffer
Principal, Liberty Common High School

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LETTERS OF SUPPORT

EASTERN PLAINS CHAMBER OF COMMERCE



10/6/2015

District 49 Board of Education
10850 East Woodmen Road
Ft. Lyon, CO 80831

Dear Board Members,

Thank you for your continued leadership in our community with your focus on technology and different alternatives for students to achieve their educational goals.

The Eastern Plains Chamber of Commerce is committed to supporting worthy projects which promote development of our Eastern Plains community along with other communities on the Eastern Plains. We have observed a need for the Liberty Tree Charter Academy on the Eastern Plains and believe this would be a great addition to our community. We believe in quality education and quality school systems are both important to the development of our community. The application for the Liberty Tree Charter Academy provides a quality educational choice and additional educational capacity which should help District 49 accommodate their continued growth.

It is our pleasure to provide this letter recommendation letter in support of Liberty Tree Classical Academy. Thank you for your consideration of this project that will be a great benefit to the community.

Sincerely,

Don Kley

Don Kley
Eastern Plains Chamber of Commerce
Chairman of the board

Dave Albrecht

Dave Albrecht
Eastern Plains Chamber of Commerce
President

LIBERTY TREE

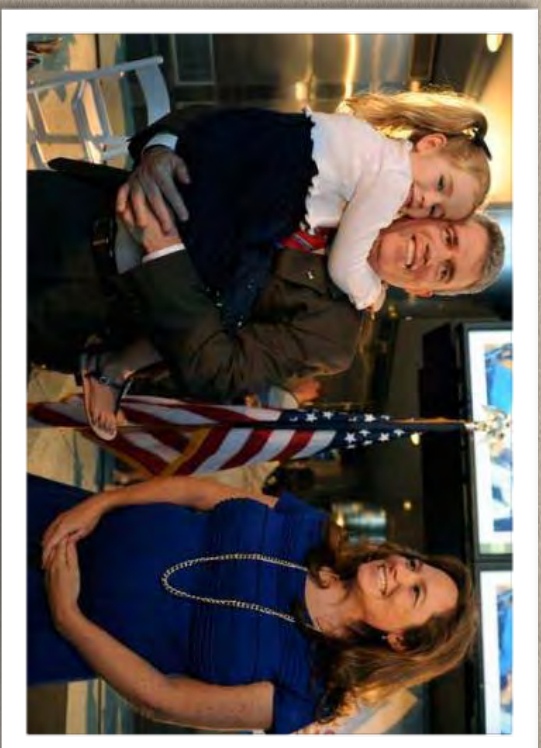
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LETTERS OF SUPPORT

SCOTT GESSLER, FMR SECRETARY OF STATE



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LIBERTY TREE CLASSICAL ACADEMY TRAINS THE MINDS AND IMPROVES THE HEARTS OF YOUNG PEOPLE THROUGH AN AMERICAN CLASSICAL, CONTENT-RICH EDUCATION IN THE LIBERAL ARTS AND SCIENCES, WITH INSTRUCTION IN THE PRINCIPLES OF MORAL CHARACTER AND CIVIC VIRTUE IN AN ORDERLY, DISCIPLINED ENVIRONMENT.

THE VISION AND MISSION OF LIBERTY TREE CLASSICAL ACADEMY INCLUDE NOT JUST INTELLECTUAL OUTCOMES PREPARING STUDENTS TO PERFORM WELL ON TESTS AND COLLEGE, BUT ALSO GIVING THEM A GOOD FOUNDATION IN MORAL CHARACTER AND VIRTUE, IMPORTANT IN CLASSICAL PHILOSOPHY TO LIVE HAPPY LIVES, PREPARED FOR SELF-GOVERNANCE AND AN EDUCATION WORTHY OF FREE PEOPLE.



LIBERTY TREE



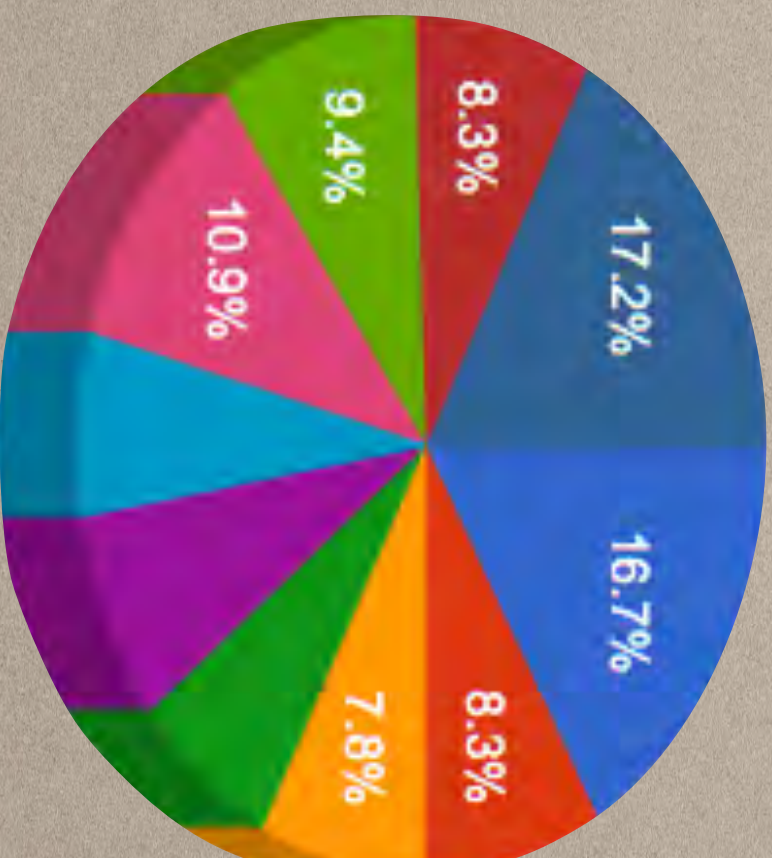
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EXPRESSION OF INTEREST LETTERS GRADE LEVEL

201 TOTAL

K - 33
1ST - 17
2ND - 16
3RD - 14
4TH - 16
5TH - 14
6TH - 22
7TH - 19
8TH - 17



● k
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ID'D ONLY AS ELEMENTARY - 33

LIBERTY TREE

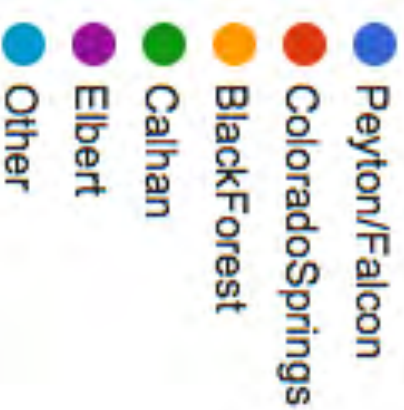
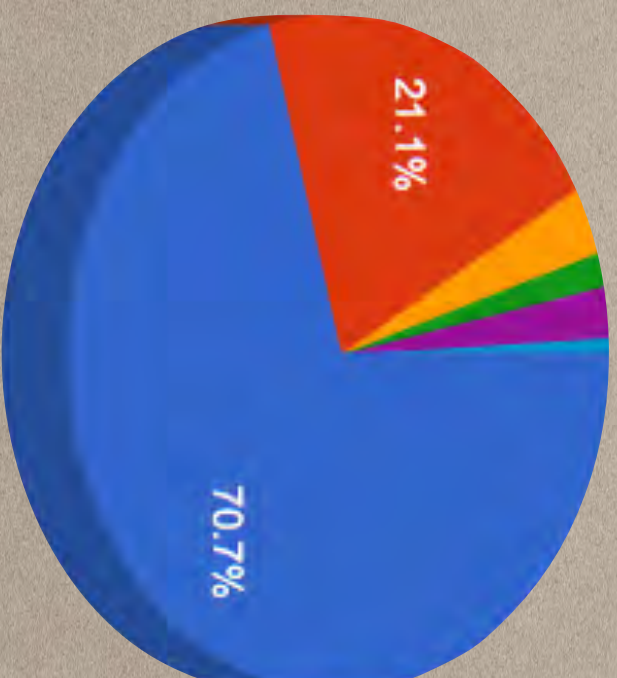


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EXPRESSION OF INTEREST LETTERS ZIP CODE PERCENTAGE

70.7% PEYTON/FALCON
21.1% COLORADO SPRINGS
3.3% BLACK FOREST
2.4% ELBERT
1.6% CALHAN
.8% OTHER



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FACILITIES SITE PLAN



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MASTER SITE PLAN

8579 Eastonville Road Colorado 80831

DATE: 4/9/15

MOUNTAIN WEST

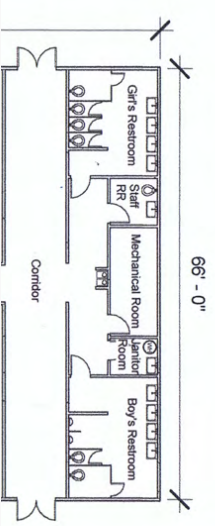
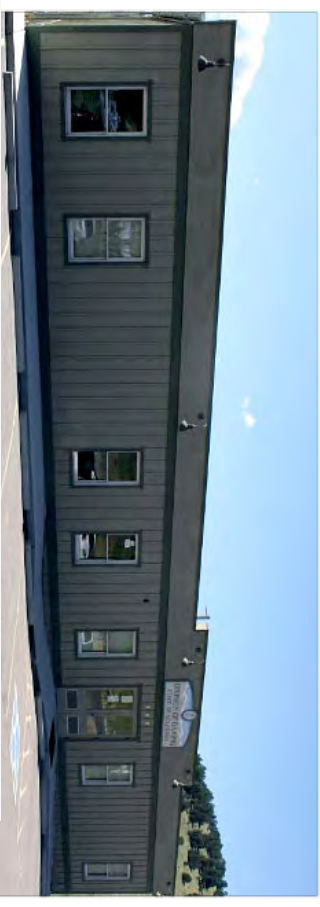
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FACILITIES EAGLE CREEK MODULAR



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QUESTIONS



The Best District to Learn, Work and Lead

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

Liberty Tree Charter Academy (LTCA) Charter School Application *Executive Summary*

On October 12, 2016, a founding group applied to open and operate Liberty Tree Charter Academy as an authorized charter school in District 49. The district conducted a review of the application on an accelerated schedule to give LTCA an opportunity to apply for a startup grant through the Colorado Charter Schools Program. The district contracted with Charter School Solutions (CSS) to conduct an external review of the application.

- The CSS team staff assigned the application for review to three teams. Each team (and each individual reviewer) evaluated the application using a common 4-point evaluation rubric. CCS staff calculated the average for each group to determine the overall strength of the application. In addition, evaluators provided strengths, concerns, and questions that were later used during the capacity interview. The 4-point scale is:

1	2	3	4
Does Not Meet Expectations	Partially Meets Expectations	Meets Expectations	Exceeds Expectations

- The charter school application was reviewed by the charter subcommittee of the DAAC, resulting in an average score for the application of 3.07 on a 4-point scale.
 - The CSS Team reviewed the application, resulting in an average score of 2.9 on a 4-point scale.
 - A team of district administrators reviewed the application resulting in an average score of 2.39 on a 4-point scale.
- On November 29, 2016 District 49 conducted a capacity interview, according to NACSA Principles and Standards. Following the meeting, Liberty Tree Charter Academy leaders responded, in writing, to questions. The additional information was also considered in this executive summary.

To comply with statutory timelines, the Board of Education will hold its first public hearing on December 15, 2016 at which time the applicants are scheduled to present information about the school. The second public hearing, including a vote by the Board, is scheduled for January 12, 2017.

Key Characteristics of Liberty Tree Charter Academy

- Initial enrollment: K-8 (432 students), growing through 12th grade
- An “American classical” educational program
- In partnership with Hillsdale College’s Barney Charter School Initiative and based on successful Colorado classical schools such as Liberty Common School and Ridgeview Classical School, both in Fort Collins
- A focus on moral virtue and personal character

Considerations

- The budget requires fundraising at \$200,000 in Year 0 and approximately \$72,000 in subsequent years.
- The applicants submitted a break-even budget reflecting 277 students in the first year (Fall 2017). Updated information indicates 201 K-8 students have shown interest.
- The comprehensive educational program, with high expectations, will be difficult to implement with fidelity, particularly in the early years of operation.
- The discipline plan, especially in high school, lacks specificity and age appropriateness.
- The applicant did not receive the state’s Colorado Charter School Program, startup grant.
- The vision and mission of the proposed school are generic and do not reflect the local community.
- There is a lack of clarity surrounding how exceptional students will be served.
- There are few strategies for how to address learning needs if students are not initially successful in the curriculum.
- There are already two successful Classical schools operating in the district.

Recommendation:

The administration team will provide a recommendation in advance of the January 12, 2017 Regular Board Meeting.

Recommended Contract Provisions and Contingencies:

Provisions and contingencies, if any, will be provided along with the administrative recommendation in advance of the January 12, 2017 Regular Board Meeting.

Peter Hilts
Chief Education Officer

Brett Ridgway
Chief Business Officer

Jack Bay
Chief Operations Officer


Julia Roark
Falcon Zone Leader

Andrew Franko
iConnect Zone Leader

Mike Pickering
POWER Zone Leader

Sean Dorsey
Sand Creek Zone Leader

Respectfully,

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

Peter Hilts
Chief Education Officer

Peter Hilts
Chief Education Officer

Brett Ridgway
Chief Business Officer

Jack Bay
Chief Operations Officer

Julia Roark
Falcon Zone Leader

Andrew Franko
iConnect Zone Leader

Mike Pickering
POWER Zone Leader

Sean Dorsey
Sand Creek Zone Leader

BOARD OF EDUCATION AGENDA ITEM 9.04

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Amber Whetstone, Executive Director of Learning Services
TITLE OF AGENDA ITEM:	Accreditation Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Colorado Department of Education recently released Preliminary District and School Performance Framework reports to districts in Colorado. Frameworks include indicators of performance in the areas of Finance, Safety, Test Participation, Academic Achievement, Academic Growth, and Post-Secondary Work Force Readiness (high school). The District's and each school's preliminary rating suggests the accreditation and plan type assigned for improvement planning and accountability purposes. Districts are accredited by the State Board of Education with distinction, or with a performance, improvement, priority improvement or turnaround plan type. Schools are assigned a performance, improvement, priority improvement or a turnaround plan type, but are accredited by the local Board of Education. Alternative Education Campus Preliminary School Performance Frameworks were released to Districts in November.

RATIONALE: District 49 will continue to offer accredited schools and use the District and School Performance Frameworks as tools to improve student achievement.

RELEVANT DATA AND EXPECTED OUTCOMES: Review preliminary AEC results. Discuss request to reconsider process.

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 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	By accrediting each of our coordinated, charter, alternative and virtual schools, the Board commits to growing and supporting our portfolio of schools.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: 12/1/16

Plan Type

AEC: Performance
63.5 / 100

Indicator Rating Totals

Indicator	% Pts Earned	Pts Earned/Eligible	Rating
Academic Achievement	75.0%	11.25 / 15	Meets
Academic Growth	50.0%	17.5 / 35	Approaching
Student Engagement	68.8%	13.75 / 20	Meets
Postsecondary & Workforce Readiness	70.0%	21 / 30	Meets

Some schools have specialized missions and are designated as Alternative Education Campuses (AECs). These schools serve a student population where either: (1) all students have severe limitations that preclude appropriate administration of state assessments, (2) all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school, or (3) more than 95% of the students have either an Individual Education Program and/or meet the definition of a high-risk student, as defined by in the Educational Accountability Act of 2009.

This AEC SPF is composed of required state measures but may also include additional optional measures. The optional measures are submitted by the local district and approved by CDE for inclusion in the AEC framework. Results for these optional measures are provided by the district aggregated at the school and grade span level. Districts are encouraged to report three years of data when available.

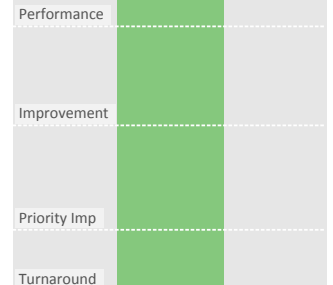
Measures for the Academic Achievement and Academic Growth indicators have been weighted by N size. For measures in these indicators, points eligible are assigned according to the number of students who participated in each measure. Measures where a greater number of students participated are worth comparatively more weight. The individual weight of each measure in these indicators is derived from: the total points eligible in the indicator (PE), the total number of students represented across all measures in the indicator (Total N), and the total number of students represented in the measure in question (Measure N):

Measure Points Eligible = (Measure N/Total N) x PE

Measures for the Postsecondary Readiness and Student Engagement indicators are not weighted by N size. These measures are apportioned equal weight within the indicator. Please note that due to rounding policies points eligible at the measure level may not sum up perfectly to the total points eligible at the indicator and overall level as displayed.

Cut-Points for Each Performance Indicator

Academic Achievement; Academic Growth; Student Engagement; Postsecondary Workforce Readiness	at or above 87.5%	Exceeds
	at or above 62.5% - below 87.5%	Meets
	at or above 37.5% - below 62.5%	Approaching
	below 37.5%	Does Not Meet

63.50%


The plan type presented above is based on the total percent of Framework Points earned out of Points Eligible:

AEC Performance: at or above 60.0%

AEC Improvement: at or above 47.0%-below 60.0%

AEC Priority Improvement: at or above 33.0%-below 47.0%

AEC Turnaround: below 33.0%

Insufficient Data: No reportable data

(*) Not Applicable; (-) No Reportable Data

(^^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

3475: GOAL ACADEMY | 1110: FALCON 49

Level: ALL

ACADEMIC ACHIEVEMENT

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	Pct Pts E..	Rating
Required State Measures	CMAS	SCIENCE	570	533.1	6.45 / 8.6	75	Meets
	CMAS PARCC	ENGLISH LANGUAGE ARTS	212	709.8	2.4 / 3.2	75	Meets
		MATH	212	706.5	2.4 / 3.2	75	Meets
TOTAL	TOTAL	TOTAL			11.25 / 15	75	Meets

ACADEMIC ACHIEVEMENT MEASURES & METRICS

CMAS - SCIENCE	Mean Scale Score
CMAS PARCC - ENGLISH LANGUAGE ARTS	Mean Scale Score
CMAS PARCC - MATH	Mean Scale Score

ACADEMIC ACHIEVEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Text	Value	Pts Earned	
CMAS - SCIENCE	>=90th percentile of AECs	577.0	1	Exceeds
	<90th percentile & >=60th percentile of AECs	515.0	.75	Meets
	<60th percentile & >=40th percentile of AECs	503.0	.5	Approaching
	<40th percentile of AECs	300.0	.25	Does Not Meet
CMAS PARCC - ENGLISH LANGUAGE ARTS	>=90th percentile of AECs	720.0	1	Exceeds
	<90th percentile & >=60th percentile of AECs	707.0	.75	Meets
	<60th percentile & >=40th percentile of AECs	700.0	.5	Approaching
	<40th percentile of AECs	650.0	.25	Does Not Meet
CMAS PARCC - MATH	>=90th percentile of AECs	720.0	1	Exceeds
	<90th percentile & >=60th percentile of AECs	706.0	.75	Meets
	<60th percentile & >=40th percentile of AECs	700.0	.5	Approaching
	<40th percentile of AECs	650.0	.25	Does Not Meet

CMAS and CMAS PARCC results are from 2015-16. Any other data reported on this page is based on 3 years of aggregated data where available.

(*) Not Applicable; (-) No Reportable Data

3475: GOAL ACADEMY | 1110: FALCON 49

Level: ALL

ACADEMIC GROWTH

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	Pct Pts Earned	Rating
Required State Measures	CMAS PARCC	ENGLISH LANGUAGE ARTS	120	41.0	8.75 / 17.5	50	Approaching
		MATH	120	43.0	8.75 / 17.5	50	Approaching
TOTAL	TOTAL	TOTAL			17.5 / 35	50	Approaching

ACADEMIC GROWTH MEASURES & METRICS

CMAS PARCC - ENGLISH LANGUAGE ARTS	Median Growth Percentile (MGP)
CMAS PARCC - MATH	Median Growth Percentile (MGP)

ACADEMIC GROWTH ESTABLISHED NORMS AND CUT-POINTS

Measure	Text	Value	Pts Earned	
CMAS PARCC - ENGLISH LANGUAGE ARTS	>=65 MGP	65.0	1	Exceeds
	<65 & >=50 MGP	50.0	.75	Meets
	<50 & >=35 MGP	35.0	.5	Approaching
	<35 MGP	0	.25	Does Not Meet
CMAS PARCC - MATH	>=65 MGP	65.0	1	Exceeds
	<65 & >=50 MGP	50.0	.75	Meets
	<50 & >=35 MGP	35.0	.5	Approaching
	<35 MGP	0	.25	Does Not Meet

CMAS and CMAS PARCC results are from 2015-16. Any other data reported on this page is based on 3 years of aggregated data where available.

(*) Not Applicable; (-) No Reportable Data

STUDENT ENGAGEMENT

Required/Optional	Measure	Count	Result	Pts Earned/ Eligible	Pct Pts Earned	Rating
Required State Measures	ATTENDANCE	-	88.2%	3.75 / 5	75	Meets
	TRUANCY	-	11.8%	2.5 / 5	50	Approaching
Optional Measures	Returning Student Rate	2,034	73.2%	3.75 / 5	75	Meets
	Student Re-engagement Rate	990	73.8%	3.75 / 5	75	Meets
TOTAL	TOTAL			13.75 / 20	68.75	Meets

STUDENT ENGAGEMENT MEASURES & METRICS

ATTENDANCE	Average daily attendance rate of the school
Returning Student Rate	Percent of student completing the prior year at this school who re-enrolled for fall
Student Re-engagement Rate	Percent of previous dropouts enrolled through the end of the year
TRUANCY	Truancy rate of the school

STUDENT ENGAGEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Text	Value	Pts Earned	
ATTENDANCE	>=90th percentile of AECs	94.80%	1	Exceeds
	<90th percentile & >=60th percentile of AECs	86.50%	.75	Meets
	<60th percentile & >=40th percentile of AECs	80.20%	.5	Approaching
	<40th percentile of AECs	0.0%	.25	Does Not Meet
Returning Student Rate	>=90% of students	90.00%	1	Exceeds
	<90% & >=60% of students	60.00%	.75	Meets
	<60% & >=40% of students	40.00%	.5	Approaching
	<40% of students	0.0%	.25	Does Not Meet
Student Re-engagement Rate	>=90% of students	90.00%	1	Exceeds
	<90% & >=60% of students	60.00%	.75	Meets
	<60% & >=40% of students	40.00%	.5	Approaching
	<40% of students	0.0%	.25	Does Not Meet
TRUANCY	>=90th percentile of AECs	0.0%	1	Exceeds
	<90th percentile & >=60th percentile of AECs	0.01%	.75	Meets
	<60th percentile & >=40th percentile of AECs	7.81%	.5	Approaching
	<40th percentile of AECs	11.91%	.25	Does Not Meet

Data reported on this page is based on 3 years of aggregated data where available.

(*) Not Applicable; (-) No Reportable Data

POSTSECONDARY & WORKFORCE READINESS

Required/Optional	Measure	Count	Result	Pts Earned/ Eligible	Pct Pts Earned	Rating
Required State Measures	COACT	952	15.9	4.5 / 6	75	Meets
	Completion Rate	886	44.1%	3 / 6	50	Approaching
	Dropout Rate	12,148	16.4%	3 / 6	50	Approaching
Optional Measures	Concurrent Enrollment Passer Rate	980	88.4%	4.5 / 6	75	Meets
	Workforce Readiness	815	93.1%	6 / 6	100	Exceeds
TOTAL	TOTAL			21 / 30	70	Meets

POSTSECONDARY & WORKFORCE READINESS MEASURES & METRICS

COACT	Mean Composite score on the COACT
Completion Rate	"Best-of" the 4, 5, 6, or 7-year completion rate
Concurrent Enrollment Pass..	Percent of concurrent enrollment courses completed for credit out of all concurrent enrollment courses attempted
Dropout Rate	Dropout rate of the school
Workforce Readiness	Percent of students to meet or exceed readiness benchmark

POSTSECONDARY & WORKFORCE READINESS ESTABLISHED NORMS AND CUT-POINTS

Measure	Text	Value	Pts Earned	
COACT	>=90th percentile of AECs	17.3	1	Exceeds
	<90th percentile & >=60th percentile of AECs	15.6	.75	Meets
	<60th percentile & >=40th percentile of AECs	15.0	.5	Approaching
	<40th percentile of AECs	0	.25	Does Not Meet
Completion Rate	>=90th percentile of AECs	69.40%	1	Exceeds
	<90th percentile & >=60th percentile of AECs	49.50%	.75	Meets
	<60th percentile & >=40th percentile of AECs	40.00%	.5	Approaching
	<40th percentile of AECs	0.0%	.25	Does Not Meet
Concurrent Enrollment Passer Rate	>=90% of courses	90.00%	1	Exceeds
	<90% & >=60% of courses	60.00%	.75	Meets
	<60% & >=40% of courses	40.00%	.5	Approaching
	<40% of courses	0.0%	.25	Does Not Meet
Dropout Rate	>=90th percentile of AECs	0.0%	1	Exceeds
	<90th percentile & >=60th percentile of AECs	4.60%	.75	Meets
	<60th percentile & >=40th percentile of AECs	12.80%	.5	Approaching
	<40th percentile of AECs	18.20%	.25	Does Not Meet
Workforce Readiness	>=90% of students	90.00%	1	Exceeds
	<90% & >=60% of students	60.00%	.75	Meets
	<60% & >=40% of students	40.00%	.5	Approaching
	<40% of students	0.0%	.25	Does Not Meet

Data reported on this page is based on 3 years of aggregated data where available.

(*) Not Applicable; (-) No Reportable Data

Plan Type

AEC: Improvement
51.43 / 100

Indicator Rating Totals

Indicator	% Pts Earned	Pts Earned/Eligible	Rating
Academic Achievement	33.0%	4.95 / 15	Does Not Meet
Academic Growth	25.0%	8.75 / 35	Does Not Meet
Student Engagement	66.8%	13.35 / 20	Meets
Postsecondary & Workforce Readiness	81.3%	24.38 / 30	Meets

Some schools have specialized missions and are designated as Alternative Education Campuses (AECs). These schools serve a student population where either: (1) all students have severe limitations that preclude appropriate administration of state assessments, (2) all students attend on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school, or (3) more than 95% of the students have either an Individual Education Program and/or meet the definition of a high-risk student, as defined by in the Educational Accountability Act of 2009.

This AEC SPF is composed of required state measures but may also include additional optional measures. The optional measures are submitted by the local district and approved by CDE for inclusion in the AEC framework. Results for these optional measures are provided by the district aggregated at the school and grade span level. Districts are encouraged to report three years of data when available.

Measures for the Academic Achievement and Academic Growth indicators have been weighted by N size. For measures in these indicators, points eligible are assigned according to the number of students who participated in each measure. Measures where a greater number of students participated are worth comparatively more weight. The individual weight of each measure in these indicators is derived from: the total points eligible in the indicator (PE), the total number of students represented across all measures in the indicator (Total N), and the total number of students represented in the measure in question (Measure N):

Measure Points Eligible = (Measure N/Total N) x PE

Measures for the Postsecondary Readiness and Student Engagement indicators are not weighted by N size. These measures are apportioned equal weight within the indicator. Please note that due to rounding policies points eligible at the measure level may not sum up perfectly to the total points eligible at the indicator and overall level as displayed.

Cut-Points for Each Performance Indicator

Academic Achievement; Academic Growth; Student Engagement; Postsecondary Workforce Readiness	at or above 87.5%	Exceeds
	at or above 62.5% - below 87.5%	Meets
	at or above 37.5% - below 62.5%	Approaching
	below 37.5%	Does Not Meet

Performance

51.43%

Improvement

Priority Imp

Turnaround

The plan type presented above is based on the total percent of Framework Points earned out of Points Eligible:

AEC Performance: at or above 60.0%

AEC Improvement: at or above 47.0%-below 60.0%

AEC Priority Improvement: at or above 33.0%-below 47.0%

AEC Turnaround: below 33.0%

Insufficient Data: No reportable data

(*) Not Applicable; (-) No Reportable Data

(^^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

6810: PATRIOT LEARNING CENTER | 1110: FALCON 49

Level: ALL

ACADEMIC ACHIEVEMENT

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	Pct Pts E..	Rating
Required State Measures	CMAS	SCIENCE	45	482.3	1.35 / 5.4	25	Does Not Meet
	CMAS PARCC	ENGLISH LANGUAGE ARTS	40	706.6	2.4 / 4.8	50	Approaching
		MATH	40	699.1	1.2 / 4.8	25	Does Not Meet
TOTAL	TOTAL	TOTAL			4.95 / 15	33	Does Not Meet

ACADEMIC ACHIEVEMENT MEASURES & METRICS

CMAS - SCIENCE	Mean Scale Score
CMAS PARCC - ENGLISH LA..	Mean Scale Score
CMAS PARCC - MATH	Mean Scale Score

ACADEMIC ACHIEVEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Text	Value	Pts Earned	
CMAS - SCIENCE	>=90th percentile of AECs	577.0	1	Exceeds
	<90th percentile & >=60th percentile of AECs	515.0	.75	Meets
	<60th percentile & >=40th percentile of AECs	503.0	.5	Approaching
	<40th percentile of AECs	300.0	.25	Does Not Meet
CMAS PARCC - ENGLISH LANGUAGE ARTS	>=90th percentile of AECs	720.0	1	Exceeds
	<90th percentile & >=60th percentile of AECs	707.0	.75	Meets
	<60th percentile & >=40th percentile of AECs	700.0	.5	Approaching
	<40th percentile of AECs	650.0	.25	Does Not Meet
CMAS PARCC - MATH	>=90th percentile of AECs	720.0	1	Exceeds
	<90th percentile & >=60th percentile of AECs	706.0	.75	Meets
	<60th percentile & >=40th percentile of AECs	700.0	.5	Approaching
	<40th percentile of AECs	650.0	.25	Does Not Meet

CMAS and CMAS PARCC results are from 2015-16. Any other data reported on this page is based on 3 years of aggregated data where available.

(*) Not Applicable; (-) No Reportable Data

6810: PATRIOT LEARNING CENTER | 1110: FALCON 49

Level: ALL

ACADEMIC GROWTH

Required/ Optional	Measure	Subject	Count	Result	Pts Earned/ Eligible	Pct Pts Earned	Rating
Required State Measures	CMAS PARCC	ENGLISH LANGUAGE ARTS	37	28.0	4.56 / 18.24	25	Does Not Meet
		MATH	34	19.5	4.19 / 16.76	25	Does Not Meet
TOTAL	TOTAL	TOTAL			8.75 / 35	25	Does Not Meet

ACADEMIC GROWTH MEASURES & METRICS

CMAS PARCC - ENGLISH LANGUAGE ARTS	Median Growth Percentile (MGP)
CMAS PARCC - MATH	Median Growth Percentile (MGP)

ACADEMIC GROWTH ESTABLISHED NORMS AND CUT-POINTS

Measure	Text	Value	Pts Earned	
CMAS PARCC - ENGLISH LANGUAGE ARTS	>=65 MGP	65.0	1	Exceeds
	<65 & >=50 MGP	50.0	.75	Meets
	<50 & >=35 MGP	35.0	.5	Approaching
	<35 MGP	0	.25	Does Not Meet
CMAS PARCC - MATH	>=65 MGP	65.0	1	Exceeds
	<65 & >=50 MGP	50.0	.75	Meets
	<50 & >=35 MGP	35.0	.5	Approaching
	<35 MGP	0	.25	Does Not Meet

CMAS and CMAS PARCC results are from 2015-16. Any other data reported on this page is based on 3 years of aggregated data where available.

(*) Not Applicable; (-) No Reportable Data

STUDENT ENGAGEMENT

Required/Optional	Measure	Count	Result	Pts Earned/ Eligible	Pct Pts Earned	Rating
Required State Measures	ATTENDANCE	-	86.3%	3.34 / 6.67	50	Approaching
	TRUANCY	-	8.1%	3.34 / 6.67	50	Approaching
Optional Measures	Returning Student Rate	135	91.9%	6.67 / 6.67	100	Exceeds
TOTAL	TOTAL			13.35 / 20	66.75	Meets

STUDENT ENGAGEMENT MEASURES & METRICS

ATTENDANCE	Average daily attendance rate of the school
Returning Student Rate	Percent of student completing the prior year at this school who re-enrolled for fall
TRUANCY	Truancy rate of the school

STUDENT ENGAGEMENT ESTABLISHED NORMS AND CUT-POINTS

Measure	Text	Value	Pts Earned	
ATTENDANCE	>=90th percentile of AECs	94.80%	1	Exceeds
	<90th percentile & >=60th percentile of AECs	86.50%	.75	Meets
	<60th percentile & >=40th percentile of AECs	80.20%	.5	Approaching
	<40th percentile of AECs	0.0%	.25	Does Not Meet
Returning Student Rate	>=90% of students	90.00%	1	Exceeds
	<90% & >=60% of students	60.00%	.75	Meets
	<60% & >=40% of students	40.00%	.5	Approaching
	<40% of students	0.0%	.25	Does Not Meet
TRUANCY	>=90th percentile of AECs	0.0%	1	Exceeds
	<90th percentile & >=60th percentile of AECs	0.01%	.75	Meets
	<60th percentile & >=40th percentile of AECs	7.81%	.5	Approaching
	<40th percentile of AECs	11.91%	.25	Does Not Meet

Data reported on this page is based on 3 years of aggregated data where available.

(*) Not Applicable; (-) No Reportable Data

6810: PATRIOT LEARNING CENTER | 1110: FALCON 49

Level: ALL

POSTSECONDARY & WORKFORCE READINESS

Required/Optional	Measure	Count	Result	Pts Earned/ Eligible	Pct Pts Earned	Rating
Required State Measures	COACT	133	15.5	3.75 / 7.5	50	Approaching
	Completion Rate	101	89.1%	7.5 / 7.5	100	Exceeds
	Dropout Rate	886	8.1%	5.63 / 7.5	75	Meets
Optional Measures	Graduation Rate	101	86.1%	7.5 / 7.5	100	Exceeds
TOTAL	TOTAL			24.38 / 30	81.27	Meets

POSTSECONDARY & WORKFORCE READINESS MEASURES & METRICS

COACT	Mean Composite score on the COACT
Completion Rate	"Best-of" the 4, 5, 6, or 7-year completion rate
Dropout Rate	Dropout rate of the school
Graduation Rate	"Best-of" the 4, 5, 6, or 7-year graduation rate

POSTSECONDARY & WORKFORCE READINESS ESTABLISHED NORMS AND CUT-POINTS

Measure	Text	Value	Pts Earned	
COACT	>=90th percentile of AECs	17.3	1	Exceeds
	<90th percentile & >=60th percentile of AECs	15.6	.75	Meets
	<60th percentile & >=40th percentile of AECs	15.0	.5	Approaching
	<40th percentile of AECs	0	.25	Does Not Meet
Completion Rate	>=90th percentile of AECs	69.40%	1	Exceeds
	<90th percentile & >=60th percentile of AECs	49.50%	.75	Meets
	<60th percentile & >=40th percentile of AECs	40.00%	.5	Approaching
	<40th percentile of AECs	0.0%	.25	Does Not Meet
Dropout Rate	>=90th percentile of AECs	0.0%	1	Exceeds
	<90th percentile & >=60th percentile of AECs	4.60%	.75	Meets
	<60th percentile & >=40th percentile of AECs	12.80%	.5	Approaching
	<40th percentile of AECs	18.20%	.25	Does Not Meet
Graduation Rate	>=90th percentile of AECs	54.30%	1	Exceeds
	<90th percentile & >=60th percentile of AECs	33.30%	.75	Meets
	<60th percentile & >=40th percentile of AECs	20.30%	.5	Approaching
	<40th percentile of AECs	0.0%	.25	Does Not Meet

Data reported on this page is based on 3 years of aggregated data where available.

(*) Not Applicable; (-) No Reportable Data

BOARD OF EDUCATION AGENDA ITEM 9.05

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Mike Pickering, POWER Zone Leader
TITLE OF AGENDA ITEM:	Center for Literacy & Innovation Excellence
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

POWER Zone would like to present a proposal to open a new learning center within the zone entitled the Center for Literacy and Innovation Excellence (CLIE). This innovative learning center has one purpose: increasing the quality of life for the students we serve. This will be accomplished by delivering more children the power to read, understand, and respond to text. By filling the educational gap that currently exists within public education for students with significant reading differences, POWER Zone will be opening up opportunity for students to learn to read who would otherwise continue to struggle long into adulthood.

RATIONALE:

In August of 2014 POWER Zone opened the Literacy Excellence programming at OES. This programming serves students who fit a profile for dyslexia. These students have been receiving an Orton-Gillingham based multisensory reading intervention targeted to the specific needs of these students. Trained and licensed Literacy Excellence interventionists, who are also Certified Academic Language Therapists, provide this intervention. After two years of the programming data began to emerge that the intervention was moving students significantly faster towards proficiency than “like” peers who were not receiving the programming.

RELEVANT DATA AND EXPECTED OUTCOMES:

The zone will share the data referred to in the rationale section. We believe that we are now into the 3rd phase of District 49’s Learn, Work, Lead cycle with this particular innovation. It is now time, heading into the end of year 3, to either end the programming, extend the programming as is, or commit to a true transformation that has the potential to open up more opportunity for a wider range of learners than ever before. We believe it's time to transform!

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Offering high quality and innovative programming that meets the needs of more students is one way to show our taxpayers that we take their investment seriously.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The core literacy programming embed in CLIE emerged initially from a proposal that was then voted on by OES staff, admin, and parents.
Rock #3 — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Educator, parent, and student qualitative responses to the programming have been very strong. When you begin to move dynamically struggling readers in the right direction, after perhaps years of struggle, educators begin to feel empowered and more excited about their ability to truly make a difference.
Rock #4 — Grow a robust portfolio of distinct and exceptional schools	Schools become exceptional, in part, by having high quality programming that meets the individual needs of our students.
Rock #5 — Customize our educational systems to launch each student toward success	CLIE embodies customization of learning within its core reading programming, its innovation/makerspace, and its blended learning opportunities.



BOE Regular Meeting December 15, 2016
Item 9.05 continued

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move for further consideration of a detailed proposal at the January work session to include a facility plan, staffing plan with job descriptions, and preliminary budget.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 2, 2016

Center for Literacy & Innovation Excellence (CLIE)

December 15, 2016

OES * RVES * SES * SMS * VRHS





Agenda

- History at OES
- Current Data & Research
- Purpose
- Strategic Structures
- Request & Questions



It all began with an Innovation Proposal...



POWER ZONE Proposal

Please use the template below as a guide for developing your proposal.

Your completed proposal serves as the basis for developing, evaluating and reporting on your idea.

NOTE: Definitions are provided under each component of the proposal. Feel free to elongate this form to multiple pages as needed.

Focus
<i>The issues your proposal will address and/or the problems it will solve</i>
What would you say if I told you that 20% of every classroom K-12 was comprised of children with Dyslexia? What would you say if I told you that many of these same children were locked into an educational system that will never solve their issues? What would you say if I told you that the most talented of all of our students (star quarterbacks, gifted musicians, excelling artists and innovative computer engineers) in our public schools <u>may have</u> Dyslexia? (Causing them to be highly talented and yet often penalized from participating in their sport/extracurricular activity due to failing grades.) Now what would you think if I said people with Dyslexia can overcome its "disabling" effects. It is brain-based and life-long, but it is responsive to a specific educational intervention... an intervention that we do not offer in public education. How sad are you to know that while you trouble and toil over the perfect educational practices and programs, you will NEVER help this percent of our struggling population until you isolate Dyslexia from other academic struggles and provide an Orton – <u>Gillingham</u> Program for these students?

Resources
<i>Personnel, consultants, materials/supplies costs, etc. the proposal will consume</i>
I wish I had all of the answers in black and white for this section but alas, I do not. I am hoping that by spreading my passion and understandings that, Bob <u>Felice</u> , Mike Pickering, Lynn <u>Mathers</u> , Steve <u>Axford</u> , Power Zone principals and teachers will <i>want</i> to sit around the table <i>with</i> me and brainstorm how to bring this life-changing solution to our students.



History at OES



- April 2014 - Initial innovation presented to OES staff
- May 2014 - OES staff vote to adopt LEx programming
- 2014-15 School Year - Year 1 Programming
- 2015-16 School Year - Year 2 Programming and Review of Year 2 Results
- 2016-17 School Year - Data analysis completed and reveals **uncharacteristically high growth** comparisons and progress towards proficiency



Control vs. LEx Comparison

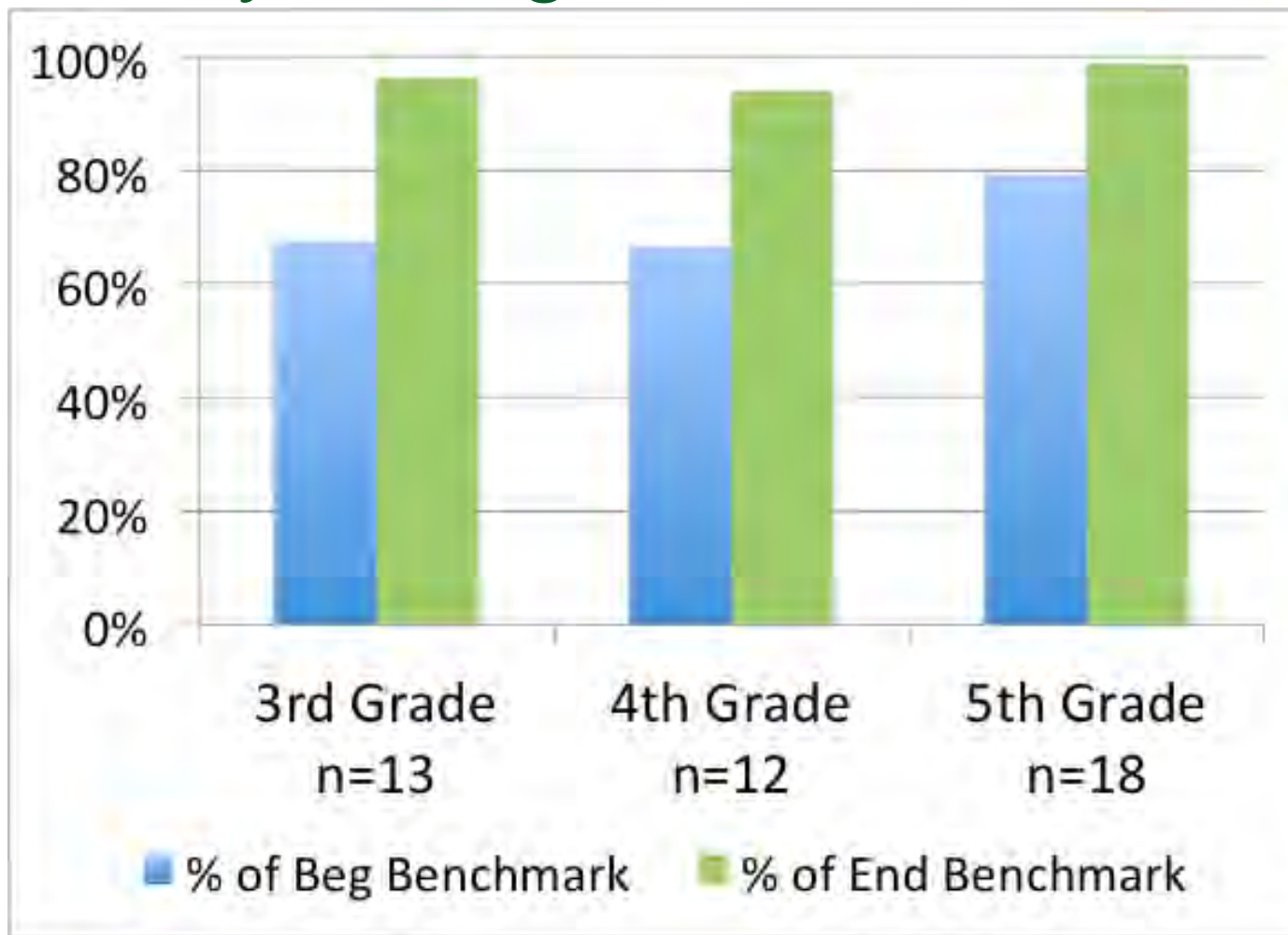


Year 2 EOY No LEx (PSM) and Year 2 EOY LEx: Change in Growth Percentiles from Year 1 to Year 2



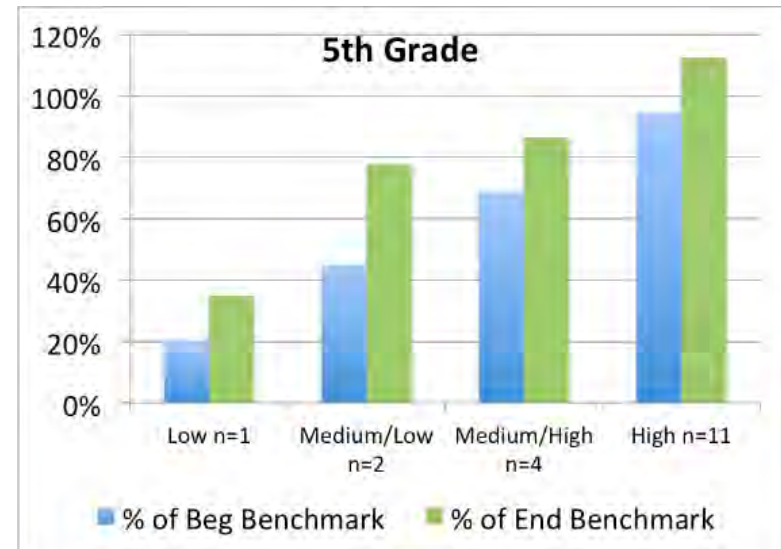
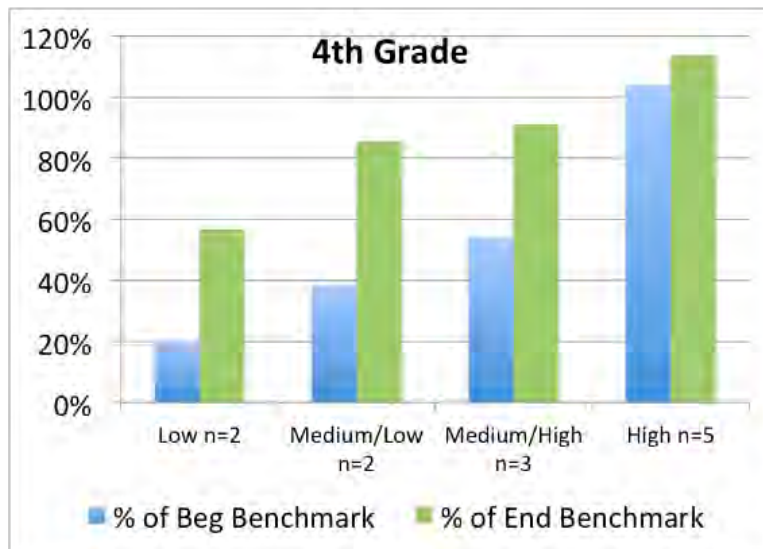
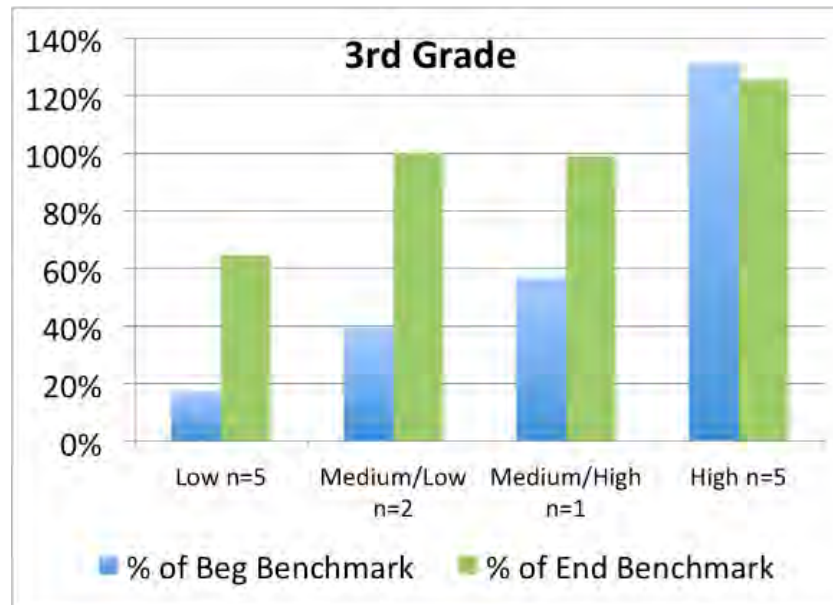


Average Distance to Proficiency During Year 2



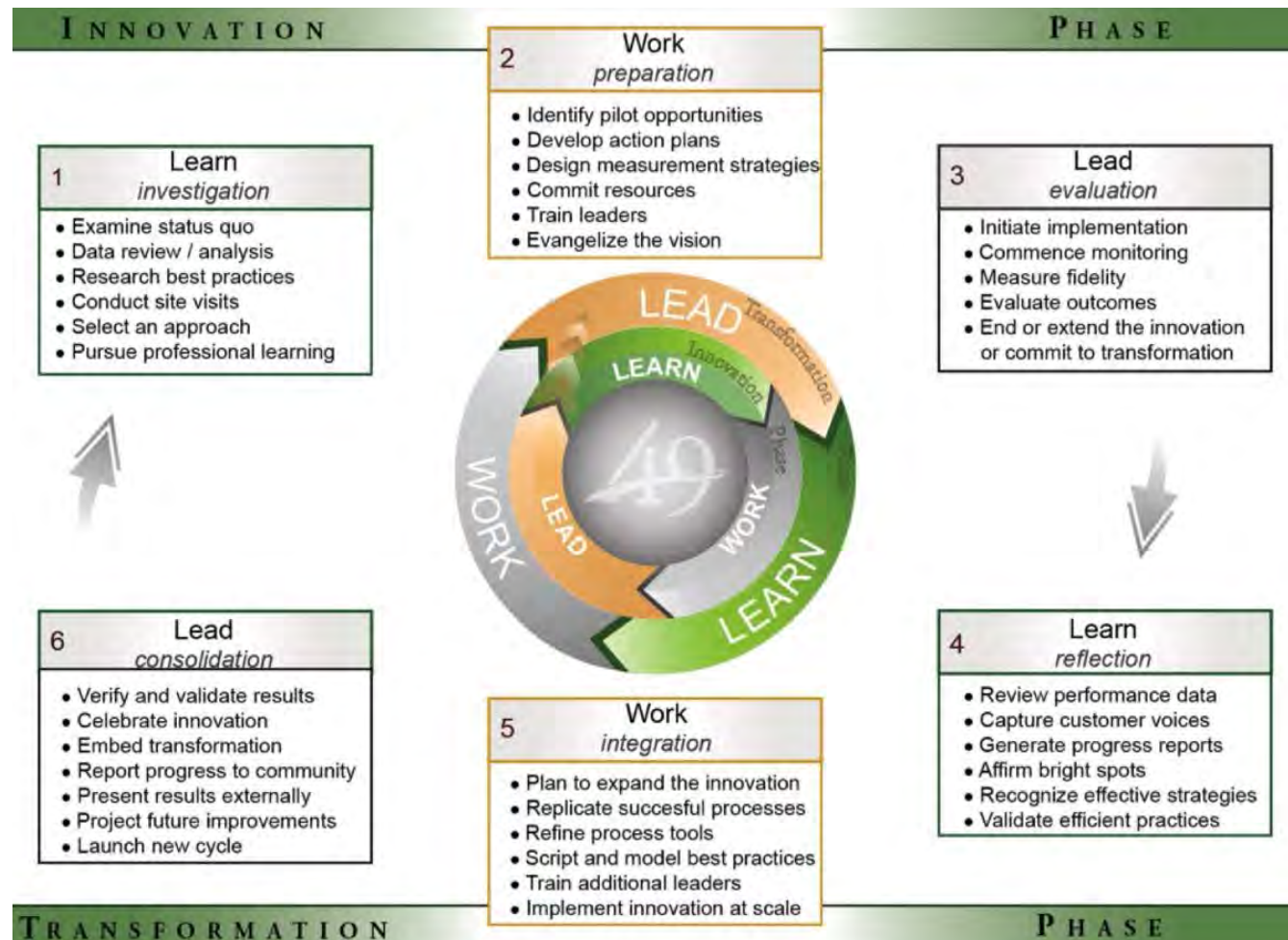


Average Distance to Proficiency by Quartiles





Learn, Work, Lead Cycle



The Best Choice to Learn, Work and Lead



Purpose



CLIE Purpose:

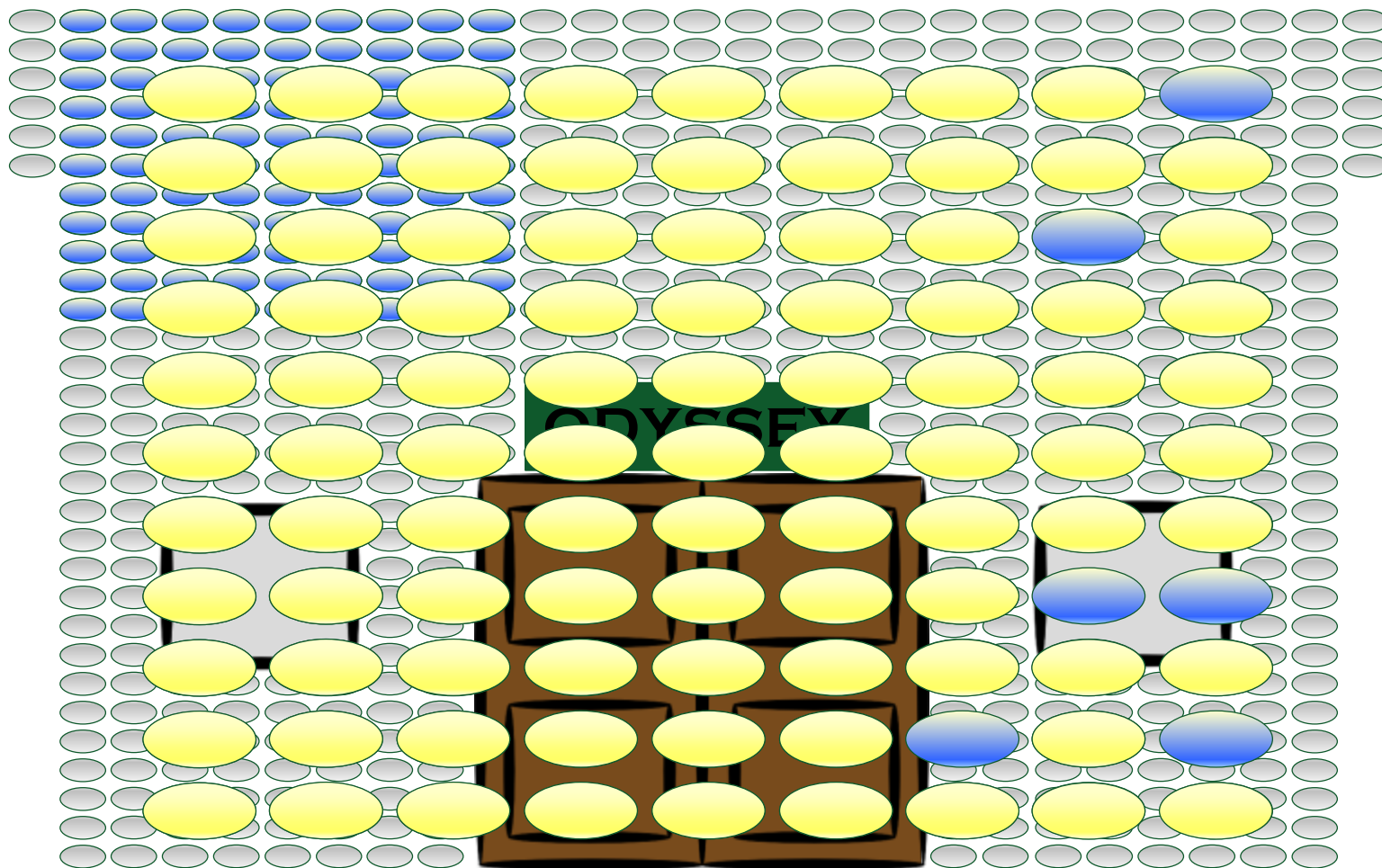
To close the opportunity gap...and open up the opportunity to learn!

To address a hidden disability called Dyslexia and to end the cycle of not appropriately addressing it in public education.

To provide a place where students with a profile of, or a diagnosis for, Dyslexia can come to receive a high quality research validated Orton Gillingham intervention and to attend school with students and teachers who understand their needs and strengths and can accommodate for each.



Opportunity to Learn



The Best Choice to Learn, Work and Lead



Closing the Gap



The Gap	How CLAIE will close the gap
Ineffective intervention: general intervention vs. specific therapy	Use of Take Flight: an Orton Gillingham intervention Duration: 5 days/week, minimum 50 minutes per day Group size: 1 therapist to 4 students
Ineffective interventionists	Training as a Certified Academic Language Therapist <ul style="list-style-type: none">• Coursework• Demonstration lessons• Supervised clinical experience• Successful completion of a national certification exam
Large intervention group size	Therapy group size: 1 therapist to 4 students
Specific identification of the need	Screeners to include: alphabet knowledge (verbal and written), spelling test, CTOPP test (Elision and blending), writing test (paragraph form), Cognitive Achievement Test
Accommodations for the learner	Accommodations for students with a Profile of Dyslexia and with the comorbid factor of ADD/ADHD.



Closing the Gap (cont.)



Understanding the educational and emotional turmoil for these students	<p>Each staff member will:</p> <ul style="list-style-type: none">• be trained in Dyslexia understandings (Dyslexia 101)• complete the book study “Overcoming Dyslexia Session 1 and 2” on Schoology• meet monthly to dialogue about strengths and next steps of the program
Determination of success	<p>Zone and Building Level Accountability Measures Through Zone Dashboarding Process</p> <ul style="list-style-type: none">• Parent/Community Surveys (climate, engagement level, etc.)• Student Surveys• Student Achievement Data• Decrease in behavioral issues for students struggling in the general school setting
Ability and agility to meet the curricular needs of ALL students within the POWER Zone community with the most current and research validated educational programs and resources.	<p>Students at Odyssey Elementary have benefitted from this type of intervention / accommodation program for 3 years but CLAIE would offer students at the other two elementary schools in the POWER Zone the same opportunity.</p>
<p>Low compliance with Statute: 2008 House Bill 1223: Literacy Challenges: Requires the Department of Education to make available to school districts, administrative units and local education agencies technical assistance and training pertaining to students with literacy challenges, including dyslexia, and to base the training on a tiered continuum of intensity for intervention</p>	<p>Technical assistance and training with a high level of intensity for intervention will be provided to students with literacy challenges, not just including dyslexia, but solely, those with a profile of dyslexia</p>



Strategic Structure - 150 Students



-Full Contact Time
-6 Classes Per Day
-50 min. Each
-Serving 2nd-5th Grades

ELA

CKLA: High Level
Content and Access to
Grade Level Standards

Fluency, Writing,
Responding to Text

Math

Eureka/Zearn and ST
Math

Take Flight Intervention

**Orton-Gillingham Based, Designed for use by Certified Academic Language
Therapists, 5 Days a week 50 min a day**

Discoveries & Enrichments

Focus on Student
Successes:

Music, Art, Technology,
P.E., etc.

Innovation/MakerSpace

Most Likely to Succeed

Problem Based Learning
through Science and S.S.
Standards

Blended Learning

Lexia & ST Math:
Supplemental ELA &
Math Programming

The Best Choice to Learn, Work and Lead



Staffing Structure - 150 Students



ELA 2 CLIE Professors	Math 2 CLIE Professors	Discoveries & Enrichments 1 CLIE Professor	Innovation/<u>MakerSpace</u> 1 CLIE Professor 1 CLIE Learning Mentor
Take Flight Intervention 6 CLIE Therapists			
Blended Learning 1 CLIE Learning Mentor	Special Education Services .5 Special Education Teacher	Administration Director of Academic Services (Principal)	Shared Attendance Secretary Support from OES

The Best Choice to Learn, Work and Lead



Facilities Plans



Self Contained Center w/Fencing & Marquee	Bathrooms	Access to Playground Area
Collaboration w/ COO Developing Plan 1 & 2		
Relocate and Repurpose POD(s)	Located on OES Grounds	Separate Entrance Area From OES

The Best Choice to Learn, Work and Lead



Marketing & Budget

- **Marketing** (OES, SES, RVES & Rudy Elementary School, Pioneer Elementary School etc. – NE D11 and SE D20)
 - Staff Meetings, Initial Information Home, Screening, Profiling, Parent Meetings, Materials for Out of District Families
- **Primarily Zone PPR Funded**
 - Potential Mill Support



Review

- 150 student learning center serving students with either a learning profile or diagnosis for Dyslexia
- Main Funding – Zone PPR
- Comprehensive Elementary Experience
- Where Reading & Innovation Meet



Request & Questions



- Request Time to Develop Budget, Facilities Plan, Job Descriptions and Opportunity to Present Items at January BOE Meeting
- Questions?

BOARD OF EDUCATION AGENDA ITEM 9.06

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION:	Discussion

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
9.06a	DA	Fiscal Management Goals/ Priority Objectives	R. Sprinz	Reviewed; no changes recommended
9.06b	DGA/DGB	Authorized Signatures/Check Writing Services	R. Johanson	Recommend repeal
9.06c	DIA/DIB	Accounting System/Types of Funds	R. Johanson	Recommend repeal, in Colorado statutes
9.06d	DIC	Financial Reports and Statements	R. Johanson	Recommend repeal
9.06e	DJ/DJA	Purchasing/Purchasing Authority	J. Rohr	Reviewed; no changes recommended
9.06f	DJB, DJB-R	Purchasing Procedures	J. Rohr	Reviewed; no changes recommended
9.06g	DJD	Cooperative Purchasing	J. Rohr	Reviewed; no changes recommended
9.06h	DJG	Vendor Relations	J. Rohr	Reviewed; no changes recommended
9.06i	DK, DK-R	Payment Procedures	R. Johanson	Recommend repeal, in Colorado statutes
9.06j	DN, DN-E, DN-R	School Properties Disposition	J. Rohr	Reviewed; no changes recommended
9.06k	FBC, FBC-R	Prioritization of Facility Improvements	M. Andrews	Reviewed; no changes recommended
9.06l	GBA	Open Hiring/Equal Employment Opportunity	P. Andersen	Revise to comply with state and federal regulations per CASB guidelines. Modify title.
9.06m	GBEBC	Gifts to and Solicitations by Staff	P. Andersen	Repeal. This content currently exists in GBEA Staff Ethics and Conflicts of Interest.
9.06n	GBGB	Staff Personal Security and Safety	P. Andersen, D. Watson	Review and update with minor edits.
9.06o	GBM, GBM-R	Staff Identification Cards	P. Andersen	Review and update to reflect current practice.
9.06p	GCKAA, GCKAA-R	Teacher Displacement	P. Andersen	Review and update policy and regulation.

BOE Regular Meeting December 15, 2016
Item 9.06 continued

9.06q	GCQA, GCQA-R	Instructional Staff Reduction In Force	P. Andersen	Review and update policy and regulation.
9.06r	GDM	Educational Support Staff Career Development	P. Andersen	Repeal. This content will be added to GDO/GDO-R.
9.06s	GDO, GDO-R	Evaluation of Educational Support Staff	P. Andersen	Review and update to reflect current practice. Add content from GDM.
9.06t	GDQB, GDQB-R	Resignation of Educational Support Staff	P. Andersen	Update policy. Adopt regulation added to reflect current practice.
9.06u	JHD, JHD-E	Exclusions and Exemptions from Student Attendance	L. Fletcher	Revised to acknowledge the possibility of revocation of an erroneous enrollment if a student would have been denied based on the policies prohibitions.
9.06v	JS, JS-R	Student Use of the Internet and Electronic Communications	J. Litchenberg	Reviewed policy and updated regulation.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the District.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, move the 22 policies in item 9.06 for action at the next regular board meeting.

REVIEWED BY: Chief Officers

DATE: December 2, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Fiscal Management Goals/Priority Objectives
Designation	DA
Office/Custodian	Business/Finance

The Board of Education recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the Board intends:

1. To encourage advance planning through the best possible budget procedures.
2. To explore all practical and legal sources of revenue.
3. To guide the expenditure of funds so as to achieve the greatest educational returns.
4. To require maximum efficiency in accounting and reporting procedures.
5. To provide adequate resources to enable all students to meet or exceed state and district standards.

As trustee of community, state, and federal funds allocated for use in local education, the Board has the responsibility to protect the funds and use them wisely.

- Adopted: September 1, 1977
- Revised: July 19, 1984
- Revised: November 4, 1999
- Revised: January 14, 2010
- Reviewed: January 12, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Authorized Signatures/Check-Writing Services
Designation	DGA/DGB
Office/Custodian	Business/Finance

All checks drawn on District funds, with the exception of school activity funds, shall require the signatures of either the president and the treasurer, or the co-treasurers of the Board of Education.

Checks drawn on school activity funds shall be signed by any two of the following: the principal, the assistant principal, the athletic director, the administrative secretary or the Chief Business Officer.

All checks drawn on District funds may be signed with facsimile signatures. The Chief Business Officer or designee is directed to safeguard the facsimile signature stamp.

- ~~Current practice codified: 1980~~
- ~~Adopted: date of manual adoption~~
- ~~Revised: July 19, 1984~~
- ~~Revised: August 21, 1986~~
- ~~Revised: December 21, 1989~~
- ~~Revised: December 19, 1991~~
- ~~Revised to conform with practice: date of manual revision~~
- ~~Revised: November 4, 1999~~
- ~~Revised: August 12, 2010~~
- ~~Revised: May 12, 2011~~
- ~~Revised: January 10, 2013~~

LEGAL REFS:

- ~~C.R.S. 11-55-101 *et seq.*~~
- ~~C.R.S. 22-32-107 (*Duties treasurer*)~~
- ~~C.R.S. 22-32-121 (*Facsimile signature*)~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Accounting System/Types of Funds
Designation	DIA/DIB
Office/Custodian	Finance/Chief Business Officer

The District's accounting system shall be organized and operated on a fund accounting basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts to record cash and other financial resources together with all related liabilities and residual equities or balances and charges which are segregated to carry on specific activities or attain certain objectives in accordance with federal, state, local, and Board of Education regulations, restrictions, or limitations.

In general, the District's accounting systems shall be in accordance with generally accepted principals of governmental accounting as illustrated by the *Financial Policies and Procedures Handbook* published by the Colorado Department of Education.

The following funds shall be used by the District in accordance with state law:

1. Government Funds

General fund shall account for all financial resources for the general operation of the school district except those operations which are required to be accounted for in another fund.

Charter school fund is used to track revenues and expenditures of charter schools within the District.

Special Revenue Funds

Insurance reserve fund shall account for financial resources to be used in property and liability insurance acquisition and payment of deductibles, loss control activities, worker's compensation premiums and other legal claims for judgments.

Grant fund shall account for revenues and expenditures of various federal, state, and local grants awarded to the District. These revenues are legally restricted to expenditure for specific purposes.

Transportation fund shall account for reimbursement for transportation costs received from the state as well as for any revenues from taxes levied or fees imposed for the payment of excess transportation costs.

Colorado Preschool Fund shall account for the revenue and expenditures of costs associated with at-risk preschool students in the District.

Capital Project Funds

Capital reserve fund shall account for the financial resources to be used for the acquisition of equipment and/or construction, remodel, or repair of major capital facilities as prescribed by state law.

Special building funds shall account for the proceeds and disbursement of funds generated by bond sales or fees in lieu of land.

Debt Service Fund

~~**Bond redemption fund** shall account for the accumulation of resources from a tax levy for and the payment of general long-term debt principal and interest.~~

~~**Enterprise Funds**~~

~~**Nutrition services fund** shall account for the operations of the food service department which is financed and operated in a manner similar to private business enterprise.~~

~~**2. Fiduciary Funds**~~

~~**Trust and Agency Funds**~~

~~**Activity fund** shall account for the assets held by the district in a trustee capacity or as an agent for individual school organizations, clubs, private organizations, and/or any other unit.~~

~~**Scholarship fund** shall account for the assets held by the district in a trustee capacity of any scholarships received by the District.~~

~~**Health plan fund** shall account for the assets held by the district in a trustee capacity to record premium payments and claim costs related to the District's self-funded insurance plans.~~

Other funds may be established by the Board as it deems necessary for the orderly operation of the District.

- ~~• Adopted: September 1, 1977~~
- ~~• Adopted: July 19, 1984~~
- ~~• Revised: December 21, 1989~~
- ~~• Revised to conform with practice: date of manual revision~~
- ~~• Revised: November 4, 1999~~
- ~~• Revised: August 12, 2010~~

LEGAL REFS:

- ~~• C.R.S. 22-32-107 (*Duties treasurer*)~~
- ~~• C.R.S. 22-42-119 (*Bond fund payment and redemption*)~~
- ~~• C.R.S. 22-44-204 (3) (*Use of handbook by school districts*)~~
- ~~• C.R.S. 22-45-103 (*Funds*)~~
- ~~• C.R.S. 22-51-102 (4) (*Definitions*)~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Financial Reports and Statements
Designation	DIC
Office/Custodian	Business/Finance

~~The Chief Business Officer or designee shall prepare such financial reports as the Board of Education may direct. The Board shall receive monthly reports listing the annual budget, amounts received and expended, and the available balances in each fund maintained by the District.~~

~~The Chief Business Officer or designee shall prepare such reports as necessary to inform administrators with budget authority of the status of their accounts.~~

~~The District is responsible for electronically submitting a financial report to the state. This is the annual District financial report which is prepared in conjunction with the audit. The audit must be submitted to the state within thirty (30) days after its receipt.~~

~~Revenues, expenditures, and costs of various segments of District or school operations and costs of programs for improvement shall be reported to the public no later than December 31 of each year in the accountability report.~~

~~All financial reports prepared by the District shall be available for public inspection on the District website and at the District Finance Office.~~

- ~~• Adopted: September 1, 1977~~
- ~~• Revised: July 19, 1984~~
- ~~• Revised: December 21, 1989~~
- ~~• Revised to conform with practice: date of manual revision~~
- ~~• Revised: November 4, 1999~~
- ~~• Revised: October 7, 2010~~
- ~~• Revised: May 12, 2011~~
- ~~• Revised: January 10, 2013~~

~~LEGAL REFS:~~

- ~~• C.R.S. 22-32-109 (1)(k)~~
- ~~• C.R.S. 22-44-111~~
- ~~• C.R.S. 29-1-603~~
- ~~• 1 CCR 301-1, Rules 2202-R-3.09 (2)(e)~~

~~CROSS REFS:~~

- ~~• DBG, Budget Adoption~~
- ~~• DIA/DIB, Accounting System/Types of Funds~~
- ~~• DIE, Audits/Financial Monitoring~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Purchasing/Purchasing Authority
Designation	DJ/DJA
Office/Custodian	Business/Finance

The Board of Education's authority for the purchase of materials, equipment, supplies, and services is extended to the Chief Business Officer, Chief Education Officer and Chief Operations Officer or designee through the detailed listing of such items compiled as part of the budget-making process and approved by the Board through its adoption of the annual operating budget.

In order to receive the greatest value for each dollar expended, it shall be the policy of the ~~D~~istrict to purchase in quantity whenever possible and practical. This includes the use of state contracts and the use of competitive quotations, prices or other opportunities wherever applicable.

Preference shall be given to supplies, materials and provisions produced, manufactured or grown in Colorado, if such preference is not for articles of inferior quality to those offered by competitors outside of the state.

Except in emergencies or for reasons of economy or safety, the annual purchase of major pieces of equipment such as school buses shall be scheduled so that annual budgetary appropriations for capital purposes will be of similar size or will show a continuous trend without severe fluctuations.

The Chief Education Officer, Chief Operations Officer, InnovationZone Leaders or designee shall direct the purchase of such books, supplies, equipment, and other materials as is required and permitted within the limits of the budget. The purchase of these items shall require no further Board approval except in those instances where Board policy requires certain purchases to be put to bid. However, in the case of any unusual expenditures, the Board should be consulted.

Individual building principals/unit supervisors are responsible to monitor proper purchasing by their staff members and to ensure that no purchases exceed the funds available in the account to which they are charged.

Quality, price, delivery time, guarantees, and past experience shall be considered in the purchasing of goods and services.

- Adopted: September 1, 1977
- Revised: July 19, 1984
- Revised: November 4, 1999
- Revised: October 7, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: January 12, 2017

LEGAL REF:

- C.R.S. 22-32-109 (1)(b) (*Board of education – specific powers and duties – safe schools*)

CROSS REF:

- DJB, Purchasing Procedures
- DJD, Cooperative Purchasing
- DJE, Bidding Procedures



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Purchasing Procedures
Designation	DJB
Office/Custodian	Business/Finance

The recognized method for purchasing in the name of the ~~D~~istrict shall be the use of a purchase order signed by the Chief Business Officer or designee, or use of the purchasing card approved by the Purchasing Card ~~Administrator~~**Coordinator** or designee. Petty cash shall be used for small purchases deemed necessary, and only for the efficient operation of the ~~D~~istrict. No purchase order shall be issued for any item for which budget funds are not available.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: July 19, 1984
- Revised: December 21, 1989
- Revised: November 4, 1999
- Revised: March 12, 2009
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: January 12, 2017

CROSS REFS:

- DJE, Bidding Procedures



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Purchasing Procedures
Designation	DJB-R
Office/Custodian	Business/Finance

Purchase Orders

Before any purchase order will be issued, a purchase requisition must be completed by the requestor on the form designated by the ~~F~~finance office. If an emergency purchase is necessary and it is impossible to obtain a purchase order, the administrator in charge will report the emergency purchase to the business office the next working day. An emergency is defined as a condition that if not corrected immediately will cause the destruction of school property, endangerment of life, or complete cessation of educational activities.

Purchase orders are not required for mileage, personal reimbursements, and travel claims.

Purchasing Cards

Purchasing cards will be issued to specific employees for the purpose of improving the efficiency of the purchasing process in the ~~D~~istrict. All purchases will be for ~~D~~istrict use only. All employees that are purchasing cardholders will comply with the District Purchase Card User Agreement and Purchase Card Handbook. Changes to the District Purchase Card User Agreement and Purchase Card Handbook will be maintained by the Purchasing Card ~~Administrator~~Coordinator. Purchasing card transaction limits will be determined by the Purchasing Card ~~Administrator~~Coordinator and Chief Business Officer.

Petty Cash

In certain situations, small amounts of money may be needed to immediately facilitate small, cash-oriented purchases. These funds may be expended from petty cash upon approval of the principal or department head. Each principal or department head will determine the amount to be set up as a petty cash fund, but the amount will not exceed \$400.00. The ~~F~~inance office serves as a petty cash disbursement office for all central administration departments. The ~~F~~inance office shall maintain a petty cash fund of \$500.00 for that purpose. To replenish a petty cash account, the principal or department head must submit receipts for any individual purchases greater than \$75.00 that are part of the reimbursement request.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: July 19, 1984
- Revised: December 21, 1989
- Revised: November 4, 1999
- Revised: March 12, 2009
- Revised: January 10, 2013
- Revised: January 12, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Cooperative Purchasing
Designation	DJD
Office/Custodian	Business/Finance

The ~~D~~istrict shall take advantage of cooperative purchasing arrangements whenever such buying appears to be to the benefit of the ~~D~~istrict. The purpose of cooperative purchasing shall be to obtain the best materials at the lowest price.

- Adopted: July 19, 1984
- Revised: November 4, 1999
- ~~Revised: February 11, 2010~~
- Reviewed: January 12, 2017

LEGAL REF:

- C.R.S. 24-110-201 *et seq.*

CROSS REF:

- ~~LBB, Cooperative Educational Programming~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Vendor Relations
Designation	DJG
Office/Custodian	Business/Finance

No favoritism shall be extended to any vendor. All employees of the ~~D~~istrict must exercise sound judgment in avoiding conflicts of interest or the appearance of impropriety in dealing with vendors. Gifts or gratuities of other than nominal value of which might obligate a ~~D~~istrict employee in any manner shall be politely and firmly refused.

Any vendor or bidder who offers items in excess or in violation of the spirit of this policy may be disqualified indefinitely.

No person officially connected with or employed in the public schools shall be an agent or be in any way pecuniary or beneficially interested in or receive any compensation or reward of any kind from any vendor for the sale of supplies, material, equipment, or services to the ~~D~~istrict without the express prior written consent of the Board of Education.

- Adopted: November 4, 1999
- Reviewed: February 11, 2010
- Revised: January 12, 2017

LEGAL REFS:

- C.R.S. 24-18-104(*standards of conduct*)

CROSS REFS:

- BC, School Board Member Conduct
- GBEB, Staff Conduct and Responsibilities



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Payment Procedures
Designation	DK
Office/Custodian	Business/Finance

~~The Chief Business Officer or designee shall be authorized to make payments and release checks for all bills and expenditures, including payroll, that do not exceed the amounts budgeted for the purpose, and that have been properly processed, documented, and cleared in accordance with District and Board of Education policies and procedures.~~

~~Any transfer of funds by an administrator shall receive prior approval by the zone Innovation Leader, Chief Education Officer or Chief Operations Officer and Chief Business Officer or designee.~~

~~All expenditures shall be made in accordance with District and Board policies, applicable law, and the Board's adopted budget.~~

- ~~• Adopted: July 19, 1984~~
- ~~• Revised: December 21, 1989~~
- ~~• Revised: November 4, 1999~~
- ~~• Revised: November 11, 2010~~
- ~~• Revised: May 12, 2011~~
- ~~• Revised: January 10, 2013~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Payment Procedures
Designation	DK-R
Office/Custodian	Finance/Chief Business Officer

~~At a minimum the finance office will process accounts payable payments twice monthly. The District Treasurer or Assistant Treasurer shall design, implement, and monitor an accounts payable process that, through process design and controls, ensures the completeness, accuracy, and validity of all payments. A register of payments shall be produced and posted on the District website for public viewing on a monthly basis.~~

Payment processing requirements

- ~~1. Meet the purchasing requirements of Board of Education policy and regulations.~~
- ~~2. Have an invoice stating the goods and/or services provided.~~
- ~~3. Have a shipping slip or other documentation signed and dated by a District employee certifying receipt.~~

- ~~• Adopted: December 21, 1989~~
- ~~• Revised: November 4, 1999~~
- ~~• Revised: November 11, 2010~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Properties Disposition
Designation	DN
Office/Custodian	Business/Finance

The Board of Education has the authority to sell or lease any ~~D~~istrict property, which may not be needed in the foreseeable future upon such terms and conditions as it may approve. The Chief Business Officer or designee shall follow the guidelines in the accompany procedure (DN-R) for disposal of obsolete equipment and/or materials including books.

The Board may determine that certain buildings and/or land may no longer be needed and direct the administration to present a plan for disposition.

- Adopted: July 19, 1984
- Revised: December 21, 1989
- Revised: November 4, 1999
- Revised: December 10, 2009
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: January 12, 2017

LEGAL REFS:

- C.R.S. 22-32-110 (1)(e) (*Board of Education-specific powers*)
- C.R.S. 24-18-202 (*Interest in sales or purchases*)

CROSS REFS:

- DN-R (School Properties Disposition),
- DN-E (Equipment Relocation/Disposal Request Form)

Equipment Relocation/Disposal Request Form

Date: _____

Equipment

Item	Serial # or Asset #	Obsolete or Damaged?	Quantity	Purchased with Grant Funds?

Signature (Principal/Administrator)_____
Person declaring obsolescence / damage_____
Signature (Chief Operations Officer or Designee)

Actions Taken (per Board Regulation DN-R):

Date(s) of disposal: _____

Method(s) of disposal:



BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Properties Disposition
Designation	DN-R
Office/Custodian	Business/Finance

1. Equipment

- a. No ~~D~~istrict employee may dispose of any ~~D~~istrict property without prior approval of the Chief Business Officer or designee.
- b. A ~~D~~istrict employee who feels there is a ~~D~~istrict property to be disposed of shall contact his/her supervisor in writing using the district's "Equipment Relocation/Disposal Request Form."
- c. The supervisor shall review the list of items. If he/she feels that the item will not be needed in the foreseeable future, the form will be signed and forwarded to the district purchasing department.
- d. The Purchasing & Contracts Specialist~~Agent~~ will make the list of items available known to all other ~~D~~istrict facilities at least annually.

However, equipment can be declared obsolete without advertising the item to other ~~D~~istrict facilities if there are ~~D~~istrict standards for that type of item in place where the item in question does not meet those current ~~D~~istrict minimum standards.

- e. If no other unit expresses an interest in the item, the Chief Business Officer or designee shall declare the item as surplus.
- f. Items not dispersed may be advertised for competitive bid or may be sold at an advertised public auction conducted by the ~~D~~istrict or taken to a local auction house. An internal notice of the proposed sale by bid or ~~D~~istrict auction shall be prepared and distributed by the Chief Business Officer or designee and a copy posted in each ~~D~~istrict facility and posted on the ~~D~~istrict's website for at least one week prior to the sale or disposal of such property. All notices shall specify the date and time of bid opening or auction.
- g. Items remaining unsold after advertisement for sale or auction may be declared non-salvageable by the ~~F~~inance ~~D~~epartment, which shall determine the most advantageous method of disposal.
- h. Items shall first be offered to at least two salvage dealers in an attempt to derive some monetary gain for the ~~D~~istrict. If salvage dealers will not accept the property, the items may be taken to a refuse fill or given to a public tax exempt agency.

2. Textbooks/Library Books/Instructional Materials

- a. When deemed appropriate by the Chief Education Officer or designee, books may be sold to companies who purchase used books.
- b. Items which have not been disposed of may be advertised to be given away free to district patrons by following the procedure listed here.
 - i. Create a list of items

- ii. Cross-out or remove District 49 property stamp
- iii. Box items up and tape shut. Label the box with the word "Discard"
- iv. Attach a copy of the contents to the box
- v. Contact the warehouse for the pick-up of these boxes
- iv. Send a copy of the list of discarded items to Learning Services and Financial Services

Such items will not be sold for profit by the recipient. These materials will be picked up at a storage area and are to be removed from the storage area without liability to the ~~D~~istrict.

- c. Any items remaining after advertisement and in storage for a period of 30 days or more will be sold for scrap or destroyed.
3. Items purchased with grant funding may need special treatment, including approval by the Board to dispose of such items. The source of this grant revenue may be either local, state or federal.
- a. If the Principal or Administrator who is requesting disposal of an item is aware of whether or not an item was purchased with grant funding, it must be so noted on the "Equipment Relocation/ Disposal Request Form" (DN-E).
 - b. If this information is unknown to the principal or administrator submitting the "Equipment Relocation/Disposal Request Form," it falls upon the purchasing department to determine whether or not the item was purchased with grant revenue.
 - c. If an item is found to have been purchased with grant revenue, the finance department must follow the granting agency's regulations governing the disposal of that equipment and gain Board approval in order to move ahead with the disposal of that item.
4. Any deviation from the approved procedures must be submitted to the Chief Business Officer or designee.
- Adopted: December 12, 2009
 - Revised: May 12, 2011
 - Revised: January 10, 2013
 - Revised: January 12, 2017

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Prioritization of Facility Improvements
Designation	FBC
Office/Custodian	Business/Strategic Planner

The Board of Education recognizes that not all facility improvement needs have the same level of importance. Therefore, the Board directs the Chief Education Officer, Chief Business Officer and Chief Operations Officer working as a unit to develop a process to prioritize the relative importance of each facility improvement need. The four following priority groups shall be used in prioritizing capital improvements:

1. Priority Group 1 – Critical projects
2. Priority Group 2 – Necessary projects
3. Priority Group 3 – Deferrable necessary projects
4. Priority Group 4 – Desirable projects

- Adopted: December 11, 2008
- Reviewed: February 24, 2010
- Revised: September 8, 2011
- Revised: January 10, 2013
- Reviewed: January 12, 2017

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Prioritization of Facility Improvements
Designation	FBC-R
Office/Custodian	Business/Strategic Planner

Priority Group 1 – Critical Projects

This group includes those projects that are deemed to be of utmost importance. For this reason, projects in this group need to be accomplished as soon as feasible and preferably within a year, subject to the availability of funds. The following are the types of projects that are included in priority Group 1.

- Projects involving health and safety (water supply that may become contaminated, poor traffic patterns that endanger pupil safety, potential structural failures, installation of emergency systems, etc.)
- Projects mandated by law (Americans with Disabilities Act, EPA regulations, state/local health department regulations, code revisions, etc.)
- Projects necessary to avoid a building or facility being temporarily closed (leaking boiler, cracked combustion chamber in a furnace, etc.)
- Projects that are necessary to prevent other damage to a building or site (extensive roof leaks that can cause interior damage, severe erosion along foundations and footings, etc.)
- Projects which retard deterioration or which will cause an inordinate increase in scope or cost if delayed beyond one year (roof deterioration that will impact other building components such as deck, insulation, electrical, flooring, wall finishes, if not corrected, extensive deterioration in pavement that could adversely affect sub grade conditions or that creates a safety hazard if not repaired, etc.)
- Projects which provide permanent additional capacity housing for students (when current enrollment at a school is greater than 125% of permanent program capacity, permanent facilities or other alternatives for housing students should be provided unless projections indicate a declining enrollment trend)

Priority Group 2 – Necessary Projects

This group includes those projects that are essential to support the facilities' mission and purpose. Although they are important in nature, they are not as critical and urgent as those projects in Group 1. Group 2 projects should be accomplished within the next five years, subject to availability of funds. Examples include:

- Necessary preventative repairs and improvements to maintain the integrity of and keep in operation a building or facility (replacement of equipment and systems that have served their useful life, including boilers, electrical panels, roofs, floor replacement, pavement overlay, etc.)
- Projects which provide permanent housing for students (new schools and additions required to permanently house current or projected enrollment not exceeding 125% of permanent program capacity, etc.)
- Projects which support existing instructional/auxiliary service programs (additions, renovation of open space classrooms, acoustical treatment in instructional areas, renovation of older schools to meet current or projected enrollment not exceeding 125% of permanent program capacity, etc.)
- Projects which support the expansion of or changes in instructional/auxiliary service programs (computer classrooms, modular technical education laboratories and similar improvements)

- Projects which provide operational efficiencies and economies (energy conservation projects, pavement sealing/overlays, ditch water irrigation systems, HVAC control automation and automated irrigation systems, and projects that provide a substantial cost avoidance or return on investment)

A large number of capital improvement needs are usually identified as Group 2 priorities. Therefore this priority group is divided into six sub-groups as follows:

Priority Group 2A

Necessary repairs and improvements to maintain the safety and integrity of the building and avoid imminent failure of a building system that would cause the facility to be shut down and/or result in a substantial loss (roof replacement, boiler replacement, heating pipe and domestic water pipe replacement, etc.)

Priority Group 2B

Projects required to house students in permanent facilities on a regular single track schedule (new schools or additions to existing schools where the projected five year future enrollment, based on the most current enrollment projection report, exceeds the permanent program capacity by 20% or more)

Priority Group 2C

Projects which support existing instructional/auxiliary service programs and will provide a substantial return on investment, including acoustical improvements, renovation of classroom facilities and renovation/upgrade of facilities 35 years old and older that have had no major remodeling during the last the years, including mechanical, electrical, core facility and flooring improvements as required.

Priority Group 2D

Projects which support existing instructional/auxiliary service programs, renovation/upgrade of facilities 30 years old and older that have had no major remodeling during the last ten years and site improvement projects required to provide safe and functional site facilities, including mechanical, electrical, core facility and flooring improvements as required.

Priority Group 2E

Projects which support existing instructional/auxiliary service programs, renovation/upgrade of facilities 25 years old and older that have had no major improvements during the last ten years, including mechanical, electrical, core facility and flooring improvements as required.

Priority Group 2F

Necessary maintenance or repairs to maintain the site facilities (pavement, drainage and other projects which provide operational efficiencies and economies (and projects that support the expansion of instructional/auxiliary service programs (computer labs, modular technical education laboratories, etc.)

Priority Group 3 – Deferrable Necessary Projects

Projects in this group are identical to those in Group 2 except they may be deferred beyond five years.

Priority Group 4 – Desirable Projects

Desirable projects are those that improve the environmental qualities of a building or site above adopted District standards (installation of plantings and shrubs, carpet replacement for esthetic reasons, etc.)

Site principals will be given the ability to adjust items within priority groups 3 and 4 as it directly affects their sites.

- Adopted: December 11, 2008
- Reviewed: February 24, 2010
- Reviewed: January 12, 2017

Title	Open Hiring/Equal Employment Opportunity and Affirmative Action
Designation	GBA
Office/Custodian	Business/Director of Human Resources

The Board of Education subscribes to the fullest extent the principles of the dignity of all people and of their labors. It also recognizes that it is both culturally and educationally sound to have persons of diverse backgrounds on the ~~D~~istrict's staff.

Therefore, the ~~D~~istrict shall promote and provide for equal opportunity in recruitment, selection, promotion, and dismissal of all personnel. Total commitment on the part of the ~~D~~istrict towards equal employment opportunity shall apply to all people without regard to race, color, creed, sex, sexual orientation (which includes transgender), religion, national origin, ancestry, age, genetic information, marital status, disability or conditions related to pregnancy or childbirth. ~~race, color, creed, religion, national origin, ancestry, genetic information, marital status, sex, sexual orientation, age, or disability.~~

The ~~D~~istrict shall ensure that it does not unlawfully discriminate in any area of employment including job advertising, pre-employment requirements, recruitment, compensation, ~~fringe~~ benefits, job classifications, promotion and termination.

- Current practice codified: 1980
- Adopted: Date of manual adoption
- Reviewed: May 11, 2000
- Revised: February 1, 2001
- Revised: May 13, 2010
- ~~Revised: March 13, 2014~~
- Revised: January 12, 2017

LEGAL REFS:

- 20 U.S.C. § 1681 (Title IX of the Education Amendments of 1972)
- 29 U.S.C. § 201 et seq. (Fair Labor Standards Act)
- 29 U.S.C. §621 et seq. (Age Discrimination in Employment Act of 1967)
- 29 U.S.C. §794 et seq. (*Section 504 of the Rehabilitation Act of 1973*)
- 42 U.S.C. §12101 et seq. (American with Disabilities Act)
- 42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964)
- 42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964)
- 42 U.S.C. §2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)
- C.R.S. 2-4-401 (13.5) (definition of sexual orientation, which includes transgender)
- C.R.S. 22-32-110(1)(k)
- C.R.S. 22-61-101 (discrimination in employment prohibited)
- C.R.S. 24-34-301 (Colorado Civil Rights Division procedures)
- C.R.S. 24-34-301 (7) (definition of sexual orientation, which includes transgender)
- C.R.S. 24-34-402 (discriminatory or unfair employment practices)

- [C.R.S. 24-34-402.3 \(discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted "in a conspicuous place" accessible to employees\)](#)

CROSS REFS:

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



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Gifts to and Solicitations by Staff
Designation	GBEBC
Office/Custodian	Business/Director of Human Resources

~~Token gifts from parents or students may be received by teachers but must not be solicited.~~

- ~~• Adopted: April 21, 1980~~
- ~~• Reviewed: April 28, 2010~~

~~LEGAL REFS:~~

- ~~• C.R.S. 24-18-104 (rules of conduct for public employees)~~

~~CROSS REFS:~~

- ~~• DJG, Vendor Relations~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Staff Personal Security and Safety
Designation	GBGB
Office/Custodian	Business and Operations/Director of Human Resources and Director of Safety & Security

Offense against school employees

The following procedures shall be followed in instances of assault, disorderly conduct, harassment, knowingly false allegation of child abuse, or any alleged offense under the “Colorado Criminal Code” by a student directed towards a teacher or [other](#) school employee.

These same procedures shall be followed in instances of damage by a student to the personal property of a teacher or [other](#) school employee occurring on [District](#) premises.

1. The teacher or employee shall file a written complaint with the building principal, [Innovation](#) Zone Leader, Chief Education Officer, and the Board of Education.
2. The principal, after receipt both of the complaint and adequate proof of the charges, shall suspend the student for three days in accordance with established procedures.
3. The Chief Education Officer or designee shall initiate procedures for the further suspension or expulsion of the student when injury or property damage has occurred.
4. The Chief Education Officer or designee shall report the incident to the district attorney or the appropriate local law enforcement agency or officer who shall then investigate the incident to determine the appropriateness of filing criminal charges or initiating delinquency proceedings.
5. A copy of this policy shall be distributed to each student through the Student Conduct and Discipline Code and posted in each building.

Communication of disciplinary information to teachers/counselors

The principal or designee shall communicate the discipline information above concerning any student enrolled in the district to all employees who have direct contact with that student. Any employee who is assigned a student with known serious behavior problems will be informed of the student’s behavior record. Any school employee who is provided this information shall maintain its confidentiality and shall not communicate it to any other person.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised to conform with practice: date of manual revision
- Revised: May 19, 1994
- Revised: July 12, 2001
- Revised: March 12, 2009
- Revised: June 30, 2011
- Revised: January 12, 2017

LEGAL REFS:

- C.R.S. 22-32-109.1 (3) (policy regarding offenses against school employees required as part of safe schools plan)
- C.R.S. 22-32-109.1 (9) (immunity provisions in safe schools law)
- C.R.S. 22-32-126 (5)(a) (communication of disciplinary information)

CROSS REFS:

- ECAC, Vandalism
- JK, Student Discipline
- JKD/JKE, Suspension/Expulsion of Students



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Staff Identification Cards
Designation	GBM
Office/Custodian	Business/Director of Human Resources

The Board of Education recognizes that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased staff achievement and community support. To that end the Board directs the Chief Education Officer or designee to develop and implement an identification card program with the intent to promote safety, security and accountability. The Board also directs the Chief Education Officer or designee to develop regulations and administrative procedures to accompany this policy.

- Adopted: August 12, 2010
- Revised: August 11, 2011
- Reviewed: January 12, 2017

CROSS REFS:

- GBEBA, Staff Dress, Accessories and Grooming
- GBM-R Staff Identification Cards



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Staff Identification Cards
Designation	GBM-R
Office/Custodian	Business/Director of Human Resources

The Human Resources staff will produce a ~~The~~ Staff Identification Card (ID) for each employee at the time of hire. Each identification card is to be centrally produced as a readily recognizable means of identification. Employees are expected to ~~is intended for use to be~~ visibly display the ID ~~ed~~ on their person ~~by all staff~~ while in any ~~D~~istrict owned building, when utilizing ~~d~~istrict provided transportation, or while in attendance at all ~~d~~istrict sponsored events or activities.

A supervisor may give permission for the identification card to be carried in another manner when the work task creates a safety hazard by having it displayed, or if the staff member wears a uniform provided by the ~~d~~istrict with their name and department located on the outer most garments. In this instance, the staff member must have the ID on their person and be able to produce it upon request.

Inability or refusal to produce a ~~d~~istrict issued identification card may result in disciplinary action.

If an ID card is lost or damaged, employees should contact Human Resources for a replacement. Abuse or misuse of a ~~d~~istrict issued ID card may result in termination. This may include, but is not limited to, any unapproved reproduction or duplication or failure to display in an approved manner.

~~Each identification card is to be centrally produced as a readily recognizable means of identification.~~ District issued ~~s~~Staff ID cards are the sole property of the ~~d~~istrict.

Staff members are entrusted with its use and are expected to surrender it to the district upon separation from the district. ~~therefore, when a staff member leaves the District, the ID card must be returned or a fee of \$50.00 will be assessed.~~

- Adopted: August 12, 2010
- Revised: August 11, 2011
- Revised: January 12, 2017

CROSS REFS:

- GBEGA, Staff Dress, Accessories and Grooming
- GBM Staff Identification Cards

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Teacher Displacement
Designation	GCKAA
Office/Custodian	Business/Director of Human Resources

~~Consistent with the Board's authority to direct the District's educational programs, A non-probationary teacher may be removed from his or her assigned school as a result of the Board may take action pursuant to a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation or reconstitution. Displacement occurs when such Board action results in the removal of a non-probationary teacher from the teacher's assigned school.~~ This policy and accompanying regulation shall apply to the designation and reassignment of a displaced teacher.

This policy and accompanying regulation shall not apply to teacher transfers, dismissals, non-renewals, reductions in force or other personnel actions that do not result in displacement of teachers.

Definitions

For purposes of this policy and accompanying regulation, the following definitions shall apply:

~~1. "Teacher" shall have the same meaning as defined in Board policy GC and does not include those persons holding authorizations or administrative positions within the school district.~~

~~1.2.~~ "Displaced teacher" means any non-probationary teacher, except those persons holding authorizations or administrative positions within the district, who is removed from the ~~teacher's~~ his or her assigned school as a result of ~~Board action pursuant to~~ a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation or reconstitution.

~~23.~~ "Mutual consent placement assignment" occurs when a displaced teacher applies for a position under the supervision of another principal and the hiring principal consents to the assignment. The hiring principal's consent must consider input from at *least* two teachers employed at the school and chosen by the teaching faculty at the school to represent ~~them~~ the faculty in the hiring process.

~~34.~~ "Priority hiring pool" is a subgroup of displaced teachers who were actively employed and deemed ~~satisfactory or effective in their performance evaluation during the prior in the~~ school year ~~preceeding their displacement~~ and who have not secured a mutual consent placement assignment. ~~Displaced t~~ Teachers in the priority hiring pool shall receive ~~thea~~ first opportunity to interview for available positions for which they are qualified within the district.

~~45.~~ "Hiring cycle" means the period of time during which the Board reviews the staffing needs of the District and acts to fill vacant positions, if any. The Board engages in two hiring cycles each calendar year: first, when the Board projects and fills staffing needs for the next school year (between approximately March and the day before the opening day of the next school year); and, second, as the Board reviews its current staffing and makes adjustments as necessary during the current school year (from the first day of school through the last day of the current school year).

~~6. "Transfer" means the reassignment of a teacher from one school, position or grade level to another in the District. Transfers that do not result from displacement will be addressed in accordance with the Board's transfer policy (GCKA).~~

~~Board of Education's d~~ **Determination and statement to faculty**

If there ~~is~~ Board determines a drop in enrollment, ~~turnaround,~~ phase-out, ~~reduction in program,~~ or reduction in building, ~~then the district may be required to~~ neecessitates action that may require the displacement of one or more teachers. ~~If the district displaces teachers, then it shall adopt~~ a statement that reasonably identifies the action and the reasons for that action. ~~This statement shall be transmitted to the Chief Education Officer and~~ made available to District faculty.

~~To the extent possible, the Board shall establish the actual number of teacher positions to be displaced consistent with the Board's authority to establish educational programs within the District. If it is not possible at the time the Board issues its initial statement for the Board to address personnel implications, the Board shall issue a revised statement of action after receiving additional input from the Chief Education Officer.~~

Notice to displaced teacher~~Chief Education Officer's Action~~

~~After receiving the Board's statement, the Chief Education Officer shall prepare recommendations for appropriate personnel action, which may include teacher displacement, consistent with Board policy and state law. As necessary and appropriate, the Chief Education Officer shall submit to the Board such recommendations and the Board may revise as necessary its statement of action.~~

The Chief Education Officer or his or her designee shall cause written notice of displacement to be provided to the displaced teacher as outlined in Board regulation GCKAA-R.

Mutual consent placement

Displaced teachers shall have the right to pursue a mutual consent placement assignment in the District as provided in Board regulation GCKAA-R.

During the period in which the displaced teacher is attempting to secure a mutual consent placement assignment, the district may place a displaced teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment or instructional support role. Such assignment by the District is not a mutual consent placement assignment. Such assignment can be changed at any time in the district's discretion.

If a displaced teacher is unable to secure a mutual consent placement assignment in a school of the district after twelve months or two hiring cycles, whichever period is longer, the district shall place the displaced teacher on unpaid leave until such time as the displaced teacher is able to secure an assignment.

- Adoption: March 13, 2014
- Revised: January 12, 2017

LEGAL REFS:

- C.R.S. 22-60.5-101 *et seq.* (Colorado Educator Licensing Act of 1991)
- C.R.S. 22-63-101 *et seq.* (Teacher Employment, Compensation, and Dismissal Act of 1990)
- C.R.S. 22-63-202 (2)(c.5) (displacement and mutual consent provisions)
- C.R.S. 22-63-202 (2)(c.5)(II)(B) (requirement to develop policies for Board adoption addressing displacement and mutual consent provisions)
- C.R.S. 22-63-206 (permitting transfer of teachers from one school, position or grade level to another)

CROSS REFS:

- GCKA, Instructional Staff Assignments and Transfers
- GCQA, Instructional Staff Reduction in Force



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Teacher Displacement
Designation	GCKAA-R
Office/Custodian	Business/Director of Human Resources

The following procedures shall be followed in effecting a ~~Board action~~ displacement of teachers as a result of ~~pursuant to~~ a drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation or reconstitution ~~that causes non-probationary teachers to be displaced.~~

1. Notice to ~~individual~~ displaced teacher

Within a reasonable time after the district determines that displacement is necessary, ~~receiving the Board's statement of action that includes personnel implications,~~ the Chief Education Officer or his or her designee shall cause written notice of displacement to be provided to all displaced teachers.

The written notice shall include:

- a ~~copy of the Board's~~ statement of the reasons justifying displacement ~~adopted pursuant to the accompanying policy;~~
- a copy of the accompanying policy and this regulation; and
- a list of all vacant positions for which the displaced teacher is qualified, as well as a list of vacancies in any area identified by the District to be an area of critical need.

Notice shall be served upon the displaced teacher personally or by certified or registered mail to the displaced teacher's address as it appears in the ~~D~~district's records. It shall be the displaced teacher's responsibility to ensure that the ~~D~~district has the displaced teacher's current address on file.

2. Applications and priority hiring pool

Displaced teachers shall be responsible for applying, consistent with the ~~d~~District's hiring procedures and practices, for any vacant position for which the displaced teacher is qualified. At a minimum, the displaced teacher must apply to the principal of the school and provide a copy of the application to the ~~D~~district.

The ~~D~~district shall create a priority hiring pool, which shall consist of displaced teachers who were deemed ~~satisfactory or effective~~ during the prior year in their performance evaluation preceding their displacement. Upon application, members of the priority hiring pool shall receive at ~~the~~ first opportunity to interview for available positions for which they are qualified within the ~~D~~district.

3. Mutual consent placement

A principal shall recommend appointment of a displaced teacher to an assignment in the principal's school if the review of the displaced teacher's performance evaluations and qualifications demonstrates that employment of the displaced teacher will support the instructional practice of the school. The principal's recommendation shall also include input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent ~~the~~ faculty in the hiring process.

When a principal recommends appointment of a ~~non-probationary~~ displaced teacher applicant to a vacant position, the ~~non-probationary-displaced~~ teacher shall be transferred to that position. At that time, the ~~Board~~ district shall reinstate the displaced teacher's salary and benefits at the level they would have been if the displaced teacher had not been placed on unpaid leave, if applicable.

Consistent with Board policy, nothing in this regulation shall be construed to require a principal to hire a displaced teacher.

4. Exclusive procedure

This procedure is the only procedure that shall apply to the designation and reassignment of a displaced teacher.

- Adopted: March 13, 2014
- Revised: January 12, 2017

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LEGAL REFS:

- C.R.S. 22-63-202(2)(c.5)(III)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Instructional Staff Reduction in Force
Designation	GCQA
Office/Custodian	Business/Director of Human Resources

If the Board determines a fiscal exigency exists and/or program change is to be made that would result in a justifiable decrease in the number of teaching positions in the district, the Board of Education may cancel one or more teacher contracts.~~A justifiable reduction in the number of teaching positions occurs when the Board of Education determines that a fiscal exigency exists and/or program change is to be made that requires cancellation of one or more teacher contracts.~~ In the event of a potential reduction in force, the following policy and accompanying regulation shall apply and any cancellation of a teacher's employment contract shall be in accordance with this policy and accompanying regulation. This policy and accompanying regulation shall not apply to teacher dismissals, nonrenewals, displacements, or other personnel actions that do not result in a ~~reduction~~decrease in the number of teaching positions in the ~~D~~district.

Definitions

For purposes of this policy and the accompanying regulation, the following definitions shall apply.

1. "Cancellation of employment" means the cessation of employment of a teacher during the term of the teacher's contract when there is a justifiable ~~reduction~~decrease in the number of teaching positions in the ~~school~~ district for reason(s) of fiscal exigency ~~and~~/or program change.
- ~~2. "Teacher" means any person who is defined as a teacher under the Teacher Employment, Compensation, and Dismissal Act of 1990, C.R.S. 22-63-101 et seq.~~
- ~~3.~~2. "Day" means each calendar day; provided, however, that if the deadline for any action under this policy or accompanying regulation falls on a Saturday, Sunday or official school holiday, the next day that is not a Saturday, Sunday or official school holiday shall be the deadline for such action.
- ~~4.~~3. "Fiscal exigency" means any significant decline in the Board of Education's ability to fund the operations of the district as a result of a decline in student enrollment, restrictions on revenues, increased costs or any other action, event or condition that may cause the district's current or projected budget to be insufficient to adequately meet the district's current or projected needs. A fiscal exigency may exist based solely upon current revenue and expenditure projections.
4. "Program change" means the elimination, curtailment or reorganization of curriculum, programs or operations, or a reorganization or consolidation of two or more individual schools. A program change may or may not be related to a fiscal exigency.
5. "Teacher means any person who is defined as a teacher under the Teacher Employment, Compensation, and Dismissal Act of 1990, C.R.S. 22-63-101 et seq.

Board of Education's preliminary determination and statement

If the Board determines a fiscal exigency exists and/or program change is to be made that would result in a justifiable decrease in the number of teaching positions and require cancellation of the employment contract(s)

~~of one or more teachers(s) and such determination may require the cancellation of employment of one or more teachers,~~ it shall adopt a statement that reasonably identifies the reasons for its decision~~fiscal exigency and/or program change and reasons therefore~~. This statement shall be transmitted to the Chief Education Officer and made available to district faculty. The Board shall establish the actual number of teacher contracts to be canceled or the amount of teacher salaries and benefits to be reduced consistent with the Board's authority to establish educational programs within the district.

Chief Education Officer's action

Within 30 days after receiving the Board's statement, the Chief Education Officer shall submit to the Board recommendations for which teacher employment contracts should be canceled~~the cancellation of employment of particular teachers~~. In making these recommendations, the Chief Education Officer shall not be limited to considering only the teachers in the area(s) or program(s) designated by the Board in its adopted statement. In deciding which teacher employment contracts to cancel, ~~t~~The Chief Education Officer shall consider the needs of the district and the teachers' effectiveness and performance as measured in accordance with the district's evaluation policies and procedures~~following as significant factors in recommending a teacher for cancellation of employment:~~

~~1. The needs of the District.~~

~~2.1. Merit, meaning teacher performance as determined by the teacher's performance rating over the previous three year period as assigned pursuant to the school district's performance evaluation system. If the teacher does not have three years of performance ratings from the school district, then the Chief Education Officer shall consider only those available performance ratings. Nothing in this policy requires consideration of evaluations conducted in other school districts.~~

~~After considering the factors above~~If the Board has determined that it is in the best interests of the students in the district, ~~then,~~ the Chief Education Officer ~~shall~~may also consider the following teacher's factors in recommending a teacher for cancellation of employment:

~~1. P~~professional experience ~~including experience as an administrator.~~

~~2. E~~education, licensing endorsements and other professional qualifications:

~~3. L~~length of service in the school district; and

~~4. P~~probationary and nonprobationary status.

NOTE: ~~Effective February 15, 2012, SB 191 requires this policy to include consideration of the probationary or nonprobationary status of a teacher and the number of years a teacher has been teaching in the district, as additional~~

~~factors in determining which employment contracts will be recommended for cancellation as a result of the decrease in teaching positions. Such additional factors may be considered only after the consideration of merit and only if such consideration is in the best interest of the students of the District. In the event all factors are equal, cancellation of employment shall be accomplished in a manner that best supports the interests of the school district.~~

~~In the event all factors are equal, cancellation of employment shall be accomplished in a manner that best supports the interests of the school district.~~

Notice and Board Action

~~The Board shall either accept or reject the Chief Education Officer's recommendations of which teacher employment contracts to cancel, and shall then provide notice to those teachers.~~
~~Notice to individual teachers and any resulting cancellation of employment by the Board shall be~~ in accordance with this policy's accompanying regulation.

- Revised: February 11, 2010
- ~~Revised: April 27, 2011~~
- Revised: January 12, 2017

LEGAL REFS:

- ~~C.R.S. 22-60.5-101 et seq. (teacher licensure law)~~
- ~~C.R.S. 22-63-101 et seq. (Teacher Employment, Compensation, and Dismissal Act of 1990)~~
- ~~CR.S. 22-63-103(11) (definition of teacher)~~
- C.R.S. 22-63-202 (3) (cancellation of employment contracts- reduction in force)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Instructional Staff Reduction in Force
Designation	GCQA-R
Office/Custodian	Business/Director of Human Resources/Finance

The following procedures shall be followed in effecting a reduction in the instructional staff work force.

~~1. Notice and Board action~~

~~2.1. Board action and n~~Notice to individual teacher

If, after receiving the Chief Education Officer's recommendations, the Board ~~determines that it must intends~~ ~~to consider the cancellation of the~~ employment of any teacher, it shall cause written notice to be given to ~~thateach~~ teacher ~~whose contract might be considered by the Board for cancellation~~. The Board ~~may~~ ~~shall not~~ ~~be limited to considering only those~~ ~~decide to cancel the employment contracts of~~ teachers ~~who are not~~ listed in the Chief Education Officer's recommendations.

The written notice ~~of cancellation of contract~~ shall include:

- A copy of the Board's statement adopted pursuant to the accompanying policy;
- A copy of that portion of the Chief Education Officer's recommendations for cancellation of teacher contracts that pertains to the teacher receiving the notice (if applicable); and
- A copy of the accompanying policy and this regulation.

Notice shall be served upon the teacher personally or by certified or registered mail to the teacher's address as it appears in the school district's records. It shall be the teacher's responsibility to ensure that the district has the teacher's current address on file.

~~3.2. Review of individual cancellations~~

- Within 10 days after receiving such notice, a teacher may request a hearing ~~before the Board~~. The request must be in writing, addressed to the president of the Board. The request for a hearing must specify the grounds on which the teacher relies and a short statement of facts that ~~the teacher believes~~ support the ~~requeste~~ ~~contention~~. When appropriate, more than one case may be heard at the same time. The hearing may be held by the Board or by a hearing officer selected by the Board.

The hearing shall be limited to the following issues:

- Was there a rational basis for the Board's determination that a fiscal exigency exists and/or program change was necessary or appropriate?
- Was the cancellation procedure ~~the Board followed to cancel the employment of a teacher~~ arbitrary or capricious?
- ~~Would~~ Was the decision to cancel the employment of the teacher ~~be~~ arbitrary or capricious?

The Board shall consider the teacher's request for a hearing and shall ~~schedule~~ ~~hold the a~~ hearing ~~to be held~~ within 14 days after the request is received. The teacher shall be given at least seven days' notice of the ~~scheduled~~ hearing date.

The Board shall act on the cancellation of employment of any teachers who are provided proper notice and do not timely request a hearing at the Board's next regular meeting or at a special meeting called for that purpose.

4.3. Conduct of Hearing

The hearing shall be conducted by the Board, or its designated hearing officer, informally and, upon request of either ~~the district or the teacher~~ party, in ~~executive session~~ private. The teacher may be represented by counsel, ~~but t~~ The district will have no obligation to pay for the ~~attorney's~~ services ~~of counsel representing the teacher~~. A recorded transcription of the proceedings shall be made and maintained and copies of the transcript shall be made available at the expense of the party ~~requesting it who makes the request~~.

Unless otherwise mutually agreed, the hearing shall begin with the teacher's presentation, limited to those grounds specified in the request for a hearing and supported by testimonial and documentary evidence. The Chief Education Officer, Chief Education Officer's designee or the district's counsel may then present testimonial and documentary evidence in rebuttal of the teacher's contentions or in support of the decision to cancel the teacher's employment contract. The Board or hearing officer may establish other procedural rules as appropriate.

After the district completes its presentation, the Board or hearing officer shall consider the matter. ~~When the matter is considered by t~~ The Board, ~~it~~ may convene in an executive session to review and discuss the evidence, ~~but~~ However, the final decision ~~will~~ shall be made in public session. ~~When there is~~ If a hearing officer conducts the hearing, he or she, ~~the hearing officer~~ may take the matter under advisement ~~and~~ The hearing officer shall ~~thereafter~~ make written findings of fact and conclusions as to the issues raised, ~~and shall forward t~~ These ~~written~~ findings and conclusions ~~shall be provided~~ to the teacher and to the Board within 15 days after the close of the hearing.

5.4. Procedure after hearing

If ~~a hearing officer conducts~~ the hearing ~~was conducted by a hearing officer~~, the Board ~~will~~ shall be bound by the hearing officer's findings of fact ~~soas~~ long as ~~there is support in~~ the ~~testimonial and documentary evidence presented at the hearing supports~~ record for such findings. However, any conclusions drawn from those findings ~~will~~ shall not be binding upon the Board. The Board shall act on the hearing officer's findings and conclusions at its next regular meeting following receipt of the findings and conclusions or at a special meeting called for that purpose. If the Board determines that the teacher's contention has not been established, it will notify the teacher and the Chief Education Officer in writing and take action ~~with regard to~~ cancellation of the teacher's contract at its next regular meeting or a special meeting called for the purpose. ~~The cancellation of the teacher's contract shall be effective as of the date of the Board's action or upon~~ Such a determination constitutes the official action of the Board to cancel the teacher's employment contract effective ~~immediately or at a later date, if~~ such later date ~~as is~~ specified in the Board's action.

If the Board determines that the teacher's contention has been established, it shall provide written notice to the teacher and the Chief Education Officer that the teacher's contract will not be cancelled.

6.5. Exclusive Procedure

This ~~hearing~~ procedure is the only procedure that may be used in ~~the event of~~ a reduction in force of teachers.

- Adopted: February 11, 2010
- Revised: April 27, 2011
- Revised: January 12, 2017

~~LEGAL REFS:~~ _____

- ~~C.R.S. 22-60.5-101 et seq. (teacher licensure law)~~
- ~~C.R.S. 22-63-202 (3) (cancellation of employment contracts—reduction in force)~~

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Education Support Staff Career Development
Designation	GDM
Office/Custodian	Business/Director of Human Resources

~~Support staff members are an integral part of the District's total staff. Their training and development are essential to the efficient and economical operation of the schools.~~

~~Therefore, all support staff members shall be encouraged to grow in job skills and to take additional training that will improve their skills on the job. It shall be the responsibility of each principal to assist to the maximum degree in the training of custodians, clerks, and other support employees assigned to their buildings. The dates of all in-service programs shall be included in the district or individual school calendar.~~

~~Absences to attend meetings, conventions, conferences, or workshops of local, state, or national associations which serve to advance the welfare of the District through the upgrading and strengthening of the support staff may be granted by the Chief Education Officer, Zone Innovation Leader, Chief Business Officer, Chief Operation Officer or designee without loss of pay to the employee.~~

- ~~• Adopted: August 4, 1994~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: November 11, 2010~~
- ~~• Revised: November 10, 2011~~
- ~~• Revised: January 10, 2013~~

~~LEGAL REFS:~~

- ~~• C.R.S. 22-32-109(1)(n)(II)(B) (Board of education specific duties)~~
- ~~• C.R.S. 22-32-110 (1)(k) (Board of education specific powers)~~

~~CROSS REF:~~

- ~~• ICA, School Year/School Calendar/Instruction Time~~

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Evaluation of Educational Support Staff
Designation	GDO
Office/Custodian	Business/Director of Human Resources

The Board recognizes that for employees to achieve peak performance, they must understand what is expected of them and must regularly receive feedback that helps them improve and grow. Therefore, the district has adopted a system for the evaluation of Educational Support Staff ("support staff"). ~~The system is designed to ensure the highest quality of services for the District's students, staff and community. This system shall assist supervisors and support staff in understanding the evaluation process.~~ The evaluation system shall be designed to:

1. Improve or support teaching and learning and enhance implementation of curricular programs.
2. Promote and ~~improve~~ strengthen communications between the employee and supervisor.
3. Provide insight and feedback regarding the employee's performance, including areas of strength, opportunities for growth, and need for improvement.
4. Provide recognition for outstanding performance.
5. Review previous performance goals and their attainment and assign new specific, measurable, attainable, realistic and timely (SMART) goals.
- 4-6. Identify areas in the work performance that could benefit from training opportunities.
- 5-7. Ensure that consistent procedures and performance standards are used for the evaluation of all employees who hold the same position.
8. Provide information to substantiate or support personnel decisions including, but not limited to, corrective action, performance improvement plan, promotions, transfers, eligibility for re-hire, and terminations and pay increases.
9. Allow an opportunity to evaluate and redefine expectations. and vision.
- 6-10. Explain the responsibilities of the employee and supervisor in the evaluation process.

Support staff, unless otherwise designated by contract, shall be considered "at-will". At will employment allows the employee or employer, to include the board, the right to terminate the employment relationship at any time, for any reason, with or without notice. employees who serve at the pleasure of the Board of Education and shall have only those employment rights expressly established by Board policy. Nothing in this policy shall alter the at-will employment relationship or diminish the ~~d~~District's ability to employ support staff only for such time as the ~~d~~District is in need of or desirous of the services of such employees. The ~~d~~District reserves the right to discipline or terminate the employment of a support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: April 18, 1985
- Revised: June 2, 1988
- Revised to conform with practice: date of manual revision
- Reviewed: May 11, 2000
- Revised: November 11, 2010
- Revised: March 12, 2015
- Revised: January 12, 2017

Title	Evaluation of Educational Support Staff
Designation	GDO-R
Office/Custodian	Business/Director of Human Resources

The goal of the Educational Support Staff (hereinafter referred to as “support staff” or “employee”) performance evaluation system is to have a tool that will assist the district with ensuring to insure the highest quality of support services-personnel are in place to support and provide services for the dDistrict’s students, staff and community. It also serves as a tool to provide meaningful feedback to an employee regarding the employee’s work performance.

Schedule of evaluations

The annual evaluation cycle is from July 1 – June 30. All support staff are evaluated annually no later than April 15. An employee who transfers or is promoted to a different position will may be evaluated after six (6) months in this new position. and after one (1) year in the new position. Any support staff employee hired, transferred or promoted after January 15 will not receive an annual evaluation until the following annual cycle.

Employees whose performance has been rated as less than “meets expectations” will be evaluated more frequently as indicated in the procedures which follow. Additional evaluations throughout the evaluation cycle may also be completed at the discretion of the supervisor.

Observation and ongoing performance feedback

Over the course of the employment year, the supervisor will make observations of the employee’s work. The supervisor will maintain a record and sufficient documentation of these observations in order to accurately rate the employee’s work on each performance standard.

The supervisor will share observations of the employee’s performance on an ongoing basis. When observations reveal performance concerns, the supervisor will communicate with the employee to identify needed improvements and provide assistance as required.

Evaluation ~~report~~form

The supervisor will complete the performance evaluation report for each support staff member according to a specific time schedule. The supervisor is responsible for completing the evaluation form for each assigned employee. -The supervisor will review observation and performance records and -secure additional input as necessary for an accurate evaluation of performance. and fill out the appropriate evaluation forms.

The support staff evaluation ~~system~~ uses the following rating scale:

Points	Rating	Description
4	Exceeds Expectations	Consistently and substantially exceeds requirements of the position and performs at <u>maximum-high</u> levels of effectiveness.
3	Meets Expectations	Consistently meets and/or exceeds requirements of the position and performs in a fully satisfactory and reliable manner.
2	Partially Meets Expectations	Is working towards consistently meeting requirements of the position. Performance is <u>slightly below</u> satisfactory and minimal improvement is needed.
1	Does Not Meet Expectations	Does not meet established norms and standards for the position or may regularly fail to meet one or more of the established standards and goals for the position.

A supervisor should provide factual and meaningful feedback to the employee for each performance standard. When a supervisor assigns a rating of “Does Not Meet Expectations” or “Partially Meets Expectations” to any performance standard, the supervisor must provide a specific and detailed explanation and examples to support for the rating.

Setting goals

An important element in the evaluation process is the setting of goals. Goals can help provide focus, increase motivation, and deliver tangible and measurable results of an employee’s work performance. Goals can be set by the supervisor, employee or both. Each goal should be specific, measurable, attainable, realistic and timely (SMART). Goals should be evaluated periodically throughout the year to ensure progress is being made toward successfully achieving the goal. Supervisors must evaluate whether the employee has the support, tools and resources to achieve the goal.

Training and Professional Development

Support staff members are an integral part of the District’s total staff. Their training and development are essential to the efficient and economical operation of the schools.

Therefore, all support staff members shall be encouraged to grow in job skills and to take additional training that will improve their skills on the job. It shall be the responsibility of each principal-supervisor to assist to the maximum degree in the training of custodians, clerks, and other support employees assigned to their in identifying applicable training and allowing the employee time off to attend. buildings. The dates of all in-service programs shall be included in the district or individual school calendar. Training opportunities may be identified as part of an evaluation or separately as the need and/or opportunity arise throughout the year.

Absences to attend meetings, conventions, conferences, or workshops of local, state, or national associations which serve to advance the welfare of the District through the upgrading and strengthening of the support staff may be granted by the Chief Education Officer or Zone Leader, Zone Innovation Leader, Chief Business Officer, Chief Operation Officer or designee without loss of pay to the employee.

Evaluation conference

The supervisor will schedule a conference with the employee to review the evaluation report form. The conference will focus on a review of the employee’s performance ratings, strengths, areas for growth, goals, training, any relevant documentation, and recommendations.

At the conclusion of the conference, the supervisor and the employee will sign the evaluation report form. The employee’s signature on the form indicates only that the evaluation report has been reviewed and explained. Signing the form does not indicate that the employee agrees with the content of the evaluation.

The original of the signed report will be directed to the building or department administrator-supervisor for review. The administrator-supervisor will then forward the completed evaluation document to Human Resources for its placement in the employee’s personnel file. The supervisor should provide a copy to the employee and will may retain a copy of the report and evaluation for their own confidential records. provide a copy to the employee.

The employee may respond to the report evaluation in writing within seven (7) working days of the conference. The employee shall provide the written response directly the supervisor, who shall then forward the response to Human Resources. The employee’s written response will be appended to the evaluation document form.

Evaluation rating of less than “Meets Expectations”

When an employee's overall performance has been rated as "Does Not Meet Expectations" or "Partially Meets Expectations", this score may be used to substantiate or support personnel decisions including, but not limited to, corrective action, performance improvement plan, promotions, transfers, eligibility for re-hire, terminations and pay increases. In addition, a supervisor may choose to evaluate an employee more frequently to monitor the progress in the employee's work performance.

Improvement Plan

When an employee's overall performance has been rated as "Does Not Meet Expectations" or "Partially Meets Expectations," the supervisor may recommend ~~termination of employment or the supervisor may initiate a~~ plan of improvement for the employee.

If a written improvement plan is developed and implemented, the supervisor will prepare the plan to include identification of the area(s) needing improvement, steps to be taken in achieving improvements, and a time line for review of progress and re-evaluation(s). The supervisor will develop the plan in consultation with Human Resources. The supervisor may seek input from the employee regarding the plan of improvement.

Prior to the implementation of the plan, the supervisor will review the plan with the employee. The supervisor will sign the plan document and give the employee the opportunity to sign the plan document. The employee may choose not to sign the plan document; however, the plan of improvement will be in effect with or without the employee's signature.

A copy of the assigned plan will be forwarded to the building or department ~~administrators~~supervisor. A copy will be retained by the supervisor and a copy will be provided to the employee. The supervisor shall send the document with original signatures to Human Resources.

The supervisor will monitor the employee's performance and provide feedback to the employee. If the supervisor's subsequent evaluations show insufficient progress toward improvement, the supervisor may recommend termination of employment.

~~At will status of support staff~~

~~Support staff, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Nothing in this policy shall diminish the District's ability to employ support staff only for such time as the District is in need of or desirous of the services of such employees. The District reserves the right to discipline or terminate the employment of a support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.~~

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: June 2, 1988
- Reviewed: May 11, 2000
- Revised: November 11, 2010
- Revised: March 12, 2015
- Revised: January 12, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Resignation of Educational Support Staff
Designation	GDQB
Office/Custodian	Business/Director of Human Resources

In those cases where a support employee submits a voluntary resignation, he shall be required to give two (2) weeks' written notice. Failure to comply with this requirement may result in forfeiture of any termination benefits. Exceptions may be granted for extenuating circumstances upon application to and approval by the Chief Education Officer, Chief Business Officer, Chief Operation Officer or designee. The Board delegates the authority to accept resignations to the Chief Education Officer, Chief Business Officer, Chief Operation Officer or designee.

If an employee resigns for health reasons, a doctor's letter shall be required stating that the reason for quitting is due to a health problem.

If an employee resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior which is supported by a preponderance of evidence, the Chief Education Officer, ~~Chief Business Officer, Chief Operation Officer~~ or designee is delegated the responsibility for immediately notifying the Colorado Department of Education (CDE) and for providing any information requested by the department concerning the circumstances of the resignation. The District also shall notify the employee that information concerning his resignation is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

- Adopted: August 4, 1993 (*note: 8/4/93 meeting was not held*)
- Revised: August 4, 1994
- Reviewed: May 11, 2000
- Revised: March 11, 2010
- Revised: November 10, 2011
- Revised: January 10, 2013
- Revised: January 12, 2017

LEGAL REFS:

- C.R.S. 19-3-301 *et seq.* (*Child Protection Act of 1987*)
- C.R.S. 22-32-109.7 (*Board of Education – specific duties – employment of personnel*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Resignation of Educational Support Staff
Designation	GDQB-R
Office/Custodian	Business/Director of Human Resources

Notice of resignation

The district requests that an employee provide, at minimum, a two weeks' notice to facilitate a smooth transition out of the district. If an employee provides less notice than requested, the district may deem the individual to be ineligible for rehire depending on the circumstances regarding the notice given.

Form of resignation notice

All resignations must be submitted in writing; email or typed letter will suffice. The written notice must include the reason for leaving and the effective date. Employees who verbally resign will be asked to submit a written letter. If an employee refuses or is unable to provide a written resignation letter, an email, confirming the verbal resignation will be sent to the personal email on file acknowledging the verbal expression to resign.

Pay in lieu of notice

The district reserves the right to provide an employee with two weeks' pay in lieu of notice or to pay out any remaining work days of a two week notice period in situations where job or business needs warrant.

Resignation for failure to report to work

Employees who fail to report to work for three consecutive scheduled work days without properly communicating to their supervisor or manager the reason for their absence will be viewed as voluntarily resigning their employment at the end of the third day.

Rescission of resignation

It is the sole discretion of the district whether to allow an employee to rescind their resignation once the resignation has been submitted either in writing or verbally. Employees are encouraged to discuss with their supervisor concerns about their continued employment before making a final decision to resign.

Eligibility for rehire

Employees who voluntarily resign in good standing and whose documented performance is at "Meets Expectations" or higher under the district's educational support personnel performance evaluation system may be considered for reemployment. Former employees will be considered for open positions along with the other qualified candidates that apply for an open position. There is no guarantee of reemployment. Hiring decisions remain at the discretion of the hiring official of the open position. Employees who were involuntarily separated from their employment with the district will not be eligible for rehire.

Reporting of employee departures

Human Resources will provide a report to the Board of Education each month a record of all separations, regardless of the circumstances surrounding the separation. In addition, those with a need to know (e.g., supervisors up the chain-of-command, payroll, front desk, IT and security) will be advised of the last day of actual work for the district.

Exit feedback and returning property

An electronic exit survey will be emailed to a resigning employee to provide an opportunity for the employee to provide any feedback to the district. A request can be made to meet with a human resources representative in person to discuss any questions or concerns related to employment with the district. Resigning employees are required to return all district property prior to or on the last day of employment. Employees who fail to return any district property, including keys, credit cards, tools, uniforms, cellular phones, laptops and other

equipment, may be deemed ineligible for rehire and may be subject to legal proceedings to recover the cost of the property.

Forwarding address and final pay

Departing employees will be asked to confirm their forwarding address to ensure that benefits and tax information are received in a timely manner. If a departing employee's address changes any time prior to the end of February of the following year, the employee should contact the payroll department to update their address.

- Adopted: January 12, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Exclusions and Exemptions for School Attendance
Designation	JHD
Office/Custodian	Education/ Director of Culture & Services

Denial of admission

The Board of Education or the Chief Education Officer may deny admission to the schools of the District for cause. The grounds for denial of admission shall be those established by law. (See Exhibit JHD-E.)

Students who were expelled from any school district during the preceding twelve (12) months or whose behavior during the preceding twelve (12) months in another school district was detrimental to the welfare or safety of other students or school personnel may be denied admission. If a student enrolls and it is later discovered that the enrollment could be denied using this policy, it will be considered an erroneous enrollment and student may be evaluated for revocation of enrollment.

The Board shall provide due process of law to students and parents/guardians through written procedures consistent with law for denial/revocation of admission to a student.

The policy and procedures for denial/revocation of admission shall be the same as those for student suspension and expulsion inasmuch as the same section of the law governs these areas.

Exemptions from attendance

A child may be exempt from school attendance as allowed by law.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: August 10, 2000
- Reviewed: October 7, 2010
- Revised: October 27, 2011
- Revised: January 12, 2017

LEGAL REF:

- C.R.S. 22-33-104 through 22-33-109

CROSS REFS:

- IHBA, Special Education/Programs for Handicapped/Disabled/ Exceptional Students
- JEA, Compulsory Attendance Ages
- JEB, Entrance Age Requirements
- JK-2, Discipline of Students with Disabilities
- JLC, Student Health Services and Requirements
- JLCB, Immunization of Students



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Exclusions and Exemptions from School Attendance
Designation	JHD-E
Office/Custodian	Education/ Director of Culture & Services

According to the Colorado Revised Statutes ([C.R.S.](#)) 22-33-106 (2), subject to the District's responsibilities under The Exceptional Children's Education Act (see policy JK-2, Discipline of Students with Disabilities), the following shall be grounds for expulsion from or denial of admission to a public school or diversion to an appropriate alternate program:

- 1) a. Physical or mental disability such that the child cannot reasonably benefit from the programs available.
b. Physical or mental disability or disease causing the attendance of the child suffering there from to be inimical to the welfare of other students.

According to C.R.S. 22-33-106 (3)(a-f), the following shall constitute additional grounds for denial of admission to a public school:

- 2) a. Graduating from the 12th grade of any school or receipt of any document evidencing completion of the equivalent of a secondary education ([e.g., Graduate Equivalency Diploma, etc.](#)).
b. Failure to meet age requirements.
c. Having been expelled from any school district during the preceding twelve (12) months.
d. Not being a resident of the District, unless otherwise entitled to attend under C.R.S. 22, Articles 23 or 32.
e. Failure to comply with the provisions of Part 9, Article 4, Title 25, C.R.S. (immunization requirements). Any suspension, expulsion, or denial of admission for such failure to comply shall not be recorded as a disciplinary action but may be recorded with the student's immunization record with an appropriate explanation.
f. Behavior in another school district during the preceding twelve (12) months that is detrimental to the welfare or safety of other pupils or of school personnel.

- Adopted: May 19, 1994
- Revised: August 10, 2000
- [Reviewed: October 7, 2010](#)
- [Revised: January 12, 2017](#)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Use of the Internet and Electronic Communications
Designation	JS
Office/Custodian	Education/Technical Coordinator

The Internet and electronic communications (e-mail, chat rooms and other forms of electronic communication) have vast potential to support curriculum and student learning. The Board of Education believes they should be used in schools as a learning resource to educate and to inform.

Use of the Internet and electronic communications require students to think critically, analyze information, write clearly, use problem-solving skills, and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals, and locate material to meet educational and personal information needs.

The Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. While it is impossible to predict with certainty what information students might locate or come into contact with, the district shall take reasonable steps to protect students from accessing material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board. Students shall take responsibility for their own use of district technology devices to avoid contact with material or information that may be harmful to minors. For purposes of this policy, "district technology device" means any district-owned computer, hardware, software, or other technology that is used for learning purposes and has access to the Internet.

- Adopted: May 1, 1997
- Revised: March 4, 1999
- Recoded: July 12, 2001 (*previously File: EHC*)
- Revised: January 10, 2002
- Revised: May 8, 2008
- Revised: July 8, 2010
- Revised: December 13, 2012
- [Revised: September 12, 2013](#)
- [Reviewed: January 12, 2017](#)

LEGAL REF:

- 47 U.S.C. 254(h) (*Children's Internet Protection Act of 2000*)
- 20 U.S.C. 6751 *et seq.* (*Enhancing Education Through Technology Act of 2001*)
- 47 C.F.R. Part 54, Subpart F (*Universal Support for Schools and Libraries*)
- C.R.S. 22-87-101 *et seq.* (*Children's Internet Protection Act*)

CROSS REF:

- AC, Nondiscrimination/Equal Opportunity
- EGEA, Electronic Communication
- JB, Equal Education Opportunities
- JKD/JKE, Suspension/Expulsion of Students



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Use of the Internet and Electronic Communications
Designation	JS-R
Office/Custodian	Education/Technical Coordinator

The Internet and electronic communications are fluid environments in which students may access materials and information from many sources, including some that may be harmful to students. While it is impossible to predict with certainty what information students might locate or come into contact with, the District shall take reasonable steps to protect students from accessing material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board. Students shall take responsibility for their own use of district technology devices to avoid contact with material or information that may be harmful to minors.

Blocking or filtering obscene, pornographic and harmful information

Technology that blocks or filters material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the Board, shall ~~protect each technology device provided by the district that allows for access to the Internet by a minor, from any location~~ be installed on the district network, to filter content from the Internet. Students shall report access to material and information that is obscene, child pornography, harmful to minors or otherwise in violation of this policy to the supervising staff member. If a student becomes aware of other students accessing such material or information, he or she shall report it to the supervising staff member.

No expectation of privacy

District technology devices are owned by the district and are intended for educational purposes at all times. Students shall have no expectation of privacy when using the Internet or electronic communications. The district reserves the right to monitor, inspect, copy, review, and store (at any time and without prior notice) all usage of district technology devices, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district technology devices shall remain the property of the school district.

Unauthorized and unacceptable uses

Students shall use district technology in a responsible, efficient, ethical and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of district technology devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

No student shall access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons
- that is not related to district education objectives
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or ~~writings, that are intended to stimulate erotic feelings or appeal to prurient interests in nudity, sex, or excretion~~ text.
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons with regard to race, color, national origin, ancestry, creed, religion, sex (which includes marital status), sexual orientation (which includes transgender), age, marital status, or disability or need for special education services
- for personal profit, financial gain, advertising, commercial transaction or political purposes

- that plagiarizes the work of another without express consent
- that uses inappropriate or profane language likely to be offensive to others in the school community
- that is knowingly false or could be construed as intending to purposely damage another person's reputation
- in violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret
- that contains personal information about themselves or others, including information protected by confidentiality laws
- using another individual's Internet or electronic communications account
- that impersonates another or transmits through an anonymous remailer
- that accesses fee services without specific permission from the system administrator

Security

Security on district technology devices is a high priority. Students who identify a security problem while using the Internet or electronic communications must immediately notify a system administrator. Students should not demonstrate the problem to other users. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Students shall not:

- use another person's password or any other identifier
- gain or attempt to gain unauthorized access to district technology devices
- subvert or attempt to subvert any security controls in place on any computer or computer system
- read, alter, delete or, copy electronic communications of other system users or attempt to do so
- connect any unauthorized device or component physically or wirelessly to any district technology device or network
- carelessly handle any district technology device such that it becomes subject to physical damage, loss, or theft
- impact the integrity of data services in the district with a Denial of Service (DOS) or Distributed Denial of Service (DDoS) attack initiated through direct means or by obtaining services from a third party
- Participate in or though inaction cause vandalism to district owned technology

Any user identified as a security risk or as having a history of problems with technology, -may be denied access to the Internet and electronic communications and may be subject to school disciplinary and/or legal action.

Safety

In the interest of student safety, the district shall educate students about appropriate online behavior, including cyberbullying awareness and response, interacting on social networking sites and in chat rooms, and other forms of direct electronic communications.

Students shall not reveal personal information, such as home address or phone number, while using the Internet or electronic communications. Without first obtaining permission of the supervising staff member, students shall not use their last name or any other information that might allow another person to locate him or her. Students shall not arrange face-to-face meetings with persons met on the Internet or through electronic communications.

Vandalism

Vandalism will result in cancellation of privileges and may result in school disciplinary action, including suspension or expulsion, and/or legal action. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse, or disrupt operation of any network within the school district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or district-owned technology device. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Unauthorized software

Students are prohibited from using or possessing any software applications, mobile apps or other content that has been downloaded or is otherwise in the user's possession without appropriate, authorization, registration and payment of any fees.

Assigning student projects and monitoring student use

The district will make reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers, and staff have a professional responsibility to work together to monitor students' use of the Internet and electronic communications, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students shall have specifically defined objectives and search strategies prior to accessing material and information on the Internet and through electronic communications.

~~Opportunities shall be made available on a regular basis for parents to observe student use of the Internet and electronic communications in schools.~~

~~All students shall be supervised by staff while using the Internet or electronic communications at a ratio of at least one staff member to each _____ students.~~ Staff members assigned to supervise student use shall have received training in Internet and electronic communications safety and monitoring student use.

Student use is a privilege

Use of the Internet and electronic communications demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools.

Student use of the Internet and electronic communications is a privilege, not a right. Failure to follow the use procedures contained in this policy shall result in the loss of the privilege to use these tools and restitution for costs associated with damages, and may result in school disciplinary action, including suspension or expulsion, and/or legal action. The school District may deny, revoke, or suspend access to District technology or close accounts at any time.

Use of the Internet and electronic communications empower students to analyze information from a global perspective, work collaboratively, and use problem solving skills necessary for success in a modern society. The Board of Education believes these tools are an essential foundation to creating students who are life long learners. Students and parents/guardians shall be required to sign the district's Acceptable Use Agreement ~~annually before Internet or electronic communications accounts shall be issued or access shall be allowed as a part of the enrolment process. This agreement shall remain valid for the duration of the enrollment in District 49.~~

School District makes no warranties

The school district makes no warranties of any kind, whether express or implied, related to the use of district technology devices, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the district of the content, nor does the district make any

guarantee as to the accuracy or quality of information received. The district shall not be responsible for any damages, losses or costs a student suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the student's own risk.

- Adopted: July 8, 2010
- [Revised: December 13, 2012](#)
- [Revised: January 12, 2017](#)

BOARD OF EDUCATION AGENDA ITEM 9.07

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Brett Ridgway, Chief Business Officer Ron Sprinz, Finance Group Manager
TITLE OF AGENDA ITEM:	Amended Budget
ACTION/INFORMATION/DISCUSSION:	Discussion

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

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

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

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Presenting such information in an open and transparent manner validates the importance placed on community trust.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	<i>Informed decision making and organizational agility are key strategies we continue to pursue.</i>
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED:

AMOUNT BUDGETED: \$ 158,904,642

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 7, 2016

Total District - All Funds

Fund	Description	2012-2013 Results			2013-2014 Results			2014-2015 Results			2015-2016 Budget			2016-2017 Budget		
		Budget	Actual	Variance B/(W)	Budget	Actual	Variance B/(W)	Budget	Actual	Variance B/(W)	Budget	Actual (Pending)	Variance B/(W)	Adopted	Working Amend	Variance B/(W)
GENERAL FUND (10)																
	Revenue	\$75,773,500	\$76,892,863	1,119,363	\$82,035,512	\$82,816,021	780,509	\$88,269,793	\$89,385,684	1,115,891	\$94,418,216	\$93,515,687	(902,530)	\$100,597,938	\$97,609,536	(2,988,402)
	Expenditures	\$79,523,500	\$79,284,845	238,655	\$82,035,512	\$82,991,928	(956,416)	\$88,375,614	\$87,131,902	1,243,712	\$96,955,599	\$94,373,583	2,582,016	\$100,597,938	\$99,231,455	1,366,483
MILL LEVY OVERRIDE FUND (16) 3A																
	Revenue	\$7,546,895	\$7,078,588	(468,307)	\$7,528,595	\$7,176,137	(352,458)	\$84,072,743	\$84,421,626	348,883	\$8,074,900	\$8,153,896	78,995	\$8,080,880	\$8,080,880	-
	Expenditures	\$6,164,138	\$6,162,287	1,851	\$6,248,675	\$6,246,884	1,791	\$94,457,688	\$92,169,411	2,288,277	\$9,238,311	\$8,065,647	1,172,664	\$8,080,880	\$9,332,540	(1,251,660)
MILL LEVY OVERRIDE FUND (17) 3B																
	Revenue															
	Expenditures													\$0	\$3,272,595	3,272,595
INSURANCE RESERVE FUND (18)																
	Revenue	\$807,400	\$644,518	(162,882)	\$750,000	\$729,640	(20,360)	\$775,000	\$638,631	(136,369)	\$850,000	\$868,027	18,027	\$750,000	\$750,000	-
	Expenditures	\$1,093,997	\$712,508	381,489	\$750,000	\$664,349	85,651	\$775,000	\$660,128	114,872	\$750,000	\$749,776	224	\$750,000	\$750,000	-
COLORADO PRESCHOOL PROGRAM (19)																
	Revenue	\$383,572	\$383,572	-	\$391,843	\$391,843	0	\$412,399	\$412,399	-	\$446,014	\$446,014	-	\$452,704	\$463,705	11,000
	Expenditures	\$383,572	\$381,473	2,099	\$405,779	\$355,458	50,321	\$412,399	\$412,399	(0)	\$472,382	\$465,789	6,593	\$452,704	\$463,705	(11,000)
CAPITAL RESERVE FUND (15)																
	Revenue	\$4,133,276	\$4,155,141	21,865	\$2,000,000	\$2,000,000	-	\$3,000,000	\$7,653,831	4,653,831	\$3,500,000	\$3,979,218	479,218	\$3,500,000	\$3,500,000	-
	Expenditures	\$6,507,157	\$5,605,228	901,929	\$2,000,000	\$2,510,229	(510,229)	\$3,000,000	\$6,968,861	(3,968,861)	\$4,558,843	\$3,914,852	643,991	\$3,500,000	\$4,597,711	(1,097,711)
TRANSPORTATION FUND (25)																
	Revenue	\$1,152,600	\$1,119,326	(33,274)	\$1,152,600	\$1,028,803	(123,797)	\$1,170,630	\$1,153,967	(16,664)	\$1,175,486	\$1,175,486	-	\$1,235,686	\$1,235,686	(0)
	Expenditures	\$1,152,600	\$1,152,600	-	\$1,152,600	\$1,028,803	123,797	\$1,170,630	\$1,153,967	16,664	\$1,175,486	\$1,175,486	-	\$1,235,686	\$1,235,686	0
KIDS CORNER FUND (27)																
	Revenue			-			-	\$321,636	\$319,029	(2,607)	\$307,688	\$330,443	22,755	\$326,461	\$340,000	13,539
	Expenditures							\$321,636	\$319,029	2,607	\$307,688	\$307,566	122	\$326,461	\$362,000	(35,539)
GRANT FUND (22 & 26)																
	Revenue	\$4,000,000	\$3,609,467	(390,533)	\$4,000,000	\$4,529,405	529,405	\$6,000,000	\$4,653,978	(1,346,022)	\$6,611,069	\$5,129,118	(1,481,950)	\$7,430,100	\$10,000,000	2,569,900
	Expenditures	\$4,000,000	\$3,609,467	390,533	\$4,000,000	\$4,529,405	(529,405)	\$6,000,000	\$4,653,978	1,346,022	\$6,611,069	\$5,129,118	1,481,950	\$7,430,100	\$10,000,000	(2,569,900)
BOND REDEMPTION FUND (31)																
	Revenue	\$7,401,037	\$7,416,837	15,800	\$7,401,037	\$11,058,984	3,657,947	\$7,470,752	\$7,730,462	259,710	\$16,413,995	\$16,387,170	(26,825)	\$4,651,174	\$4,849,768	198,594
	Expenditures	\$8,565,706	\$6,571,172	1,994,534	\$7,401,037	\$10,208,867	(2,807,830)	\$6,674,881	\$6,593,583	81,298	\$24,265,732	\$24,260,297	5,435	\$3,528,328	\$7,520,171	(3,991,843)
BUILDING FUND (43)																
	Revenue	\$84,000	\$69,338	(14,662)	\$75,000	\$59,827	(15,173)	\$75,000	\$89,959	14,959	\$75,000	\$259,525	184,525	\$100,000	\$165,000	65,000
	Expenditures	\$324,458	\$0	324,458	\$84,000	\$341,042	(257,042)	\$75,000	\$42,520	32,480	\$75,000	\$0	75,000	\$100,000	\$100,000	-
COP BUILDING FUND (46)																
	Revenue	\$0	\$0	-	\$0	\$0	-	\$0	\$0	-	\$0	\$0	-	\$0	\$0	-
	Expenditures	\$0	\$0	-	\$0	\$0	-	\$0	\$0	-	\$0	\$0	-	\$0	\$0	-
NUTRITION SERVICES (21)																
	Revenue	\$3,946,141	\$3,631,570	(314,571)	\$3,423,981	\$3,592,569	168,588	\$3,561,774	\$3,563,637	1,863	\$3,459,145	\$3,638,915	179,770	\$3,286,187	\$3,286,187	(0)
	Expenditures	\$3,946,141	\$3,546,270	399,871	\$3,423,981	\$3,544,264	(120,283)	\$3,561,774	\$3,642,575	(80,801)	\$3,459,145	\$3,450,685	8,459	\$3,286,187	\$3,286,187	0
HEALTH INSURANCE (numbers exclude contra entries)																
	Revenue	\$8,197,200	\$6,651,445	(1,545,755)	\$8,197,200	\$6,809,550	(1,387,650)	\$8,197,200	\$8,257,282	60,082	\$8,197,200	\$8,439,051	241,851	\$8,400,000	\$8,715,860	315,860
	Expenditures	\$8,095,100	\$5,985,098	2,110,002	\$8,197,200	\$6,573,073	1,624,127	\$8,197,200	\$7,889,998	307,202	\$8,197,200	\$8,705,065	(507,865)	\$8,400,000	\$9,058,340	(658,340)
SCHOLARSHIP FUND (73)																
	Revenue	\$200	\$29	(171)	\$200	\$27	(173)	\$200	\$24	(176)	\$200	\$23	(177)	\$200	\$200	-
	Expenditures	\$9,230	\$2,000	7,230	\$200	\$0	200	\$200	\$0	200	\$1,000	\$1,000	-	\$200	\$1,000	(800)
PUPIL ACTIVITY FUND (74)																
	Revenue	\$2,450,175	\$2,537,433	87,258	\$3,487,000	\$2,075,121	(1,411,879)	\$3,487,072	\$2,782,180	(704,892)	\$3,500,000	\$3,171,310	(328,690)	\$3,500,000	\$3,500,000	-
	Expenditures	\$3,157,324	\$2,611,916	545,408	\$3,767,160	\$4,127,169	(360,009)	\$3,767,316	\$2,937,707	829,609	\$3,500,000	\$3,016,915	483,085	\$3,500,000	\$3,500,000	-

BOARD OF EDUCATION AGENDA ITEM 9.08

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	General Contractor Selection Criteria
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: After the passage of 2016-3B in the general election last month, it is now appropriate for the District to begin selecting vendors to assist with the completion of goals stated in that initiative. Goals 3 and 4 in particular are large capital projects that will require the services of a General Contractor. How we proceed with selecting general contractors to oversee the work is a key part of the selection criteria. This is a normal question about 'will you use local contractors?'. Of course that is the ideal choice, but we also have the fiduciary responsibility of getting the best result for basically the best price..

RATIONALE: The basic question we need to consider, then, is how much (if any) additional cost are we willing to accept to utilize a local vendor vs. one from out of town. What does out-of-town mean? D49 boundaries? Colorado Springs metro area? include Monument, Woodland Park? include Eastern El Paso County? What about Pueblo vs. Denver? Is out-of-town just that, or would we prefer Southern Colorado to Denver? We could go deep in the rabbit hole with this, which wouldn't be good, but we need to consider specific 'what if' scenarios so we (staff) don't have to make interpretations as we go either..

RELEVANT DATA AND EXPECTED OUTCOMES: We will be hiring owner's rep services/temporary staff that will help with day-to-day project oversight, but that will be a decisions for later in February. The General Contractor selections will come first so we can get them connected with the Architects for planning each project. Statute requires that cost be our biggest evaluation criteria - but it does not have to be a majority factor by itself.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in key decisions to implement voter-approved initiatives.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: \$83.5mm
projects

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Discuss and present guidance to staff for selection criteria related to General Contractors to fulfill the plans of ballot initiative 2016-3B.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 8, 2016

BOARD OF EDUCATION AGENDA ITEM 9.09

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Brett Ridgway, Chief Business Officer Matt Meister, Director of Communications
TITLE OF AGENDA ITEM:	3B Follow-Up
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Board of Education previously provided guidance to the Administration to conduct primary research for needs, options and financing vehicles for potential participation in the November 2016 election. That work resulted in the development of a plan dubbed “Building our Future Community” and requisite language that will be placed on the November 2016 general election ballot as a result of the Board’s decision at a special meeting held on August 24, 2016. That election question subsequently passed with a near 65/35 ratio on November 8, 2016.

With that success, another set of work processes and sequences begins. We must take the direction approved for us by the constituents and implement those plans with full integrity and appropriate urgency to allow students, staff, and constituents to realize the maximum benefit from the plan for the maximum duration.

RATIONALE: Some portions of the early steps may feel like a ‘hurry up and wait’ scenario where work will be done internally to get all necessary items set, presented, and executed before visible construction begins.

RELEVANT DATA AND EXPECTED OUTCOMES: We expect to execute a plan that is faithfully consistent with the plans presented for the election question, and for those plans to be fully compliant with the ballot language approved. We expect to move with intention and urgency to drive completion of stated projects in an optimal timeframe.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in revenue generation strategies and related decisions.</i>
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	<i>There is no closer engagement for community participation than an election. Pursuing an election question in 2016 will need significant community participation for it to be reflective of the community’s wishes for D49</i>
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	<i>The election proposal has clear connections to increasing our portfolio of distinct and exceptional schools</i>
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	<i>Recognizing that the efficiencies D49 has achieved the last several years puts the district in a position to be trusted, to be innovative and through the continuous exercise of both; building a firm foundation for the future..</i>
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>A commitment to improving facilities and programs will have a positive contribution to ensuring each student has their best opportunity for success.</i>

FUNDING REQUIRED: No

AMOUNT BUDGETED: \$83.5mm
projects
\$1mm
teacher comp.



BOE Regular Meeting December 15, 2016
Item 9.09 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Proceed with plans and action steps to bring the 2016-3B ballot initiative to life.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 2, 2016

2016 Ballot Issue 3B: Post-Election Analysis

Matt Meister
Director of Communications



Executive Summary

The District 49 Board of Education voted unanimously on August 24, 2016 to place a no tax increase mill levy override question before voters in the November 2016 general election. Voters overwhelmingly approved El Paso County ballot issue 3B, as named by the El Paso County Clerk and Recorder, passing it by a nearly 2-to-1 margin.

A precinct-by-precinct analysis shows that the strongest support for 3B was concentrated in two general areas: 1) newer Falcon neighborhoods east of Meridian Road and, 2) the dense suburban neighborhoods east of Powers Boulevard in Colorado Springs.

3B did not pass in two rural areas, the northernmost precinct (440), and the southernmost precinct (453), losing by a four-point margin in both.

Overall, support for the measure in rural areas of Falcon ran about ten percent lower than the suburban-like subdivisions in Falcon. The biggest demographic distinction between these two areas is the age distribution, with older population characteristics in rural areas and younger family characteristics in more populated areas.

Mill Levy Override Details

In 2015, the District 49 Board of Education directed district leaders to continue work from the 2014 election cycle and bring forward a plan to address district needs, while using information gained from the passage of question 3A and the defeat of question 3B in Nov. 2014.

In 2015, District 49's general bond debt was refinanced, saving more than \$1 million dollars for taxpayers and shortening the term to maturity. The district also refinanced Certificates of Participation, approved by voters in 2005 to build new schools, saving more than \$1.5 million dollars for taxpayers and maximizing the impact from the 2014 passage of 3A.

This strong financial stewardship presented an opportunity to meet multiple needs in the district while retaining existing tax levels. The plan was presented to the Board of Education, staff, parents, students, and district residents as the "Building Our Future Community" plan.



Plan Highlights

- 1) No tax rate increase
- 2) Additions and expansions at the three traditional high schools to balance opportunities for students

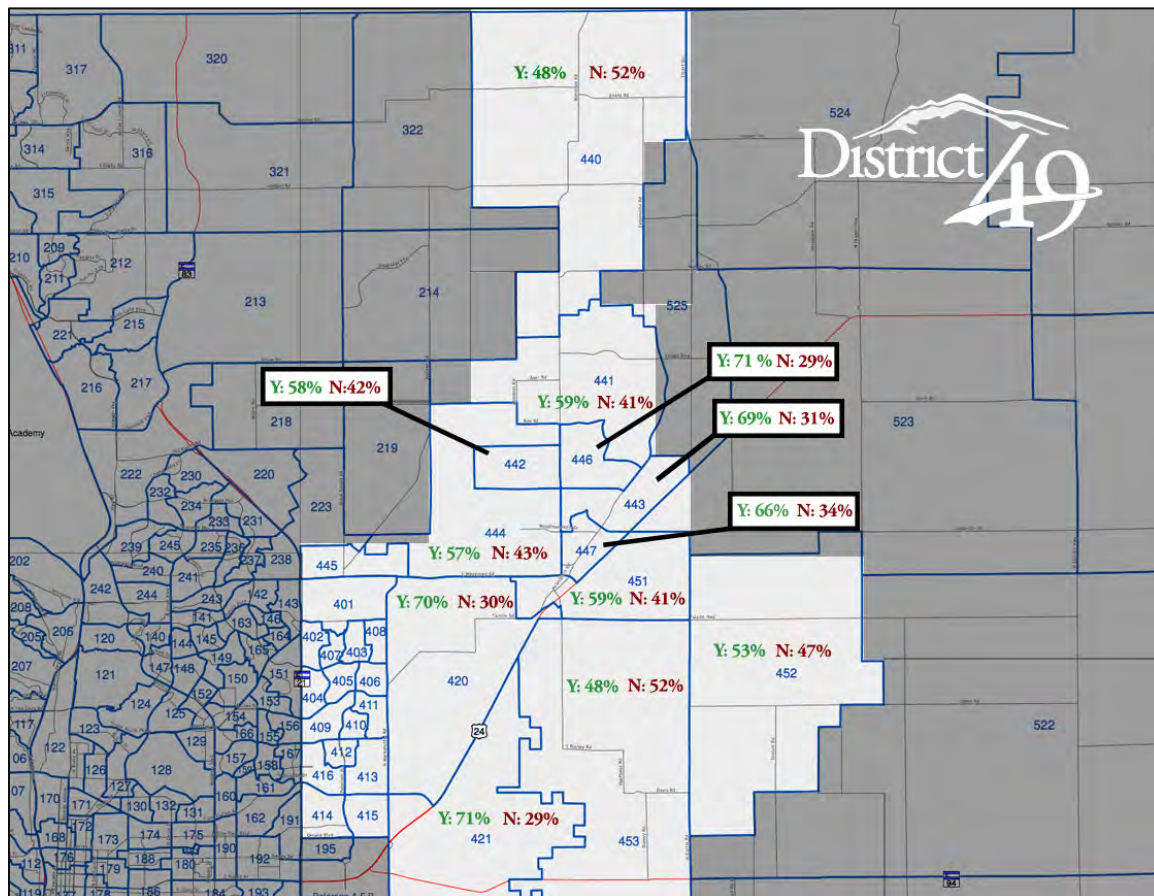
- 3) Refreshing and refurbishing all existing facilities on a ten year cycle
- 4) Improving teacher compensation
- 5) Building two new elementary schools to meet the continued demand in rapidly growing central and northern parts of the district

Election Analysis

Final election results from the El Paso County Clerk and Recorder show that District 49 voters overwhelmingly supported ballot issue 3B by a nearly 2-to-1 margin.

El Paso County Ballot Issue 3B Final Results

Yes	26,712	64.88%
No	14,460	35.12%



The map above shows the results of 3B in each of the precincts east of Marksheffel Road.

3B did not pass in precinct 440 in the northern most parts of District 49, being defeated by four points. This precinct is primarily rural homes with an older than average population and a smaller percentage of population at or under 17 years old compared to the district average.

Precinct 440

Median Age	45
% Over 65	10.3
% 17 or Under	26.3
% H.S. Diploma	98.8
% Bachelor's +	51.4
Income Per Capita	45,839

3B also did not pass in precinct 453 on the southern end of the district. U.S. Census data for precinct 453 in combined with precincts 421 and 420 (Banning Lewis Ranch). We know precinct 453 is very rural with a low population density. The median age in this precinct likely skews older than the District 49 average and a smaller percentage of residents 17 or younger.

Precincts 440 and 453, in addition to being rural and older, are also very far away from any of our campuses. Thus, there is a high likelihood that these two precincts have a larger percentage of voters that do not have a direct connection to District 49 as a parent or guardian compared to the rest of the precincts.

In analyzing the rest of the Falcon Zone, a distinct difference emerges between the rural precincts (less than 1700 registered voters) versus those precincts dominated by relatively new suburban type subdivisions (more than 2000 registered voters), those north of Woodmen between Meridian Road and Highway 24 and Banning Lewis Ranch. A comparison shows that the more rural precincts had on average about ten-percent less support for 3B versus the Falcon Zone precincts with higher population density.

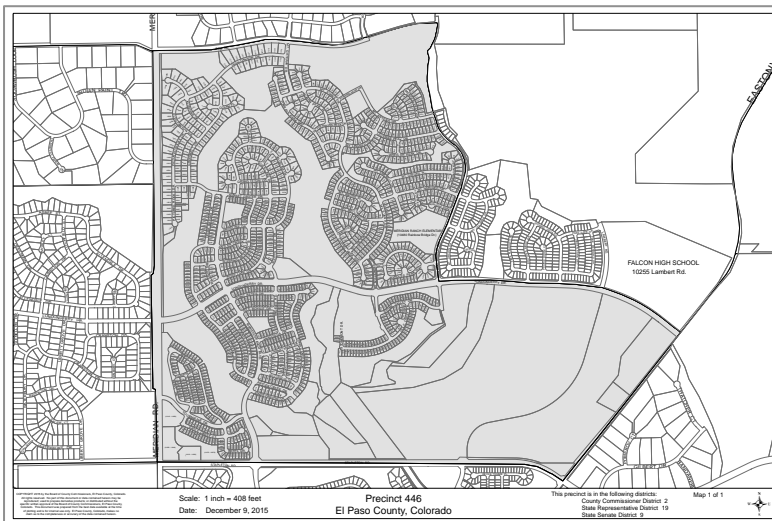
Falcon Zone - Suburban

Precinct	Yes	No
420	70%	30%
443	69%	31%
446	71%	29%
447	66%	34%

Falcon Zone - Rural

Precinct	Yes	No
441	59%	41%
442	58%	42%
444	57%	43%
451	59%	41%
452	53%	47%

The balanced enrollment process for Falcon Zone elementary schools that began in the 2015-2016 school year may play a role in the 71% support expressed for 3B in precinct 446 (Meridian Ranch). New homes continue to be built in the

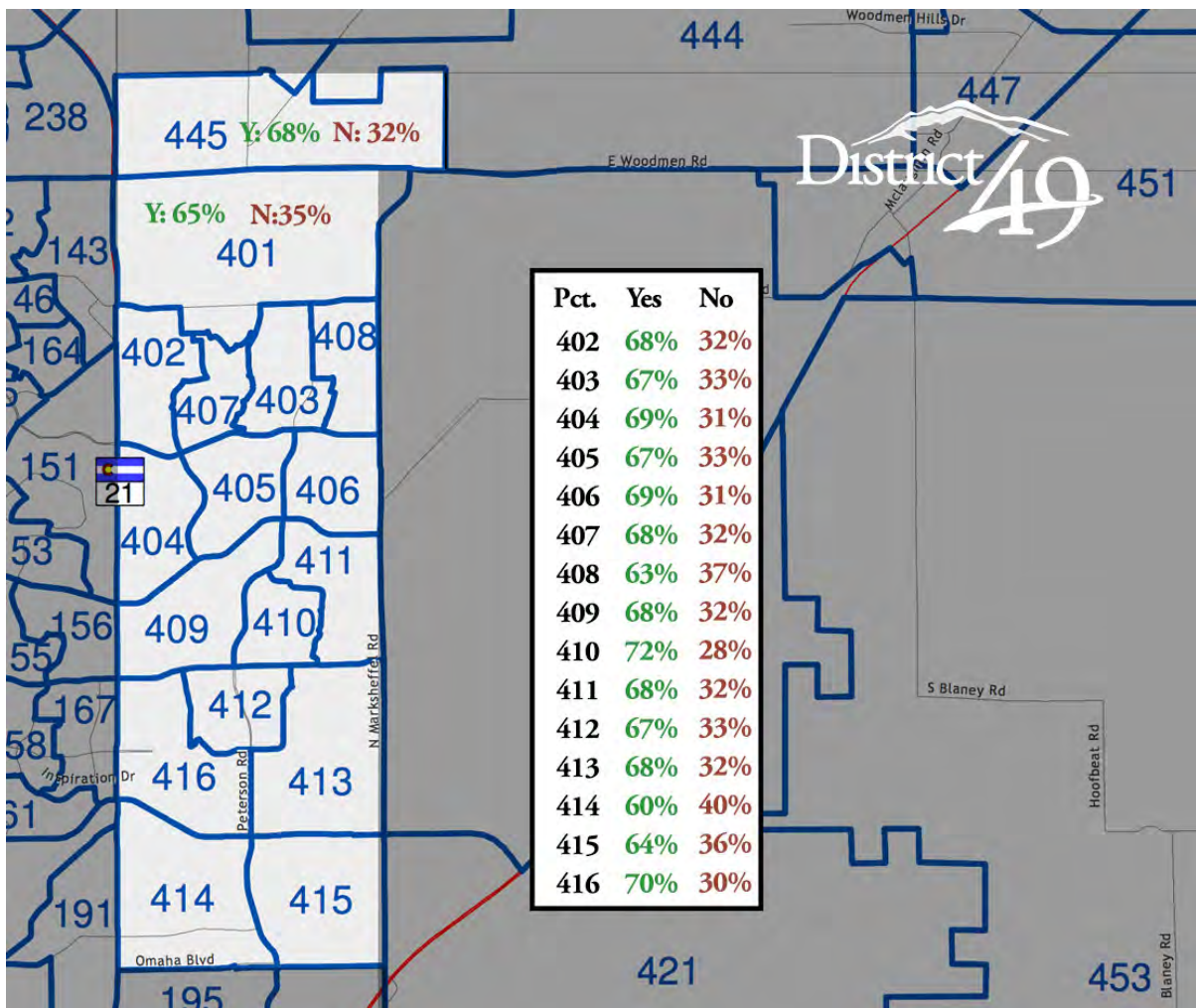


MRES boundaries, both north and south of Londonderry. Groundwork has been ongoing and model homes are being built southwest of Falcon High School. It is reasonable to assume that the construction of a new elementary school to relieve existing enrollment pressure, as proposed in 3B, resonated with

new resident voters and those with young children.

Precinct 442 is worth another look. Note the cutoffs that were used to identify a rural precinct (less than 1700 registered voters) and a suburban precinct (more

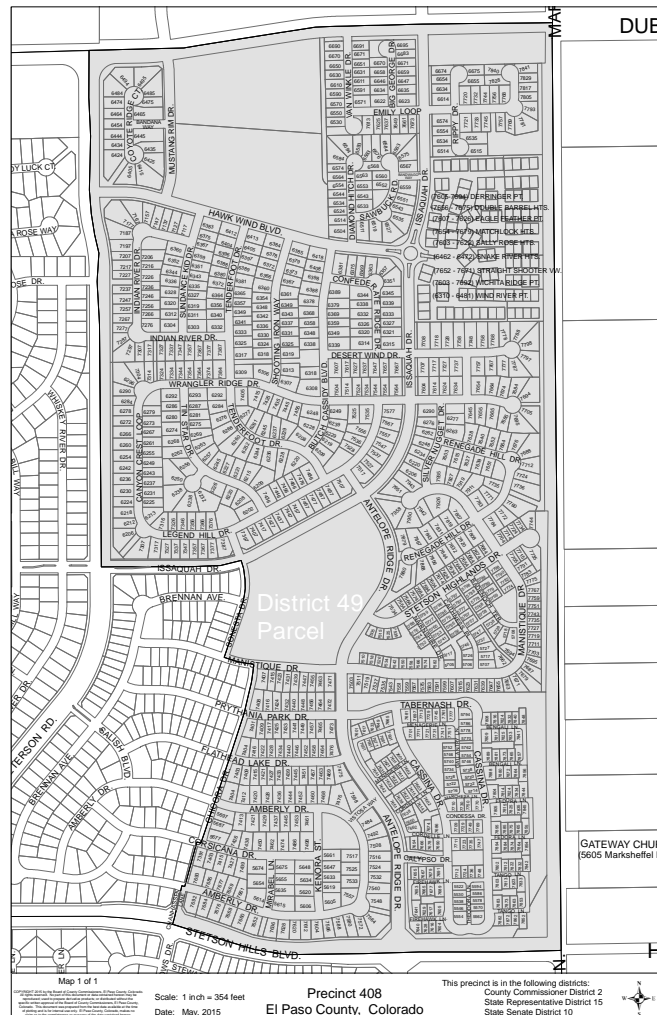
than 2000 registered voters). There are 1694 registered voters in the precinct, only six away from the cutoff of a rural precinct. An argument can be made that precinct 442 is a combination of both rural and more suburban-like lots. In fact, the precinct map shows the majority of resident lots are suburban type developments. Knowing that, the 58% support for 3B is about ten percent lower than other precincts with similar population density. It's possible that the increased road traffic that will result after the construction of the new elementary school that will be built in this precinct eroded some of the support evidenced on the east side of Meridian Road.



Support for 3B in voting precincts west of Marksheffel Road was uniform and strong. In fact, in 12 of 15 precincts, 67% or more of voters said “yes” to 3B. With approximately 2/3 of the district’s population in these precincts, most of which are well-established neighborhoods, the strategic decision to include money from 3B to refresh and refurbish all existing facilities on a ten-year cycle can not be understated. The 2-to-1 support in this area also shows that other components of the plan, including keeping tax rates the same, resonated well with the electorate.

Precinct 408, located just southwest of Marksheffel and Dublin, showed slightly less support for 3B compared to surrounding precincts. This precinct contains a District 49 parcel at Antelope Ridge and Issaquah Drive. The builder(s) in this subdivision had a sign on the land for a long time that said, “Future Elementary School.”

The district communications and planning departments have fielded questions and frustrated complaints from residents in this area regarding the parcel. One gentleman in particular is very motivated about the piece of land becoming a school. Because demographic data in this precinct is very similar to surrounding precincts, this still vacant land may be a reason 3B saw slightly lower support (63%) in this area.



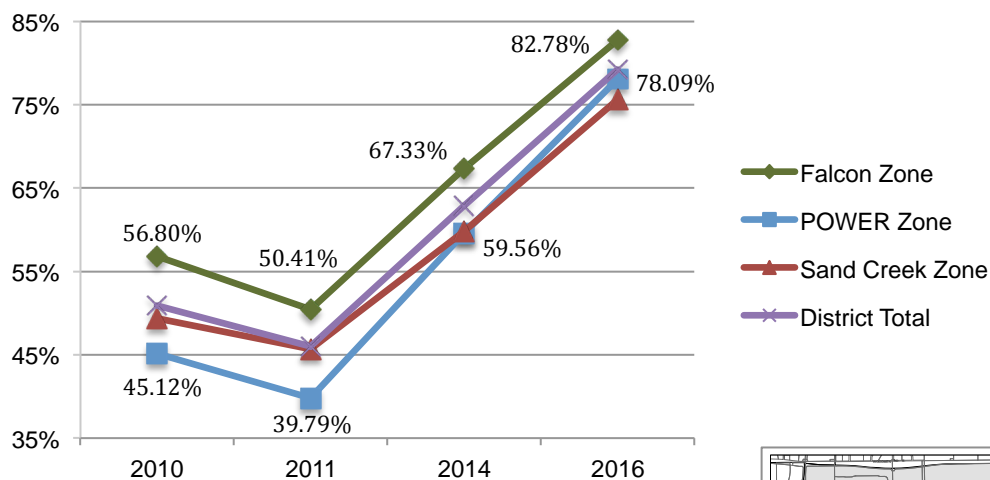
Precinct 414 in the southwest corner of Sand Creek Zone (bounded by Constitution Avenue on the north, Omaha Boulevard on the south, Powers Boulevard on the west and Peterson Road on the east) had the lowest support for 3B in precincts west of Marksheffel Road. Demographically, this precinct has the youngest median age (29 years old) in District 49, the highest percentage of renters (50.3%), the lowest per capita income (\$21,535), and median income (\$39,844). This precinct is likely heavily populated with active military families, most of which are District 49 students. However, many parents of these students may not be registered to vote in Colorado. The age profile for registered voters in 414 likely skews older

than the overall median age of residents in the precinct. Still, the passage of 3B by a 20-point margin again shows the strength of the plan as a result of the multi-year learning and working phases district leaders went through to lead toward a successful election question.

Important Trends or Changes From Previous Elections

The 2016 election was historic across the country, the state, and locally in the district. The percentage of voters participating in District 49 school finance questions continues to increase from lows established in 2011. The overall participation rate in the district of nearly 80% is the highest in the last decade.

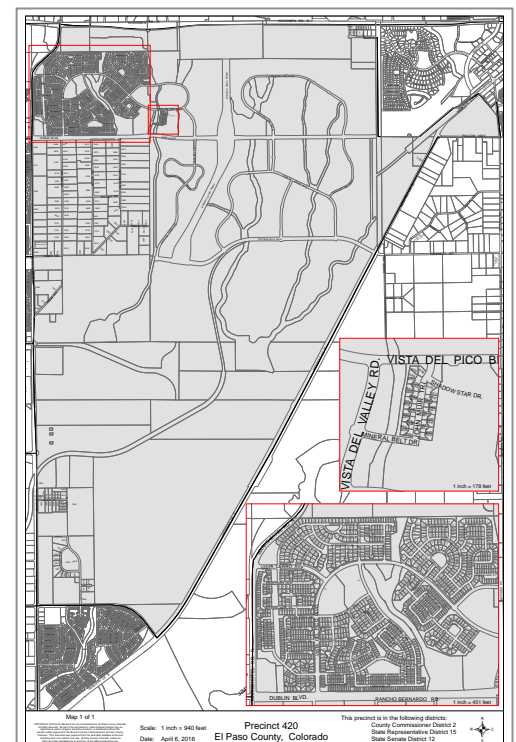
District Election Participation Rate (Zone)



Falcon Zone once again had the highest participation rate, with almost 83-percent of registered voters casting ballots for question 3B. The spread of participation rates across zones in 2016 was half that of the 2014 election, likely a reflection of the national political scape more than anything locally.

As District 49 has grown over the last two decades, it has been well documented by the planning department in BOE packets that the population center of the district has been shifting westward along the Powers corridor.

While Precinct 420 currently resides within District 49's Falcon Zone, a strong argument can be made that these resident voters, particularly those in



Banning Lewis Ranch, the highest density population in the precinct, are more likely to reflect a typical POWER Zone voter compared to a typical Falcon Zone voter. There were 1816 registered voters in this precinct for the 2016 election. If one considers Precinct 420 to be part of POWER Zone, as in the tables below, POWER Zone voters outnumber Falcon Zone voters for the first time since the district's reorganization in 2010-2011.

2016 Ballot Issue 3B Results			District 49 Registered Voters (by Zone)		
	Yes on 3B	No on 3B			
POWER	11,498	5,461	POWER Zone	21,718	41.80%
Falcon	9,384	6,083	Falcon Zone	18,684	35.96%
Sand Creek	5,830	2,916	Sand Creek Zone	11,560	22.25%
			District Totals	51,962	

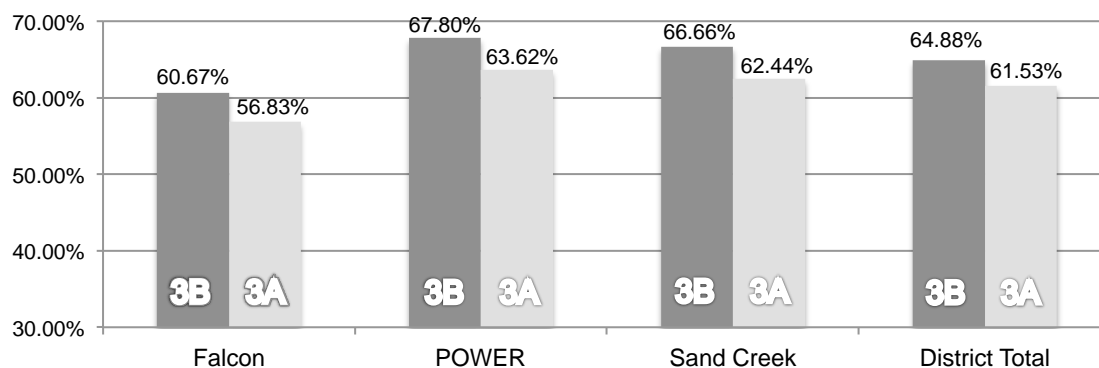
Two new precincts were created in the densely populated areas of Falcon since the 2014 election, so a precinct-by-precinct comparison between prior elections and the 2016 election isn't available.

However, a broader zone analysis can be conducted between the 2014 Mill Levy Override (3A) question and the 2016 Mill Levy Override (3B) question because the measures contained similar no-increase property tax impacts for residents.

Both measures had strong support from the community. Of note is that support in Falcon Zone was about 7-percent lower than POWER Zone for both ballot questions.

Previous after election reports (Ridgeway 2014) show a long-term trend of Falcon Zone consistently having lower support for school finance measures compared to POWER and Sand Creek Zones.

Yes on 3B (2016) vs. Yes on 3A (2014) - Percent of Votes Cast



District Communication Efforts

Communication department, business office, and school leadership efforts for the Building Our Future Community plan were formally presented in a detailed election communications plan presented to the Board of Education in early 2016.

The plan communicated to both internal and external audiences and solicited feedback and questions about the plan from different stakeholder groups through a series of meetings and surveys.

<i>Product</i>	<i>Target</i>	<i>Description Purpose</i>	<i>Frequency</i>	<i>Owner</i>	<i>Delivery</i>	<i>Internal/ External</i>
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
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
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
Survey	-All Staff -D49 Families -D49 Residents	Poll	Feb. 1	Hilts Ridgway Meister	D49.org	-Internal -External
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
External Poll	-D49 Residents	Traditional Phone Poll	Mar. 1	Vendor	Vendor	-External
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
Community Meetings Town Hall	-D49 Residents	-Plan Details -Community Engagement	August or September	BOE & Chiefs	-Each Zone High School	-External
Status Update (BOE Email)	-All Staff -D49 Families -D49 Residents	-Plan Updates -Meeting Notification	Monthly	Meister	-Bronto Email -D49.org -Social Media	-External
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
Gazette Editorial	-D49 Residents			Meister/ Chiefs		
Gazette Article	-D49 Residents -All Staff	-High Level Overview	Week mail-in ballots arrive	Meister / Hilts / Ridgway	Debbie Kelley	-External
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, KKTV, KRDO, KXRM	-External

Communication efforts did include specific branding efforts, including naming the plan, logos, look, etc.



An important component of the communication plan included several methods to learn from different stakeholder groups regarding the plan and the expectations within the community. For example, the face-to-face staff meetings, the town halls and the survey allowed questions, suggestions and criticisms to flow into the district.

This learning phase resulted in work being done by the business office and bond counsel to change the initial ballot language, from being lengthy and somewhat confusing to a shorter and easier to understand version. There is no question that the reworked ballot language helped to lead to such strong support for the measure.

The learning phase also revealed how important accountability measures in the plan were to both staff and residents.

Grassroots Campaign

A citizen-led campaign of support for ballot issue 3B was very active in carrying the overall messages the district had been communicating once the Board of Education approved the official ballot language. The group engaged in a number of traditional campaign measures, media and outreach efforts.

The campaign, while having a brand that was different from district communication efforts, did utilize components of the Building Our Future Community brand established by the district.

From a marketing perspective, the continuity in messaging that was created by the campaign, and the similarity in the campaign branding helped to reinforce and strengthen the messages the district had worked to create in the community.

The importance of an organized, community-led campaign that has adequate funding to continue informational efforts from the district, and in fact, advocate for the success of a district ballot measure can not be understated.

Community Information Meetings

The campaign held two community information nights between late August and Election Day. One of the meetings was very successful in identifying and organizing volunteers to place signs across the district. One of the meetings,

while not well attended, did equip influential members of the Banning Lewis Ranch Academy community with information about 3B and its impacts on the charter school community. Several District 49 leaders were invited to these meetings by the campaign and were on hand to answer questions.

Direct Mail

The campaign sent two pieces of mail to every resident in District 49 that borrowed heavily from district informational efforts, while having a more promotional message, as one would expect from an advocacy campaign.



Telephone Town Hall

Campaign volunteers held a telephone town hall during a Tuesday evening in October. While the call coincided with the second presidential debate, more than 1000 people listened to at least a portion of the call. Another 500 people accessed the town hall via recording on the campaign's website.

The campaign invited the BOE president, chief education officer, and chief business officer to participate in the town hall and be a resource to answer questions posed by the community.

Campaign Signs

The campaign placed 2000 signs at strategic locations across the district. There were four versions of the signs overall, each conveying a different strategic message from the campaign.



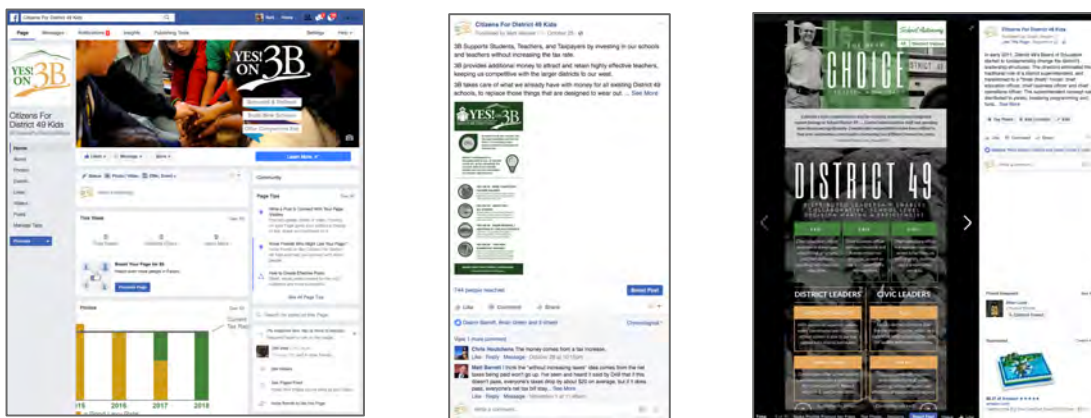
Website

A campaign website repurposed a lot of the information the district had shared with the community prior to the BOE approval of ballot language. Campaign marketing efforts contained calls to action to visit the website for more information.



Facebook Page

Facebook was used to fulfill two purposes, facilitating community discussion and targeted advertising. Specifically, the social media platform was used to provide extra messaging for locations in the district that are members of numerous special taxing districts. The no-tax-rate increase component of 3B was the specific message of the additional outreach.



Radio Advertisement

A 60 second radio advertisement was purchased to target the 35+ demographic, as another opportunity to convey key messages to residents without a direct connection to the district, either as a parent/guardian or employee.

Conclusion

The election results of the District 49 2016 mill levy override were historic, with the most support for a school finance measure in the district on record. Nearly 2/3 of voters, 64.88%, checked “yes” on their ballot for El Paso County issue 3B.

The overwhelming success of 3B was the result of District 49 leaders effectively **LEARN**ing from the community in a collaborative process, **WORK**ing to create a plan that matched community expectations, while **LEAD**ing a sustained effort to provide detailed plans for investment and accountability.

New work results from the passage of 3B: project design and implementation, contractor selection, seeking approval from the mill levy override committee, communicating the status and progress of projects, communicating the accountability measures contained in the plan, and using the experiences gained from this election cycle in addressing future capital needs.

BOARD OF EDUCATION AGENDA ITEM 9.10

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Matt Meister, Director of Communications
TITLE OF AGENDA ITEM:	Revised Job Description, Marketing and Communications Specialist
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Job descriptions within the communications department are being updated to more accurately reflect the duties fulfilled by current employees given the realignment of department goals, productivity and processes since April 2014. The updates also reflect industry standard responsibilities and compensation.

RATIONALE: Accurate job descriptions provide employees clarity regarding job responsibilities and help the district increase performance through increased efficiency.

RELEVANT DATA AND EXPECTED OUTCOMES: Competitor and comparison districts in Colorado compensate at rates much higher than District 49. Similar positions compensate at \$40-50K plus. The proposed changes will not add to our current personnel count within the communications department or district.

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Accurate job descriptions provide employees clarity regarding job responsibilities and analysis of industry standard compensation keeps the district competitive for high performing workers in a competitive market space.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The communication department serves as the direct link between the life impacts created in the classroom and the larger community. A high performing communication department increases community engagement with district activities.
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The marketing and communication specialist markets the portfolio of schools to potential customer segments.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	The marketing and communication specialist informs the community and stakeholder populations about educational opportunities meeting the needs of each student.

FUNDING REQUIRED: \$2,485.60 plus benefits

AMOUNT BUDGETED: \$2,485.60 plus benefits

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

APPROVED BY: Peter Hilts, CEO

DATE: November 22, 2016

MARKETING AND COMMUNICATIONS SPECIALIST

Job Title:	Marketing and Communications Specialist
Initial:	February 9, 2012
Revised:	January 12, 2017
Work Year:	260/261 Days
Office:	Education
Department:	Communications
Reports To:	Director of Communications
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Range 2247

Related Organization Chart



SUMMARY: The Marketing and Communications Specialist will work with the ~~E~~communications ~~D~~department to build relationships, engage the community and share ~~Falcon School~~ District 49's stories through strategic marketing, consistent messaging and stakeholder engagement. This position will have responsibilities across a broad range of activities, including marketing, advertising, event support, creative messaging and public and media relations. The Marketing and Communications Specialist will develop engaging campaigns to share critical messages with the community. ~~The perfect candidate is a creative thinker who can multi-task at a high level and can work both independently and in a team environment.~~

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-specific assignment and other factors.

- Gathers and analyzes information to write and edit various print and electronic communication vehicles such as newsletters, brochures, news releases, news tips, web content, social media content, marketing materials, reports, and others as required.
- Takes photographs of events during and outside school hours and video as needed; work closely with ~~c~~Communications team to integrate visual media into communication products, -including press releases, web content, social media, marketing materials and reports.
- Develops and coordinates marketing campaigns for print, online, radio and television.
- ~~Use contemporary design theory to deliver strategic messages. Identify target audiences, tone, and purpose of each product.~~
- ~~Assist in producing~~Produces marketing materials for print, ~~and~~ online, radio and television use.
- Provides graphic design services for schools, departments and programs. Creates brochures, reports,

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.

flyers, fact sheets, logos, sophisticated power point presentations, and other materials for appropriate target audiences.

- Supports school, departmental and program staff in developing and implementing communication strategies for programs and events.
- ~~Create brochures, reports, flyers, fact sheets, logos, sophisticated power point presentations, and other materials for appropriate target audiences.~~
- Works to foster community engagement by identifying key stakeholders and new support networks for the district, schools and programs; coordinate with staff to develop community engagement opportunities.
- Updates and publishes content to D49.org and other digital channels.
- Develops and implements outreach strategies to build a presence for the district in the community, connecting with new organizations, expanding the reach of the district's message.
- Provides website support, including site director training, updating and publishing web content.
- Serves as the department liaison for schools, departments, programs and organizations.
- Assists as needed in emergency and crisis communications in collaboration with media, emergency responders, parents, businesses and other community stakeholders which may require extended hours, including evenings and weekends.
- Provides backup support to other members of the communications team.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- This position has no supervisory responsibilities at this time.

Budget Responsibility:

- This position has no budgetary responsibilities at this time.

QUALIFICATIONS

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

Education & Training:

- Bachelor's Degree in Marketing, Communications, Advertising, Journalism or a related field preferred.

Experience:

- Two- four years of relevant experience in marketing, public relations, graphic design or closely related field preferred.

Knowledge Skills & Abilities:

- Excellent verbal and written communication skills including public speaking, marketing and graphic design.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point and Adobe Creative Suite.
- Able to develop and design effective communication tools to support the implementation District 49's educational initiatives.
- Ability to work independently to organize, prioritize, manage, and successfully execute multiple assignments simultaneously.
- Ability to work with a team in a fast-paced environment.
- Excellent writing and editing skills; attention to details is essential.
- Comprehensive knowledge of marketing and communications with excellent analytic thinking and creative problem solving skills.

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

-
- Ability to meet deadlines
 - Experience in brand marketing or marketing preferred.
 - An understanding of and interest in the field of education is desired.
 - Ability to maintain excellent attendance.
 - Ability to understand and follow complex oral and written instructions.
 - Ability to perform responsibilities without the necessity of close supervision.

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb, ~~or~~ balance, stoop, kneel, crouch, or crawl. The employee must occasionally ~~regularly~~ lift and/or move ~~up to standard~~ office equipment such as files, but not limited to, copy paper, communication department specific items such as camera equipment, newspapers, and flyers weighing up to approximately 25 pounds ~~frequently~~.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

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

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



BOARD OF EDUCATION AGENDA ITEM 9.11

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	Marie LaVere-Wright, Board President
TITLE OF AGENDA ITEM:	Board Annual Planning Workshop
ACTION/INFORMATION/DISCUSSION:	Discussion

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

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

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

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	The Annual Planning Workshop gives the Board and invited administrators a chance to examine the district's strategic and cultural priorities at a more detailed level.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

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

APPROVED BY: Marie LaVere-Wright, Board President

DATE: December 2, 2016



ANNOUNCEMENT/NOTICE
BOARD OF EDUCATION ANNUAL PLANNING WORKSHOP
January 28, 2017
9:00 a.m. – 3:00 p.m.
Education Service Center – Board Room

PURPOSE:

1. Stakeholder Grievance Procedure Review and Direction (30 minutes) Andersen/Fletcher
2. CLIE, Center for Literacy & Innovation Excellence (30 minutes) Pickering
3. REMPEX Feedback/Strategic Plan/Cultural Compass Review (30 minutes) Chief Officers
4. Performance Excellence Update/Review and Direction (30 minutes) Chief Officers
5. BOE Evaluation - Action Plan/Board Goal Setting (30 minutes) BOE
6. Board's Role in Director District Election (15 minutes) BOE
7. Board Committees, Liaisons and Student Board of Representatives (10 minutes) BOE
8. Review BOE Annual Action Calendar (5 minutes) Richer
9. Policy Process Performance Report (10 minutes) Richer
10. Miscellaneous (10 minutes)

DATE OF POSTING: January 19, 2017

Donna Richer
Executive Assistant to the Board of Education

BOARD OF EDUCATION AGENDA ITEM 10.01

BOARD MEETING OF:	December 15, 2016
PREPARED BY:	D. Richer, Executive Assistant to BOE
TITLE OF AGENDA ITEM:	Executive Session: Pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Education Officer evaluation and review
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
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 go into Executive Session: Pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification for Chief Education Officer evaluation and review.

APPROVED BY: Marie LaVere-Wright, Board President

DATE: December 2, 2016