



AGENDA
REGULAR BOARD OF EDUCATION MEETING
February 9, 2017
Fantastic 49 - 6:00 p.m.
Business Meeting – 6:30 p.m.
Education Service Center – Board Room

Fantastic 49

- | | |
|---|--|
| ● Falcon Elementary School of Technology students | ● Odyssey Elementary School students |
| ● Stetson Elementary School students | ● Springs Ranch Elementary School students |

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 1/12/2017
- 4.02 Approval of Minutes of Special Board of Education Meeting 1/25/2017
- 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
- 4.06 Approval of Administrative Personnel Recommendations – Chief Officers
- 4.07 Approval of Administrative Personnel Recommendations – Zone Leaders
- 4.08 Approval of Administrative Personnel Recommendations – Department and Program Leaders
- 4.09 Approval of Administrative Personnel Recommendations – Building Leaders
- 4.10 Approval of District Accountability Advisory Committee (DAAC) Membership

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 Charter School Contract Review for Banning Lewis Ranch Academy
- 7.02 Action on Charter School Contract Renewal for Pikes Peak School of Expeditionary Learning
- 7.03 Action on Policy Revisions
 - a. BEAA Electronic Participation in School Board Meeting
 - b. JIJ Physical Activity
- 7.04 Action on Course Proposals
 - a. Life Sciences at Vista Ridge High School
 - b. Teen Leadership
 - c. Critical Thinking at Vista Ridge High School
- 7.05 Approval of D49 School Family Calendars 2017-2018 and 2018-2019
- 7.06 Action on Academy for Literacy, Learning and Innovation Excellence (ALLIEs)

- a. Job Descriptions
- b. Facility Plan
- c. School Budget
- 7.07 Action on Information Technology Contract
- 7.08 Action on Revised Job Description, Human Resources Assistant and Receptionist
- 7.09 Adoption of Colorado Military Academy Resolution
- 7.10 Items Removed from Consent Agenda

8.00 Information Items

- 8.01 Process Improvement Update
 - a. IHCD A-R-1 Concurrent Enrollment
- 8.02 Expulsion Information
- 8.03 Student Study Trips

9.00 Discussions Items

- 9.01 Falcon Zone Performance Report (10 minutes)
- 9.02 New and Revised Job Descriptions (10 minutes)
 - a. Internal Communications Manager
 - b. Digital Communications Manager
- 9.03 2016 3B Projects Update (10 minutes)
- 9.04 BOE Professional Development Plan (10 minutes)

10.00 Other Business

11.00 Adjournment

DATE OF POSTING: February 2, 2017

Donna Richer
Executive Assistant to the Board of Education



BOARD OF EDUCATION AGENDA ITEM 4.01

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Donna Richer, Executive Assistant to the Board of Education |
| TITLE OF AGENDA ITEM: | Approval of Minutes of Regular Board of Education Meeting 1/12/2017 |
| 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 January 12th regular board of education meeting.

APPROVED BY: Tammy Harold, Board Secretary

DATE: January 27, 2017



BOARD OF EDUCATION AGENDA ITEM 4.02

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Donna Richer, Executive Assistant to the Board of Education |
| TITLE OF AGENDA ITEM: | Approval of Minutes of Special Board of Education Meeting 1/25/2017 |
| 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 January 25th special board of education meeting.

APPROVED BY: Tammy Harold, Board Secretary

DATE: January 27, 2017



BOARD OF EDUCATION AGENDA ITEM 4.03

| | |
|---------------------------------------|--|
| BOARD MEETING OF: | February 9, 2017 |
| 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: January 27, 2017



BOARD OF EDUCATION AGENDA ITEM 4.04

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| 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: January 27, 2017



BOARD OF EDUCATION AGENDA ITEM 4.05

| | |
|---------------------------------------|--|
| BOARD MEETING OF: | February 9, 2017 |
| 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: January 27, 2017



BOARD OF EDUCATION AGENDA ITEM 4.06

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Paul Andersen, Director of Human Resources |
| TITLE OF AGENDA ITEM: | Administrative Personnel Recommendations – Chief Officers |
| ACTION/INFORMATION/DISCUSSION: | Action |

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

As a part of its annual business calendar, the Board of Education considers the whether to continue the employment of the Chief Officers.

RATIONALE:

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

| | |
|---|---|
| Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment | Employment of effective chief officers has a direct and positive impact on all five of the Big Rocks. |
| 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:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the continued employment of the chief officers for 2017-18.

APPROVED BY: Marie LaVere-Wright, Board President

DATE: January 27, 2017

BOARD OF EDUCATION AGENDA ITEM 4.07

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Paul Andersen, Director of Human Resources |
| TITLE OF AGENDA ITEM: | Administrative Personnel Recommendations – Zone Leaders |
| ACTION/INFORMATION/DISCUSSION: | Action |

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

RATIONALE:

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

| | |
|---|-------------|
| Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment | |
| Rock #2 —Research, design and implement programs for intentional <u>community</u> participation | |
| Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> | High 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 launch each student toward success | |

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the Chief Officers’ recommendations for administrative personnel for 2017-18.

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

DATE: January 27, 2017



BOARD OF EDUCATION AGENDA ITEM 4.08

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Paul Andersen, Director of Human Resources |
| TITLE OF AGENDA ITEM: | Administrative Personnel Recommendations – Department and Program Leaders |
| ACTION/INFORMATION/DISCUSSION: | Action |

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

RATIONALE:

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

| | |
|---|-------------|
| Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment | |
| Rock #2 —Research, design and implement programs for intentional <u>community</u> participation | |
| Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> | High 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 launch each student toward success | |

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the Chief Officers' recommendations for administrative personnel for 2017-18.

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

DATE: January 27, 2017



BOARD OF EDUCATION AGENDA ITEM 4.09

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Paul Andersen, Director of Human Resources |
| TITLE OF AGENDA ITEM: | Administrative Personnel Recommendations – Building Leaders |
| ACTION/INFORMATION/DISCUSSION: | Action |

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

RATIONALE:

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

| | |
|---|-------------|
| Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment | |
| Rock #2 —Research, design and implement programs for intentional <u>community</u> participation | |
| Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> | High 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 launch each student toward success | |

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the Chief Officers' recommendations for administrative personnel for 2017-18.

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

DATE: January 27, 2017

BOARD OF EDUCATION AGENDA ITEM 4.10

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Mary Velasquez, Administrative Assistant to Communication and Culture |
| TITLE OF AGENDA ITEM: | District Accountability Advisory Committee Appointments |
| ACTION/INFORMATION/DISCUSSION: | Consent-Action |

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

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

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

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

RATIONALE: The enclosed membership applications include the name of one DAAC member for the 2016-2018 school years for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

RELEVANT DATA AND EXPECTED OUTCOMES: Recommended DAAC members: Sharon Smith- SMS. DAAC members have already committed to the responsibilities of their charge through state statute and will report out their accomplishments in June 2018.

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

BOE Regular Meeting February 9, 2017
Item 4.10 continued

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

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 1, 2017

BOARD OF EDUCATION AGENDA ITEM 7.01

| | |
|---------------------------------------|--|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Andy Franko, iConnect Zone Leader |
| TITLE OF AGENDA ITEM: | Action on Banning Lewis Ranch Academy Charter School Contract Review |
| ACTION/INFORMATION/DISCUSSION: | Action |

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The charter contract with Banning Lewis Ranch Academy specifies a review will be conducted every five years. As such, District 49 has requested and received a review application, has interviewed the administration and Board Chair, and has conducted an on-site evaluation of school operations.

RATIONALE: In conjunction with the review process, the charter school will provide an update to the D49 BOE by way of presentation at a public meeting prior to the board taking action to accept the review.

RELEVANT DATA AND EXPECTED OUTCOMES:

BLRA has sustained a Performance school rating during the past five years. In addition, BLRA maintains “Good Standing” with District 49 as indicated in the Annual Performance Report. BLRA has consistently served students and families in accordance with the school mission and vision and maintains secure financial status as indicated in clean annual independent audits.

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 review of BLRA provides clarity of the school’s status. This ensures transparency of organization operating within the District. |
| 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> | Direct 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:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to accept the review of the charter contract with Banning Lewis Ranch Academy.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2017

Renewal Application: Banning Lewis Ranch Academy
Administrative Recommendation

Banning Lewis Ranch Academy (BLRA) is in a second review cycle of the original charter contract, which was established in 2006. The District 49 Board of Education accepted the most recent review in 2011. The charter contract is set to expire June 20, 2036, but stipulates a review must be conducted every five years. The District 49 administration recommends the Board of Education accept the submitted review application.

Review Process

During the fall of 2016, the iConnect Zone Leader along with Charter School Solutions attended the regular board meeting at Banning Lewis Ranch Academy. The board was invited to participate in the review process in accordance with District 49 policy LBD and the Charter School Act, C.R.S. 22-30.5-101. The Charter School Solutions Team conducted a school site visit on September 28 and 29, 2016. BLRA submitted a review application before the December 1, 2016 deadline. Following the initial review of the application, a meeting with was conducted with the BLRA board and administration. Finally, the school presented at a public meeting held on January 25, 2017.

Review of Application

BLRA engages a humanities based and college preparatory learning model. The school serves 750 students in grades Kindergarten through eighth grade. The board was recently approved to expand the school to serve grades K-12. Banning Lewis Preparatory Academy will serve secondary students beginning in the fall of 2017. Over the past five years, BLRA has maintained a Performance Rating on the School Performance Framework and “Good Standing” on the Annual Performance Review. In 2012, the school received the Governor’s Distinguished Improvement Award.

BLRA submitted a review application with numerous attachments to support the application. The following is a snapshot of the review.

- The mission has stayed consistent. The school holds strong to its educational approach and student and family oriented learning community.
- Educators use data to drive instruction. Professional Learning Communities are developed, reviewed, and implemented to ensure student success.
- BLRA is recognized as a high performing school within the charter school community.
- BLRA recently refinanced bonds and attained bond financing to build an additional school facility.

- An independent audit of BLRA's finances has been completed each of the past five years. The current audit describes a favorable financial position with no conflicting auditor's notes.
- The BLRA board has been stable. The board currently has one vacancy. Some board members attend the Annual Charter School Conference hosted by the Colorado League of Charter Schools. Required board training is complete.
- BLRA has worked with the Colorado League of Charter Schools to update the strategic plan.
- The school administration has seen change over the past two years, but staff indicates administration maintains a strong focus on the academic and operation structures of the school.
- The board recently changed educational service providers from Mosaica Education to Accel Schools.
- Student achievement has been consistently high in performance and growth on the state test. Recent achievement and growth scores at the elementary level have declined.
- BLRA is meeting expectations of the Primary Literacy Initiative. The BLRA staff has been an exceptional participant in early literacy conferences, training, and implementation.
- Opportunities to grow were identified in key communication and systems areas. Included were recommendations to revisit the service provider evaluations, job descriptions, and succession plan. Board improvement of policy creation and documentation and an annual review of the contract Accel Schools are expectations established from the review.

Generally, the review of the BLRA's review application expressed the positive sentiments. The mission and vision of the school continue to be focused on students, culture, and high performance. BLRA is consistently a positive contributor to the iConnect Zone, meets compliance standards, and serves as a model to other charter schools in the district and state.

Conclusion and Recommendations

BLRA is has a strong school culture, is performing well academically, has growing enrollment, maintains. The board should be commended for it fiduciary oversight and commitment to putting dollars in the classroom. Based on the schools success and intentionality of continued improvement, it is recommended the review be accepted for a period of five years.

BOARD OF EDUCATION AGENDA ITEM 7.02

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Andy Franko, iConnect Zone Leader |
| TITLE OF AGENDA ITEM: | Action on Charter School Contract Renewal for Pikes Peak School of Expeditionary Learning (PPSEL) |
| ACTION/INFORMATION/DISCUSSION: | Action |

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The charter contract with Pikes Peak School of Expeditionary Learning is set to expire in June of 2017. As such, District 49 has requested and received a renewal application prior to December 1, 2016, interviewed the administration and Board, conducted an on-site evaluation of school operations, and evaluated the school's education, operations, governance, and finances.

RATIONALE: In conjunction with the renewal process, the charter school will provide an update to the D49 BOE by way of presentation at a public meeting prior to the board taking action to accept the review.

RELEVANT DATA AND EXPECTED OUTCOMES:

PPSEL has remained a Performance rated school through the term of the current contract. In addition, PPSEL maintains "Good Standing" with District 49 as indicated in the Annual Performance Report. PPSEL has consistently served students and families in accordance with the school mission and vision and maintains secure financial status as indicated in clean annual independent audits.

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 review of PPSEL provides clarity of the school's status. This ensures transparency of organization operating within the District. |
| 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> | Direct 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:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the application for renewal with Pikes Peak School of Expeditionary Learning.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2017

Renewal Application: Pikes Peak School of Expeditionary Learning

Administrative Recommendation

Pikes Peak School of Expeditionary Learning (PPSEL) is requesting a second renewal of the original charter contract, which was established in 2006. The District 49 Board of Education granted the most recent renewal in 2011, which is set to expire on June 30, 2017. The school is requesting a renewal of the current charter. The District 49 administration recommends the Board of Education approve the submitted renewal application and seek a five-year charter contract with the PPSEL Board of Directors.

Renewal Process

During the fall of 2016, the iConnect Zone Leader along with Charter School Solutions attended the regular board meeting at Pikes Peak School of Expeditionary Learning. The board was invited to participate in the renewal process in accordance with District 49 policy LBD and the Charter School Act, C.R.S. 22-30.5-101. The Charter School Solutions Team conducted a school site visit on September 28 and 29, 2016. PPSEL submitted a renewal application before the December 1, 2016 deadline. Following the initial review of the application, a meeting with was conducted with the PPSEL board and administration. Finally, the school presented at a public meeting held on January 25, 2017.

Review of Application

PPSEL uses an Expeditionary Learning approach to education. The school serves 405 students in grades Kindergarten through eighth grade. Over the past five years, PPSEL has maintained a Performance Rating on the School Performance Framework and “Good Standing” on the Annual Performance Review.

PPSEL submitted a renewal application with numerous attachments to support the application. The following is a snapshot of the review.

- The mission has stayed consistent. The school holds strong to its educational approach and student and family oriented learning community.
- Educators use data to drive instruction. Work plans are developed, reviewed, and implemented to ensure student success.
- PPSEL is recognized as a high performing school within the *EL* community. The school is working with the *EL* organization to gain model accreditation.
- PPSEL recently refinanced bonds allowing the board to approve additional staff and maintain an appropriate fund balance.

- An independent audit of PPSEL's finances has been completed each of the past five years. The current audit describes a favorable financial position with no conflicting auditor's notes.
- The PPSEL board is fully seated and has been stable. The board attends the Annual Charter School Conference hosted by the Colorado League of Charter Schools and has completed required board training.
- The school administration has been consistent and remains the core of the academic and operations structures of the school.
- Student achievement has been consistently high in performance and growth on the state test. In addition, PPSEL is meeting expectations of the Primary Literacy Initiative. The PPSEL staff has been an exceptional participant in early literacy conferences, training, and implementation.
- Opportunities to growth were identified in key communication and systems areas. Included were recommendations to revisit the principal evaluation, job descriptions, succession plan, and strategic plan. It was recommended the board publish communications and documentation through the school website.

Generally, the review of the PPSEL's renewal application expressed the positive sentiments. The school leadership is strong and continues to look for ways to improve an already high performing school. PPSEL is consistently a positive contributor to the iConnect Zone, meets compliance standards, and serves as a model to other charter schools in the district and state.

Conclusion and Recommendations

PPSEL is performing well academically, its enrollment is stable, leadership is strong and consistent, and the school has a positive culture. The governing board effectively manages the school and allows the administration to deploy school operations. The board should be commended for its fiduciary oversight and commitment to putting dollars in the classroom. Based on the school's success and intentionality of continued success, it is the recommendation the application for renewal is approved and a new contract be negotiated for a period of five years.

BOARD OF EDUCATION AGENDA ITEM 7.03

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| 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 |
|-------|-------------|---|-------------|--|
| 7.03a | BEAA | Electronic Participation in School Board Meetings | D. Richer | Reviewed; no changes recommended |
| 7.03b | JLJ | Physical Activity | R. Duerr | The District-wide Wellness Advisory Council met on January 10 to discuss the option of a JLJ-R. The council recommended editing JLJ to provide accountability and ensure compliance instead of creating a JLJ-R. Principals will be informed of this change through C-3. |

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: After review and discussion, I move to approve the 2 policies in item 7.03.



BOE Regular Meeting February 9, 2017
Item 7.03 continued

REVIEWED BY: Chief Officers

DATE: January 27, 2017



BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

| | |
|------------------|---|
| Title | Electronic Participation in School Board Meetings |
| Designation | BEAA |
| Office/Custodian | Board of Education/Executive Assistant to the Board of Education |

Board members may attend and participate by electronic means in regular or special meetings of the Board in accordance with this policy and state law. For purposes of this policy, “electronic means” shall be defined as attendance via telephone, video or audio conferencing, or other electronic device. No Board member, however, may chair a meeting when participating by electronic means. All meetings shall be chaired by a board member physically present at the published meeting location.

Board members may attend and participate by electronic means in a regular or special Board meeting only when extenuating circumstances prevent the Board member from physically attending the meeting. Each Board member may use this avenue for participation for up to two (2) meetings per calendar year for each type of board meeting (Regular, Special, Work Session). For purposes of this policy, “extenuating circumstances” means travel that requires the member to be outside of the metropolitan community at the time of the meeting or inclement weather and/or unsafe driving conditions prevent the Board member from physically attending the meeting.

A meeting at which one or more Board members attend and participate by electronic means shall be open to the public, except for periods in which the Board is in executive session. A quorum of the Board shall be physically present at the meeting for a Board member to attend and participate by electronic means.

The electronic means used shall allow the public to hear (and whenever possible, visually see) the comments made by the Board member(s) participating by electronic means and allow the Board member(s) to hear (and whenever possible, visually see) the comments made by the public. A Board member participating by electronic means will be included in the recording of the Board meeting.

A Board member who plans to attend and participate by electronic means in a Board meeting shall notify the Board president and Chief Officers at least three business days prior to the meeting and shall explain the extenuating circumstances that prevent the Board member from physically attending the meeting. If such notification is not possible, the Board member shall notify the Board president and Chief Officers as soon as is reasonably possible of the request to attend by electronic means.

If the request fits within the guidance of this policy, it is considered approved. A Board member who attends and participates by electronic means shall identify the location from which he or she is participating, those present, and the extenuating circumstances that prevented the Board member from physically attending the meeting. If the Board convenes in executive session, the Board member attending and participating by electronic means shall ensure confidentiality during that portion of the meeting.

Unless otherwise approved by a majority of the remaining Board members, additional requests to attend and participate by electronic means will be denied. In accordance with state law, the Board shall declare a vacancy if a Board member fails to attend three consecutive regular Board meetings, unless the Board member’s absence is otherwise excused by the Board.

A Board member’s failure to comply with this policy may result in the Board’s refusal to allow the member to participate by electronic means in Board meetings.

- Adopted: February 13, 2014
- Reviewed: February 9, 2017

LEGAL REFS:

- C.R.S. 22-31-129 (*board vacancies*)
- C.R.S. 22-32-108 (7)(a) (*board must adopt policy allowing board members to attend and participate electronically in regular or special board meetings if the board wishes to allow this practice*)
- C.R.S. 24-6-401 et seq. (*open meetings law*)

CROSS REFS:

- BE, School Board Meetings



BOARD-APPROVED POLICY OF DISTRICT 49

| | |
|------------------|---|
| Title | Physical Activity |
| Designation | JLJ |
| Office/Custodian | Education/Coordinator of Health and Wellness |

The Board believes students who engage in physical activity as part of the learning environment are healthier and more likely to be engaged learners.

All district students shall be provided opportunities to engage in daily physical activity. The district shall include not less than the minimum required amount of physical activity in the schedules of students attending elementary schools, as such minimums are set forth in state law. Middle school and high school students shall be afforded opportunities for physical activity that are age-appropriate. Students with medical or physical limitations that may affect the student's ability to participate in a scheduled physical activity shall be provided appropriate alternative activities, consistent with federal and state law.

The following minimum minutes of physical activity are set forth in law:

- o full-day elementary students if classes meet five days/week = 600 minutes/month
- o full-day elementary students if classes meet fewer than five days/week = 30 minutes/day
- o half-day elementary students if classes meet five days/week = 300 minutes/month
- o half-day elementary students if classes meet fewer than five days/week = 15 minutes/day

For purposes of this policy, "physical activity" may include but is not limited to:

1. exercise programs
2. fitness breaks
3. recess
4. field trips that include physical activity
5. classroom activities that include physical activity
6. physical education classes

A school shall not substitute non-instructional physical activity for standards-based physical education instruction. In accordance with law, a school providing more than the minimum minutes specified in law shall not decrease the amount of physical activity as a result of the Board's policy, unless necessary to do so in response to budgetary constraints. C.R.S. [22-32-136.5](#)(3)(f).

Exceptions to required amounts of physical activity may be allowed for school closures, in accordance with law.

K-5 principals will sign an annual agreement acknowledging school level compliance. Supporting documentation including PE and recess schedules will be provided to the BOE upon request.

- Adopted: June 9, 2016
- Revised: February 9, 2017

LEGAL REFS:

- C.R.S. [22-32-136](#) (policies to improve children's nutrition and wellness)
- C.R.S. [22-32-136.5](#) (3)(a) (physical activity policy required)

CROSS REFS:

- [ADF](#), School Wellness; ADF-R, Wellness Policy Guidelines
- [JLCA](#), Physical Examinations of Students

BOARD OF EDUCATION AGENDA ITEM 7.04a

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Cale Csizmadi, Science Teacher Bruce Grose, Principal, Vista Ridge High School |
| TITLE OF AGENDA ITEM: | Action on Course Proposal: Life Sciences at Vista Ridge High School |
| ACTION/INFORMATION/DISCUSSION: | Action |

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the year long course entitled Life Sciences Course.

RATIONALE: Optional course for incoming freshman. The rationale behind this course is to give students who are not academically prepared to take Linear Physics (taken algebra-I in 8th grade) the option to take a life science course to fulfill their science graduation requirements.

SCxxxxx Life Sciences Course

Grade Level: 9-10

Length: Year

Prerequisite: None.

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental/ecological interrelationships and of contemporary environmental/ecological issues.

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> | Approval of science courses helps to define academic pathway for students in non-STEM careers. |
| 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, textbook

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at the previous work session, I move to approve the course proposal of a Life Sciences Course at Vista Ridge High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2017

Life Science Syllabus

COURSE DESCRIPTION:

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental/ecological interrelationships and of contemporary environmental/ ecological issues.

Course:

Upon completion student should be able to:

1. Discuss current environmental/ ecological issues with an understanding of the basic ecological concepts involved.
2. Use an interdisciplinary approach to analyze environmental and ecological issues/problems; show knowledge of the interplay between the ecological, political, social, cultural and economic aspects of environmental/ ecological problems.
3. Develop a worldview related to an understanding of current environmental/ ecological issues and how global problems affect us locally.
4. Demonstrate an understanding of core ecological principles, and define scientific principles and concepts as related to environmental studies and sustainability.
5. Participate in basic field ecology research and experiments according to the scientific methods.

OUTLINE OF INSTRUCTION

- I. Science and the scientific method
- II. The biosphere
 - A. Biomes
 - B. Ecosystems
 - C. Biodiversity
 - D. Evolution and extinction
- III. Environmental Resources
 - A. Water
 - B. Land
 - C. Energy
- IV. Environmental Threats
 - A. Global Climate change
 - B. Population dynamics
 - C. Disease
 - D. Pest and pest control
 - E. Pollution and waste management
- V. Environmental Biology and Public Policy
 - A. Risk assessment
 - B. Assigning economic values to natural resources
 - C. Sustainability
 - D. Geopolitics

BOARD OF EDUCATION AGENDA ITEM 7.04b

| | |
|---------------------------------------|--|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Heather Mavel and Rochelle Kolhouse, Team Coaches, iConnect Zone |
| TITLE OF AGENDA ITEM: | Action on Course Proposal: Teen Leadership |
| ACTION/INFORMATION/DISCUSSION: | Action |

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Teen Leadership is a course designed for students to develop leadership, professional, interpersonal/intrapersonal, and business skills.

RATIONALE:

District 49 is committed to empowering students to articulate a pathway to guide each individual towards a post-secondary life. *Teen Leadership* provides guidance and skill development to ensure students are ready to face the challenges ahead.

RELEVANT DATA AND EXPECTED OUTCOMES:

This disturbing trend surrounding suicide in our Nation as well in the Colorado Springs area makes it clear that our students need healthy connections to both adults and peers, and *Teen Leadership* provides a structure to grow impactful friendships while increasing skills to navigate the obstacles and setbacks that face all young people.

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

| | |
|--|--|
| Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment | District 49 has made a huge financial investment in launching <i>Capturing Kids' Hearts</i> throughout our community and training district leaders in the companion <i>Leadership Blueprint</i> professional development. Our schools need this resource to help build up student leaders who are equipped to impact school culture and graduate prepared for their pathway. |
| Rock #2 —Research, design and implement programs for intentional <u>community</u> participation | Should the board approve this class, schools across the district could put <i>Teen Leadership</i> into implementation to further the <i>Capturing Kids' Hearts</i> process in their respective communities. Additionally, students will lead and take part in community service projects. |
| Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> | If we have the opportunity to pilot <i>Teen Leadership</i> , the iConnect Zone instructional coaches will be able to consult with other zone leaders to discuss how the program can be tailored to their respective needs and implemented accordingly. |
| Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive. | Research tells us that emotional intelligence is plastic, not fixed; that means our students can grow in traits such as perseverance, honesty, and diligence. A firm foundation for all learners means providing them space to consider and discuss issues of identity, leadership, and career readiness. |
| Rock #5 — Customize our educational systems to <u>launch each student toward success</u> | The core foundation of this course aligns with the <i>49 Pathways</i> initiative by providing a customized leadership training experience to launch each student towards success and onto his/her pathway. |

FUNDING REQUIRED: workbook costs: approximately \$500



BOE Regular Meeting February 9, 2017
Item 7.04b continued

AMOUNT BUDGETED: To be budgeted for the 2017-2018 school year

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review at a prior meeting, I move to approve the course proposal for Teen Leadership.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2017



TEEN LEADERSHIP **5.0**TM

A Flippen Group Solution



1199 Haywood Drive
College Station, TX 77845 U.S.A.
979-693-7549 • 800-316-4311
877-941-4700 fax
info@flippengroup.com
www.flippengroup.com

Teen Leadership 5.0

Developing Leaders for the Future

HIGH SCHOOL COURSE LEADER GUIDE





1199 Haywood Drive
College Station, TX 77845 U.S.A.
979-693-7549 · 800-316-4311
877-941-4700 fax
info@flippengroup.com
www.flippengroup.com

Dear High School Course Leader,



The high school years are tough on kids. It takes a special person to work with them and guide them through this time when they are facing some of the most difficult decisions and developmental periods ever. Puberty, complexions, figures, popularity, boys/girls, dating, friends, acceptance, parents, freedom, identity, and looks are the most critical of all things, and they have to safely navigate their way through this maze to get through high school. Many of them don't make it, and they end up paying a high price for the mistakes they've made because they were unprepared and inexperienced with their choices.

I have worked with thousands of high school teachers over the years, and I know one thing to be absolutely true about you and your position. You are much like the angel spoken of in literature. In your hands is the power of life and death, and the sword you wield is the one that determines whether they live or die. Yes, it is too great a responsibility for mortals to bear. But you must bear it. That is why you are called by that most honorable name – Teacher. And the title is never truly real until you hear your student introduce you as, “My teacher.” Then life begins for them in the classroom because it has begun for them in your heart.

Take good care of them. They are your finest customer, and we don't want them shopping someplace else for what they can get only from you. May your work be true, swift, and good.

With much regard,



Flip Flippen

Teen Leadership

High School Course Leader Guide

Table of Contents

CHAPTER 1 LAYING THE FOUNDATION

| | | |
|----------|------------------------------|----|
| Lesson 1 | Getting Acquainted | 1 |
| Lesson 2 | Building the Social Contract | 11 |
| Lesson 3 | Attitude | 19 |
| Lesson 4 | Introductory Speeches | 26 |
| Lesson 5 | Developing Relationships | 30 |
| Lesson 6 | Goals for the Course | 37 |
| Lesson 7 | Speeches | 43 |

CHAPTER 2 LOOKING AT OURSELVES

| | | |
|-----------|---|----|
| Lesson 8 | Self-Concept | 47 |
| Lesson 9 | Self-Confidence | 54 |
| Lesson 10 | Reframing | 61 |
| Lesson 11 | First Impressions | 66 |
| Lesson 12 | Internal/External Qualities of a Leader | 72 |
| Lesson 13 | Speeches | 86 |

CHAPTER 3 UNDERSTANDING OURSELVES

| | | |
|-----------|--|-----|
| Lesson 14 | Emotional Intelligence | 89 |
| Lesson 15 | Persistence and Optimism | 94 |
| Lesson 16 | Self-Awareness | 100 |
| Lesson 17 | Self-Control and Empathy | 106 |
| Lesson 18 | Social Skills and Interpersonal Skills | 112 |
| Lesson 19 | Self-Motivation | 121 |
| Lesson 20 | Speeches | 127 |

CHAPTER 4 PRESENTING OURSELVES

| | | |
|-----------|------------------------------|-----|
| Lesson 21 | Image | 131 |
| Lesson 22 | What Is Your Personal Brand? | 138 |
| Lesson 23 | Public vs. Private Self | 145 |
| Lesson 24 | Speeches | 153 |

CHAPTER 5 GETTING IT TOGETHER

| | | |
|-----------|------------|-----|
| Lesson 25 | Values | 157 |
| Lesson 26 | Standards | 166 |
| Lesson 27 | Principles | 172 |
| Lesson 28 | Speeches | 181 |

CHAPTER 6 TAKING RESPONSIBILITY

| | | |
|-----------|---------------------------|-----|
| Lesson 29 | Your Thoughts | 185 |
| Lesson 30 | Your Attitudes | 191 |
| Lesson 31 | Your Actions | 197 |
| Lesson 32 | Choices Have Consequences | 203 |
| Lesson 33 | Accepting Responsibility | 209 |
| Lesson 34 | Speeches | 213 |

CHAPTER 7 INTERACTIONS WITH OTHERS

| | | |
|-----------|-----------------------------------|-----|
| Lesson 35 | Peer Pressure | 217 |
| Lesson 36 | How Bullying Affects Us | 226 |
| Lesson 37 | Defending Skills Against Bullying | 231 |
| Lesson 38 | Rescuing Others From Bullying | 242 |
| Lesson 39 | Speeches | 247 |

CHAPTER 8 LOOKING AT RELATIONSHIPS

| | | |
|-----------|-----------------------------------|-----|
| Lesson 40 | Family and Personal Relationships | 249 |
| Lesson 41 | Improving the Quality | 259 |
| Lesson 42 | Family Dynamics I | 266 |
| Lesson 43 | Family Dynamics II | 273 |
| Lesson 44 | Speeches | 283 |

CHAPTER 9 MANAGING YOUR FINANCIAL FUTURE

| | | |
|-----------|--------------------------|-----|
| Lesson 45 | Your Passion and Purpose | 287 |
| Lesson 46 | Free Enterprise | 292 |
| Lesson 47 | Giving and Saving | 302 |
| Lesson 48 | Debt and Credit | 309 |
| Lesson 49 | Budgeting and Spending | 316 |
| Lesson 50 | Buying a Car | 321 |
| Lesson 51 | Buying a Home | 328 |
| Lesson 52 | Speeches | 335 |

CHAPTER 10 LEADERSHIP IS SERVING OTHERS

| | | |
|-----------|-------------------|-----|
| Lesson 53 | Lateral Thinking | 339 |
| Lesson 54 | Paradigm Shift | 345 |
| Lesson 55 | Problem Solving | 351 |
| Lesson 56 | Community Service | 356 |
| Lesson 57 | Speeches | 363 |

CHAPTER 11 GETTING A VISION

| | | |
|-----------|-------------------------|-----|
| Lesson 58 | What Leaders See | 367 |
| Lesson 59 | Being Proactive | 373 |
| Lesson 60 | Developing Our Vision | 378 |
| Lesson 61 | Speeches and Conclusion | 387 |

Teen Leadership

High School Course Leader Guide

Chapter Objectives

Chapter 1 – Laying the Foundation

Students will:

- Develop relationships with the Course Leader and class.
- Review school handbook and Course Leader's classroom procedures.
- Determine the purpose of Teen Leadership.
- Understand the concept and components of the Social Contract.
- Understand the concept of journaling.
- Understand the importance of attitude.
- Begin building confidence to speak before a group and learn to develop and deliver a speech.
- Understand the importance of building relationships, including first impressions, techniques for remembering names, and letter-writing.
- Identify personal goals for the course.

Chapter 2 – Looking at Ourselves

Students will:

- Develop an understanding of self-concept.
- Develop an understanding of self-confidence.
- Understand the process of reframing.
- Develop further understanding of first impressions, including the eight cues people notice.
- Learn how to demonstrate self-confidence, including body language and tone of voice.
- Understand the internal qualities leaders need.

Chapter 3 – Understanding Ourselves

Students will:

- Develop an understanding of Emotional Intelligence and how it differs from I.Q.
- Comprehend the concepts of the Emotional Intelligence scales: Interpersonal Skills, Persistence, Optimism, Self-Awareness, Self-Control, Empathy, Social Skills, and Self-Motivation.

Chapter 4 – Presenting Ourselves

Students will:

- Understand the tools of effective communication.
- Understand the importance of our image.
- Comprehend the difference between image and self-concept.
- Understand the impact social media has on image.

Chapter 4 – Presenting Ourselves (cont.)

- Define Personal Brand and develop an understanding of why and how students should manage their own.
- Understand how a Personal Brand is created.
- Understand the importance of living their Personal Brand in public.
- See the relationship between public self and private self.
- Comprehend the motivation of great leaders.
- Realize the cost of leadership.
- Continue developing confidence and skill in delivering a speech, including effective use of posture, movement, gesture, facial expression, eye contact, and voice.

Chapter 5 – Getting It Together

Students will:

- Examine the importance of values to leaders, explore how values are determined, and examine the ways values are demonstrated to others.
- Define standards and how they affect one's values.
- Understand moral relativism.
- Determine what it means to live a principled life and decide on principles for their lives.
- Write their personal mission statements.

Chapter 6 – Taking Responsibility

Students will:

- Understand that they are responsible for their own thoughts, attitudes, and actions.
- Understand how “thought replacement” can change attitude.
- Define and explain “Rational-Emotive Theory.”
- Understand that our choices have consequences.
- Be better equipped to make healthy choices.

Chapter 7 – Interactions with Others

Students will:

- Understand the ways negative peer pressure affects them and evaluate ways to handle peer pressure.
- Appreciate the impact of positive peer pressure on the group.
- Understand the different types of bullying and its impact on us.
- Understand the concept of defending skills and practice demonstrating these skills.
- Understand the concept of rescuing skills and practice demonstrating these skills.

Chapter 8 – Looking at Relationships

Students will:

- Understand the importance of affirming and listening and demonstrate these skills.
- Identify ways to make family relationships more meaningful.
- Understand the family types described in the Circumplex Model.

Chapter 9 – Managing Our Financial Future

Students will:

- Develop an understanding of the importance of having passion and purpose.
- Develop an understanding of the value of money and how their use of money demonstrates their values.
- Understand the principles of the free-enterprise system.
- Examine the role financial decisions play in leadership.
- Understand aspects of deficit and credit spending.
- Examine the processes of purchasing a car and purchasing a home.
- Understand the concept and value of budgeting and saving.

Chapter 10 – Leadership Is Serving Others

Students will:

- Demonstrate an understanding of lateral thinking, vertical thinking, and brainstorming.
- Understand the concept of effectiveness in team problem-solving.
- Define and understand “paradigm.”
- Explore the various types of community service opportunities and execute a plan of service.

Chapter 11 – Getting a Vision

Students will:

- Understand the definition of vision, how vision influences the future, and how to develop a vision for their lives.
- Understand how their approach to life determines how they accept responsibility and how it affects the way they react to people and events around them.
- Be able to identify the five steps in developing a vision.
- Understand ways to balance dreams with reality.
- Understand the importance of having a sense of purpose.

Introduction

Read through this introduction before beginning the class. This will give you an overview of the course and will outline important concepts and instructions that may not be repeated in the text.

IN THE BEGINNING

Be sure to EXCEL™ in your classroom by following the teaching model every day. The important thing to remember about this course is that relationships are the key. Each day, you should be standing at the door, shaking hands and welcoming your students to your room. Make this a habit, so they come to expect it. Be sure to use all “eight cues.” (See Chapter 2, Lesson 11.) Your classroom arrangement should invite discussion and sharing, so you may want to get away from straight rows of desks. Several Course Leaders have brought in stuffed furniture, lamps, and rugs to create a warm environment. It is also important that we are shaking hands in ALL of our classes (including non-Teen Leadership classes) to model being a genuine leader. This is the first step in the E-X-C-E-L teaching model...ENGAGE.

At the beginning of the course, when you introduce yourself, be sure to share with the students that you may be anxious about teaching the class. You are teaching because you love kids - let them know it. Tell them. You might even want to make a bulletin board about yourself.

Let's not forget who else we need to ENGAGE. To help ensure the success of the class, we suggest engaging the students' parents by sending home a Parent Letter (see <http://TLfiles.com/hs1> for a sample) and/or your Class Syllabus at the start of the term. Since this class has some unique lessons, it is also suggested that you invite your campus leadership to visit, model, and be part of the group's growth from the beginning.

At the beginning of every class, starting with Lesson 2, have a period of talking about the good things that have happened since you last met, such as awards, good grades, team victories, something good at home, whatever they want to tell. After each sharing, everyone applauds the person, as a way of saying, “Great job!” This affirmation time, plus the initial journal question and review of the previous class constitute the next step, X-PLORE.

COMMUNICATE, the third step in the teaching model, represents the time when you communicate the content of the lesson. Allow for plenty of discussion, which not only involves the students in the learning process, but gives you important feedback concerning their grasp of the material. The many group discussions and activities EMPOWER the students to really use what they've learned.

Finally, the last step in the process is LAUNCH, when we “end and send.” As you launch at the end of the day, remember to send the class off in a way that shows them you care. Use the summary questions to wrap up the session in their minds. The “take away” of the lesson is the students’ empowerment. Be sure to end on a powerful note as you send your students toward their destination. Consider getting a plaque made for your classroom door that reminds them to “Return with Honor.” The students are sent out with the commitment to put into practice in their lives what they are learning in their class.

There is a “Launch Bank” at the end of each chapter to assist you when you want a more significant launch. Remember, a daily launch does not need to be circling them up and reading a poem. In the real world of teachers, simply filling their emotional cup (ex: “Have a great day!” “Make good choices!”) as a parting comment constitutes a LAUNCH.

HOW CAN TEEN LEADERSHIP IMPACT CAMPUS CULTURE?

A Research Summary Document was provided for you to download during the Online Teen Leadership Certification process. If you would like additional copies of the Research Summary Document, it is available for you to download in the Teen Leadership Online Portal (<http://TLfiles.com/researchsummary>).

TECHNOLOGY

Much of the content you will cover is in preparation for our students to be successful in their college and career endeavors. Technology plays a great part in this process. Throughout the class, students will employ various technologies to support and empower them to take their skills to the next level. Such activities include using cell phones to record themselves giving speeches for increased self-awareness as they grow in their speaking skills. Other projects involve being current in the understanding of how social media shapes our thoughts, attitudes and actions. Students will also step behind the camera and are asked to video their class presentations, such as the correct and effective way to engage with parents and teachers in moments of conflict, as opposed to the wrong way. Whether it is creating a digital Vision Board of themselves, a PowerPoint presentation, or actively contributing to the Teen Leadership Facebook Page, students will gain a greater understanding of how to leverage technology as a means to be successful in today’s highly competitive job market.

HOW TO USE THIS BOOK

The course is divided into sixty-one lessons. Each lesson, however, does not necessarily represent one class period. Many lessons will take several days. Additional activities are provided for Course Leaders with longer class periods. Also provided for your use is an Online Portal. The Online Portal houses many classroom activities, handouts, scoring rubrics, tests, and a variety of resources for your use. You may download these documents and use them as is, or feel free to create your own to fit your class and teaching style.

Each lesson is formatted following the EXCEL Teaching Model. This will assist you in formatting your lesson plans. It is possible to EXCEL multiple times during the class as you move from lesson to lesson. Each lesson's objectives are listed at the beginning to assist you in aligning your lessons to any established standards and state requirements.

The text throughout the lessons is a guide to what you would say to the class. Prepare ahead! You don't need to read the script to them, but we hope it will give you the foundation from which you can teach the class with confidence. The "Preparation" section will list any additional teaching materials needed for the lesson. (Ex: toilet paper, paper bags, art supplies, etc.) Until you feel confident adding your own stories and examples, we've included some for your use.

The text that follows the small and large group discussions is provided to cover points that might not have been brought out in the discussion. Obviously, you will not want to repeat information that's already been covered. By all means, don't be repetitious. "Go with the flow."

Fads can quickly change, as you know. To get across the point, be sure to keep up with the trends, and substitute current examples for any outdated ones found in this manual.

Key



Discussion

Any time you see these speech bubbles, you will have easy access to questions and discussion content to pose to the class as a whole (Discussion) or that you can use when the class breaks into small groups (Small Group Discussion).



Note to the Course Leader

You will find notes, instructions, and tips next to the 'Note to the Course Leader' icon.



Download from Online Portal

The "Download from Online Portal" icon signifies documents that you can get online. Go to your internet browser (ex: Explorer, Chrome) and type in the URL as displayed in the Course Leader Guide to access the referenced material. You can print and copy the documents as provided, or make your own.



Video

Throughout the content, there are several videos referenced as a resource for you. Go to your internet browser (ex: Explorer, Chrome) and type in the URL as displayed. Make sure your audio source is connected when you play your video in class.



Journal Questions

The journal icon alerts you to upcoming opportunities for the students to express themselves in writing by answering questions or having times of reflection.



Group Activity

This lets you know of group games or activities you may choose for the students.

Key *(continued)*

Course Leader Sample “Script”

Content in your Course Leader Guide denoted by this shaded box contains suggested script. Although you will not want to actually ‘read’ these sections to the class, our hope is that you will find it helpful as you talk to them in your own words.

Special Video Content from Flip Flippen

Chapter 1, Lesson 1

“Welcome to Students”

<http://TLfiles.com/welcomestudents>

Length: 4:51

Chapter 2, Lesson 11

“Always Interviewing”

<http://TLfiles.com/interviewing>

Length: 3:50

Chapter 4, Lesson 23

“Public vs. Private Self”

<http://TLfiles.com/self>

Length: 10:59

Chapter 5, Lesson 25

“Who Are You?”

<http://TLfiles.com/whoareyou>

Length: 6:23

Chapter 5, Lesson 27

“Principles & Mr. Schawe”

<http://TLfiles.com/mrschawe>

Length: 6:12

Chapter 11, Lesson 61

“Course Graduation”

<http://TLfiles.com/coursegraduation>

Length: 4:08

ONLINE PORTAL

LESSON PREPARATION DOWNLOADS

In the preparation section of each lesson, you’ll find a link to the lesson preparation downloads, where you can easily access online all resources needed for that lesson. Materials may be reproduced for use in the classroom.

EXTRA RESOURCES: EVALUATIONS, ASSESSMENTS, CLASSROOM HELPS

Go to <http://TLfiles.com/extrashs> before the course begins for extra resources not specifically referenced in the lessons. You are welcome to reproduce or adapt any of these for your use. You will also find a list of resource books and materials you may wish to use to supplement the lessons.

IMPLEMENTATION GUIDELINES

- Only individuals who (1) have successfully completed Capturing Kids' Hearts™ training and (2) have attended the Teen Leadership Certification™ class may teach Teen Leadership.
- Only schools that purchase Student Manuals for each student taking the Teen Leadership course may offer Teen Leadership. No Course Leader should be limited to using a class set of manuals. The consumable Student Manual is a student's personal record of his/her growth and achievements in this class. We have found that like other mementos, the Student Manual is something many keep long after graduation.
- We strongly recommend that school principals attend Capturing Kids' Hearts training in order to understand the impact these programs can have on your school. Also, because group dynamics and processes are critical to a classroom's effectiveness, we strongly suggest that at least one representative from a school's counseling staff also attend Capturing Kids' Hearts training.
- Teen Leadership is a semester course, although there is enough material for two semesters. Depending on the type of scheduling a school has adopted (block, modified block, standard, etc.) it should be conducted on the same number of days and for the same amount of time as required courses. The course is not as effective when taught only once a week or once a month.
- Teen Leadership is a process that builds strong relationships among its students and Course Leader. These strong relationships serve as the foundation for the growth of the students, as it provides a "safe" place for them to grow. Because of the proven effectiveness of the recommended process, it is NOT advisable to modify the curriculum by mixing it with other curriculum. For the same reason, team teaching is not recommended.
- Because trust building is a critical component of the course and because adding new students can inhibit the formation of a safe classroom environment, it is strongly recommended that no new students be added to a Teen Leadership class after the second week of class.
- Teen Leadership classes should be representative of the entire student population in terms of socio-economic status, ethnicity, gender, and aptitudes. A balanced class is best.
- A Teen Leadership class should have between 15 and 25 students. Class periods should last between 50 and 90 minutes.

IMPLEMENTATION GUIDELINES *(continued)*

- The class should have the same grading accountability as does any legitimate class, including tests, quizzes, projects, speeches, etc.
- Speeches are required, as this class is a communications class.
- Chapters 1-4 must be done in order. After that, you may choose which chapters and lessons best fit your specific goals for your students.

FACILITATING

Be sure to allow plenty of time for discussions. Do not cut them off for the sake of time. This is the most important part of the course. In Teen Leadership, we always choose the needs and concerns of the students over our need to cover all of the material. Flexibility on the part of the Course Leader is essential.

Let us add a word of caution, however. It's important that we help them manage their emotions. You will have to be the one who determines how much time they need to process events, content, and issues. There will be times of emotional sharing and caring that can be powerful times of growth. There will also be times when you will need to set a time limit for them to "finish up" and move on.

Building the security of relationships in the group is crucial. But remember that the purpose of this course is their academic growth as well as their emotional growth. Help keep them focused while giving them some emotional space. Building relationships among the students is critical to creating a safe and secure environment and developing a high-performing team. The ultimate goal of the process is to have your students see their class as a unified team. On the title page of the Student Manual, you will find a space for a class photograph. Seeing their whole class every time they open their books will reinforce this concept.

Learning in Teen Leadership primarily occurs through the use of discussion and group activities that are designed to help students gain insights. As much as possible, you will want to avoid being a lecturer. Rather, be a great discussion facilitator by using the skills of listening and of asking open-ended questions. Accept and convey an appreciation for all answers, whether or not they are "right" or you agree with them. In fact, try to avoid giving your opinion at all unless the students ask for it. When they ask what you think, that means they're ready to hear it. Otherwise, you're likely to find them defensive and unyielding. When trust is high, differing ideas are accepted readily. When trust is low, people become territorial and defensive of their position.

If you'll recall, while at the Capturing Kids' Hearts training, we discussed the importance of

FACILITATING *(continued)*

reducing anxiety in our kids as a critical part of working through the security stage in group process. We listed a number of things that facilitate that reduction, beginning with a warm smile and handshake as we greet them every day. Another essential ingredient was lots and lots of affirmations. We agreed that we must heap on the praise initially if kids are to feel safe in our group.

However, in order to grow, kids must be able to receive critical feedback regarding their behavior and performance. Using the social learning model, we have discovered that if the Course Leaders will model how to seek and accept critical feedback first, the students are much more receptive to it later. That's why using the Student Evaluation of Course Leader form is so important. We've put it near the beginning of the course in Lesson 7, as well as in the last lesson.

STUDENT MANUAL

Become very familiar with the Student Manual in order to put it to its best use for the students. In your introduction of the course, tell students how you want them to use their manual, such as: bring it to every class (or if you have space available, they may leave them in the classroom), open it to the current lesson, write in the journal section, take notes and fill in the blanks as you go along, etc. Throughout the Student Manual are blanks for the students to fill in. The information that goes in these blanks is in **bold and underlined** in this Course Leader Guide. The Student Manual also has the small group discussion questions, with several lines for their answers. If used well, the Student Manuals will be valued by the students for years to come.

At the beginning of each lesson is a place for them to write their "good thing" for the day. Speech Lessons have some lines where they may write notes about their speeches. Have them use this space any way you choose.

JOURNAL ENTRIES

The students will make their journal entries in the space provided at the back of their Student Manuals. After the very first class session, have the Journal Question posted on a visual when the students arrive in class. Let this be the first activity. The students should be given five to ten minutes of undisturbed quiet time for them to write their answers. Do this while you check roll...just look, don't call names. Later, a student can be given this responsibility. This first question of the day will be listed on the first page of each lesson. If another question is to be used later during the lesson, it will appear only where it will be used.

A small and/or large group discussion activity may follow the Journal Question every day. Although a student may choose not to share, journaling in Teen Leadership is generally meant to be a springboard to further discussion of topics addressed in previous lessons.

JOURNAL ENTRIES *(continued)*

Check their journals to make certain they are writing, but honor students' wishes to keep their entry private if that is their choice. When that occurs, simply ask them to let you quickly glance at their entry in order to show you that they did respond to the question.

Because the lesson may take more than one day, additional Journal Questions are listed at the end of most lessons. These could also be used during the following lesson, if needed. If you need more Journal Questions than are provided, feel free to create your own. Also, any of the additional Journal Questions may be expanded into Small Group Discussions.

Additional journal entries are made at the end of class (for the last five minutes), when the students write a summary of their thoughts about the day's lesson. As mentioned earlier, the LAUNCH questions make a good guide for this summary.

SMALL GROUP ACTIVITIES

You may need to develop small group abilities over time, having only large group discussions and activities at first. Then begin to let them share their answers with one or two neighbors for one minute. Build from there until you feel they are ready to stay on task in groups of three or four.

All activities should be tied to a particular lesson with this amount of structure and fidelity. Even a simple game of softball played outside serves to illustrate what was learned in the classroom in the way of a skill, test, or lesson element. One of our Course Leaders shared with us he was told by a colleague, "I saw you with your students playing games outside. Wish I could teach a door-knob arranging class." ALL activities need to be processed afterwards as to what was learned. Having Teen Leadership supported by the staff and campus leadership is a key component to creating buy-in, and this leads to a change in school climate.

Remember our discussions at the Capturing Kids' Hearts training about group stages. Once you break the class up into small groups, you've created a whole new set of small group dynamics...a whole new set of groups, all needing to establish trust in the *security stage* before moving into *acceptance*, etc. Since we rely so heavily on the small groups in Teen Leadership, we suggest you keep the students in their groups for at least a month before considering putting them into new groups. If you notice potential problems with some of the groups, move individuals into groups you would feel better about.

Be sure to assign a strong leader in each group. Move individuals as necessary if the safety of the group is at risk due to the behavior of one or two students. This should be a calculated decision on your part because you want the most effective experience possible for those first small groups. When group activities are indicated, pick the leaders in advance and give them instructions for good group process, such as keeping the group on task,

SMALL GROUP ACTIVITIES *(continued)*

ensuring cooperation, making sure everyone gets to talk, etc. If a student wants something to be confidential and kept only in the small group, that's where it should remain.

You will want to explain the small group/large group process to your class, telling them that this process will continue throughout the course in every discussion. Explain that the process is similar to that which is involved in parliamentary procedure, in that there is a leader who makes sure that all ideas are heard and that everyone has the opportunity to share in the process in an orderly manner, with everyone having a turn at speaking. The small group is like a committee that defines, processes, and presents ideas to the large group, similar to the process that occurs in an orderly, democratic society or in a lawmaking body.

Give them plenty of time to discuss, think through, and write down their conclusions. After the groups have wrapped-up, allow them to remain in their groups while you ask for volunteers to present their opinions to the entire class. After each group has shared, applaud them and encourage the rest of the class to ask them questions. Give time for each group to share and point out any possible violations of the Social Contract. In other words, leaders are great and respectful listeners! As the Course Leader, you must model this and make certain every person is treated respectfully.

SOCIAL CONTRACT

A class Social Contract is built once your class loads have leveled. Wait no longer than two weeks before building it. This time is used for team/group building and beginning class content. Your Capturing Kids' Hearts training manual includes several "Getting to Know You" activities. The first speech, "About Me" can also be given prior to the Social Contract being built.

Keep the contract posted throughout the course and refer to it frequently. Be aware of any violations and point them out immediately. If the students don't listen and are talking while others are presenting, etc., they are violating the Social Contract. Remember...behavior takes precedence over everything else in Teen Leadership. Leadership ultimately boils down to thoughts, attitudes, and actions that are service-oriented (that put the concerns of others first).

Each time you think the behaviors in the class are not consistent with those of leaders, call *time-out*, point to the contract on the board, and ask the group what the behavior has to do with our contract. Be sure to check your body language and tone of voice as you facilitate discussions about behavior. Your body should be open (no pointing fingers) and your tone should be warm and caring, even though your facial expression will be showing that you're troubled by the lack of regard for others you witnessed. Ask someone in the class to explain why he/she thinks no one else in the class called *time-out* before you did. The objective is to create a self-managing classroom, so empower them with the responsibility for challenging

SOCIAL CONTRACT *(continued)*

inappropriate behaviors. Remember, security takes time and every group is different as to how long this process will take. Be sure to review the pages in the Capturing Kids' Hearts training manual under Social Contract. Don't forget to tie a reward to the expected behavior. There will also be times when the Discipline Tool's four questions need to be asked of the group/individual.

Remember the four "misbehavior" questions: "Excuse me, class, how are we behaving right now?" "How did we agree to behave as a group?" "Are we doing it?" "Then, what are we going to do about it?" Put the questions on the board. Make sure the students know them, too.

The process of growing self-managing groups takes time. However, if you are consistent in implementing these processes in all of your classes, groups, and even at home, you will find you are more comfortable with it. You will also be less likely to take their inappropriate behaviors personally. Our goal is your success!

SPEECHES

There are a possible twelve speeches throughout the course, depending on the class duration (semester, trimester, or full year). Feel free to have them give more, but there needs to be a minimum of six speeches per semester. See Lesson 4 for a detailed explanation of the process that will be used for every speech, including "the Hamburger Method" referenced in the Student Manual. This guide will give directions for ways to prepare their speeches and ways to give feedback on them.

If you've never taught a speech class before...not to worry. The Online Portal will have suggestions on how to grade them. Giving speeches in front of our peers can be an intimidating event. For this reason, there are several intentional safety elements to the speech process.

First, there is always a time frame. You will model the first speech, "About Me," for your students. Remember and share with them what it was like when you were their age. Include more than just the facts about yourself and they will be more willing to dig a little deeper, too. You will want to give every speech they give, but you will not need to be first each time.

Always have your support chairs in place, filled with the second and third speakers. Teach the class the appropriate form of applause. The ability to affirm is a learned behavior. It is for this reason we need to teach it early in the class. After all speeches are given, teach the "Affirmation Circle" guidelines as mentioned in Chapter 1.

SPEECHES *(continued)*

The students' speaking abilities will improve with each speech. The more 'speech giving' opportunities you can provide, the better. (Ex: Take them to speak at board meetings, faculty meetings, Civic Club, etc.)

Starting with Lesson 12 or so, you might begin letting the students lead the affirmation time after the speeches. Choose a different student each time. Beginning with the fifth speech, we suggest that you give prizes or awards for the "Best Speech" and for the "Most-Improved Speech."

LETTER WRITING

If possible, always keep some stationery and envelopes on hand for the students to use. Note size is fine. But remember affirming is a systemic skill. Written affirmation is the highest form of affirming. It should only be implemented once the group has shown the ability to affirm by applause and you have seen improvement in the depth of their verbal affirmations. The lessening or absence of "put-downs" is another indicator of group growth. Once you feel they are ready, "safety nets" still need to be in place to ensure that all students receive written affirmations. It is best to set guidelines as well as teach the proper format for written notes. (Ex: no anonymous notes, must always be affirming, etc.) Teen Leadership letterhead can be found in the Online Portal. Provide suitable envelopes to fit.

Everyone appreciates affirmation. Near the beginning of the course, let the students (and the Course Leader, too) decorate a paper sack and hang them on a bulletin board, to receive notes from each other. Throughout the course, as the students are encouraged to write each other, this is where they should put them. Also, the Course Leader should write each student at least once, preferably twice, during the course.

(As an alternative to every student having an individual bag, have the class design a mailbox. All letters will be placed in the mailbox, and you will distribute them.)

Remember that writing notes to students who are potential discipline problems (behaviorally challenged!) can be a very effective means of heading off difficulties before they get started. When you see that you have students who are not following the Social Contract, write them an encouraging note. Tell them how pleased you are that they are in the class. Let them know that you see leadership potential in them and that your expectations for them are very high. Explain that you're counting on them to set a leadership example that other students can follow. Rather than placing these notes in their sacks, consider mailing them to their homes. Students typically don't receive much mail at home. It is very difficult for a student to be oppositional to teachers who have gone out of their way to tear down the walls by demonstrating such kindness.

CONFLICT RESOLUTION

At the end of some lessons, you will find a Conflict Resolution Discussion. Each contains a situation that needs to be resolved. Use these however you choose. You may wish to discuss them, letting the students brainstorm ways to resolve the conflict. They may wish to role-play the situation. You may choose to have a set time in class when you address this, or you may wish to set aside a whole class period - "Conflict Resolution Day." The situations in the Discussion boxes are ones they are likely to face at this time in their lives. Also, feel free to use others you think of.

Young adolescents need to learn how to resolve the conflicts in their lives, and what better place to learn than in the safe environment of your classroom.

SPECIAL SPEAKERS

Throughout the course, you will see suggestions for special speakers to share with the students on the current topic. Students enjoy guests, and it's helpful to add the expertise to the content of the lesson. Remember some of the best speakers are those who speak from the heart. More often than not, they are closer than you think. Some of your fellow teachers have served in the military, owned their own businesses, overcome incredible challenges and witnessed incredible life events that your students would benefit from hearing about. Also look out for community leaders and former school alumni that have gone on to be successful leaders and are willing to share their stories.

If the suggested speaker cannot attend the class in person, consider filming an interview. Also, if the speaker can attend one class, but not others, film the speaker in one class and play it for your other classes. It might be helpful to film the interview for classes in the future, as well. They also can be used as a resource when you have to miss class.

COMMUNITY SERVICE PROJECTS

Leadership is about service. Across the country, many schools are requiring that students demonstrate a level of volunteerism as part of their graduation requirements. It is part of the class curriculum in Teen Leadership. Students are asked to research community service organizations, actively put together service projects to present to the class, and then follow through with volunteering.

GRADING

Teen Leadership is a class which includes many grading opportunities. From frequent quizzes, tests, projects, and speeches to skits, role-plays and interviews. You can also give assessments of how your students are following the Social Contract.

The journals are a daily activity and will only have value when measured. They can be graded for completion, but need to be read by the Course Leader to convey we care and that we value the effort.

GRADING *(continued)*

Look in the Online Portal for sample tests, speech grading, and other testing and grading suggestions. Typically, every campus leader sets an expectation for the number of grades given per week. Remember grading is another way this class is seen as a legitimate course in the development of your students as leaders and speakers.

ABSENT STUDENTS AND ABSENT COURSE LEADERS

Handing over a Teen Leadership class to a substitute teacher is a scary thought! The best solution would be to have another Course Leader take your class. If that's not possible, we suggest getting guest speakers and preparing small group projects related to the subject. Arrange for students to conduct the door greetings and the Opening Affirmations. If possible, have a group teach the content using this book while the sub drinks coffee and reads a book! Build up a collection of good videos with matching worksheets that reinforce the topics. As suggested under "Special Speakers," videos of interviews can be used when you're away.

If a student is absent, have someone call him/her. This provides caring as well as accountability. If you have a student who is out for an extended time, stay in touch, giving assignments that match class activities, so the student continues to feel like part of the group. The student can continue the daily journal questions, and maybe the other students can write him/her notes.

FAMILY NIGHT

Toward the end of the semester you may want to hold Family Night, patterned after Family Night of the original after-school program. We suggest you use Chapter 8 for this event. The students dress up and invite their parents, as well as school board members, district administrators, and other guests. The students usually serve refreshments afterward. Parents love to see their children shine, and school officials get to see why Teen Leadership is making a difference. See <http://TLfiles.com/extrahs> for details and suggestions.

FINAL CELEBRATION

It's good to celebrate the conclusion of the course with a party or some other type of fun event, with the emphasis on the word "fun." The class should do all the planning. Delegate responsibilities and let them coordinate the entire thing. A 'group hug' and class photos should be a part of the party and/or the last class day. Be sure to plan ahead.

THE EXCEL TEACHING MODEL

Our goal is to help good teachers become better by equipping them with tools with which they can build meaningful relationships with their students, provide a safe environment in which to learn, and develop a dialogue for team-building. This, in turn, paves the way for their students to be able to use the skills they've learned - with confidence and enthusiasm.

This model is a reflection of what we see going on in the classrooms of master teachers. These teachers focus on “process,” which we believe is essential to education. All teachers desire to be effective in their teaching; our desire is to come alongside and enhance that effectiveness.

The steps outlined in the EXCEL Teaching Model prepare teachers to effectively impact their students each time they come together, from the beginning of class to the end.

E - Engage
X - X-plore
C - Communicate
E - Empower
L - Launch

STEP 1: ENGAGE

- This first step is essential to the success of the day. It begins when we greet the students at the door with a handshake at the beginning of each class. We draw them into a relationship with us, upon which we can build as the class progresses.
- There are several things we are accomplishing with this step. We start the day with a positive greeting, affirm each student, welcome the students into our class, and give them our full attention, *first thing*.
- We are also modeling social and professional skills. The skills we use in this greeting are the same ones we would teach the students if they were preparing for a professional meeting. In response, the students will be practicing these skills daily, and at the end of the semester or school year, they will be very comfortable meeting with adults. They will be able to turn these social and professional techniques into skills they can use in their daily lives.
- When we start the class with ENGAGE, we are preparing the way for the students to be involved with us in the learning process.

E - Engage: *Handshake, Welcome, Affirm, Model*

X - X-plore

C - Communicate

E - Empower

L - Launch

STEP 2: X-PLORE

- This second step lays the foundation for the content of the class which is to follow. We get in touch with where the students are personally, emotionally, and academically.
- Students are our “customers,” and we must identify their needs before we can serve them effectively. Do the products/services we deliver meet the needs of our customers?
- The skills we use when we X-PLORE with our students are much like those of a counselor: listening, attending, conveying empathy, probing, and asking open-ended questions.
- A successful X-PLORATION can take place only in a secure environment. We do not disclose our needs, whether personally or academically, until we feel safe from ridicule and rejection. Learning cannot take place until we are able to discuss what we don’t know.

E - Engage

X - X-plore: *Customer’s Needs, Listening Skills, Safe Environment*

C - Communicate

E - Empower

L - Launch

STEP 3: COMMUNICATE

- This step is the COMMUNICATION of the content of the class. The Course Leader addresses the needs discovered in the previous step.
- It is a two-way process, not simply the passing along of information and material. Rather, it is a dialogue between Course Leader and students. The process is dynamic and experiential, requiring the Course Leader to be facilitator and resource to the class. Course Leaders who are powerful COMMUNICATORS in this model are team-builders.
- A certain degree of order is necessary, but flexibility and creativity are essential, as well. Course Leaders must be able to COMMUNICATE the content of their course in a way that is captivating, creative, and responsive to their “audience.”
- A very important task in this step is the ability to translate that which is being taught into “real world” benefits. The students must be able to see how their studies will assist them in their future efforts at earning a living and finding meaning for their lives. When students object to the need to learn certain material or skills, the Course Leader, like a good salesman, must be able to overcome their objections and convey the need for learning to take place.

E - Engage

X - X-plore

**C - Communicate: Content, Dialogue, Flexibility,
“RealWorld”**

E - Empower

L - Launch

STEP 4: EMPOWER

- EMPOWERMENT occurs when students gain the ability to “use and do” the things they have been taught. Possessing the same skills as the teacher is the goal of education. When we can do what we have been taught, then we are truly EMPOWERED.
- The students learn information or a technique in the COMMUNICATION step, and then in this step they practice and apply what they have learned until it becomes a skill. Teachers who operate from an EMPOWERMENT perspective desire that their students know all they can about the subject...that they possess as much skill as possible.
- Teachers *see their students* in terms of what they are becoming. They *see themselves* as the resource to help their students ‘become.’
- A key to this step is to build an atmosphere of trust in which the students feel free to fail while going through the learning process. With the class Social Contract in place, everyone knows the rules - what is acceptable and what is not - as well as the consequences. This common understanding provides a foundation for the students for positive interaction with the teacher and with each other. In this environment, the students are EMPOWERED because they experience encouragement and support.

E - Engage

X - X-plore

C - Communicate

**E - Empower: Use and Do, Develop Skills,
Becoming, Encouragement**

L - Launch

STEP 5: LAUNCH

- In the EXCEL Teaching Model, LAUNCHING has to do with the way we *end and send*. It is the way teachers *end* a classroom experience and the way they *send* their charges forth to face the future. This is vastly different from just having students rush out the door when the bell rings.
- Webster defines LAUNCH as: 1) to send forth with some force 2) to start a person on some course, career, or enterprise. This implies that there is some momentum driving a person forth along a given path toward a clearly-defined destination.
- The teacher prepares the class for “lift-off” by summarizing what has occurred in class that day and by getting commitments from students to follow the “flight plan.” Pre-launch questions would include:

What did we do and discuss today?

What is its relevance to you, both for now and for your future?

How are you going to use these skills before our next class?

What will result if you don’t use these skills? What will result if you do use these skills?

- Every great speaker and teacher realizes the importance of ending on a powerful note. We must be able to effectively use quotes, anecdotes, poems, stories from our own experiences, and other motivational stories to drive home the points we want our students to remember. Passion is the thrust we use to propel our students toward their destination. In the words of Og Mandino, “My last must be my best.”

E - Engage

X - X-plore

C - Communicate

E - Empower

L - Launch: *End and Send, Summary*

The EXCEL Teaching Model

ENGAGE

- Handshake
- Welcome
- Affirm
- Model

X-PLORE

- Customer's Needs
- Listening Skills
- Safe Environment

COMMUNICATE

- Content
- Dialogue
- Flexibility
- "Real World"

EMPOWER

- Use and Do
- Develop Skills
- Becoming
- Encouragement

LAUNCH

- End and Send
- Summary

Semester 1: Teen Leadership Course Description

Staff Course Description:

Teen Leadership is a program in which students develop leadership, professional, and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of Emotional Intelligence and the skills it measures, which include self-awareness, self-control, self-motivation and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the effects of peer pressure, will develop skills to counteract those effects, and will develop problem solving skills.

Student Course Description:

Are you interested in leading people but don't know where to begin? The work begins with examining the difference between who you are and who you want to be. Are you bold enough to look into the difference and take action? Will you stand up, where others sit and wait to be told what to do?

If you answered yes to any of these questions, come and join Teen Leadership!

In this class, you will experience first-hand what it takes to be a leader. You will learn more about yourself and your peers. You will take action in areas that motivate you and learn to take responsibility for yourself along the way. You will speak publically and make your voice heard.

Any post high school route requires applicants to show something extra--even amazing to stand out in such a competitive era. Take this course and have that something extra to make your application extraordinary!

BOARD OF EDUCATION AGENDA ITEM 7.04c

| | |
|---------------------------------------|--|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Nathan Pearsall and Theresa James, Vista Ridge High School Social Studies Teachers |
| TITLE OF AGENDA ITEM: | Action on Course Proposal, Critical Thinking at Vista Ridge High School |
| ACTION/INFORMATION/DISCUSSION: | Action |

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of the addition of the semester long course entitled Critical Thinking.

RATIONALE: Students who would like to improve their thinking skills and better understand the world around them will surely benefit from this course. They will be equipped with the skills of metacognition, reflective thinking, and a better understanding of bias, perspective, and how that plays a role in the way that they perceive the world. This reflective thinking course will introduce them to challenging new ways of perceiving the world and the many lenses that people see from.

RELEVANT DATA AND EXPECTED OUTCOMES:

Critical Thinking

Grade Level: 11-12

Length: Semester

Prerequisite: None, it is an elective to supplement the High School Social Studies requirements. It will be preferred that students have completed Government, Economics, World History, and World Geography, as well as U.S. History or are currently enrolled in U.S. History course.

Critical Thinking is recommended for students who are interested in improving their thinking skills and who wish to gain a better understanding of the ways in which people think and use fallacies of logic to influence people's opinions and perspectives of the world around them. Metacognition (thinking about your thinking) is something that is missing from many mainstream curricula and is not explicitly taught using the Critical Thinking Content Standards, which help students and educators alike improve the way that they interact with the world around them. Upon completion of the course, students will be prepared to enter the next phase of their lives with skills that will be forever useful in their everyday lives, and certainly their future educational endeavors. The course provides intense reflection on pertinent current and past issues and challenges students to question their perceptions and open their mind to others' viewpoints in an appropriate and guided way. This course will also provide students with an understanding of the art of arguing by learning many fallacies of logic that are commonly used to manipulate the way that people think.

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> | Critical Thinking is missing in many, if not most, curriculum throughout Colorado. It supplements not only Social Studies, but all other subjects of learning as well. |
| Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive. | One of the most important abilities and skills that our students could learn for the foundation of the entire learning experience is |

BOE Regular Meeting February 9, 2017
Item 7.04c continued

| | |
|---|--|
| | the ability to reflect on their thinking through the processes learned in a Critical Thinking course. |
| Rock #5 — Customize our educational systems to <u>launch each student toward success</u> | Provides students with career and college readiness skills that can be immediately applied to their lives not just their educational pathways. |

FUNDING REQUIRED: no

AMOUNT BUDGETED: n/a

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After previous discussion, I move to approve the course proposal, critical thinking at Vista Ridge High School.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2017

Critical Thinking

Overarching Skills

- CTCS: Standard 1 – Purposes, Goals, and Objectives
- CTCS: Standard 2 – Questions, Problems, and Issues
- CTCS: Standard 3 – Information, Data, Evidence, and Experience
- CTCS: Standard 9 – Assessing Thinking
- CTCS: Standard 21 – Skills in the Art of Asking Essential Questions
- CTCS: Standard 22 – Skills in the Art of Close Reading
- CTCS: Standard 23 – Skills in the Art of Substantive Writing

Unit 1: Elements of Thought and Critical Thinking Skills

Essential Questions:

- What are the structures and processes of human thought?
- How can we determine the strengths and weaknesses of our thinking and the thinking of others?
- How can we ask and answer essential questions?
- What is the structure of reading and writing while critically thinking?
- What are fallacies of thought and generalizations and how do they influence our reasoning?

Standards:

- Eight Elements of Thought
- CTCS: Standard 9 – Assessing Thinking
- **CTCS: Standard 21 – Skills in the Art of Asking Essential Questions**
- **CTCS: Standard 22 – Skills in the Art of Close Reading**
- **CTCS: Standard 23 – Skills in the Art of Substantive Writing**
 - *These overarching skills will be introduced during Unit 1.*

Evidence / Outcomes:

- Analyze the structures and processes of thinking.
- Assess the strengths and weaknesses of our thinking and the thinking of others.
- Identify the process of questioning and how it influences the basic structures of thinking.
- Identify and demonstrate the process of close reading.
- Identify and demonstrate the process of substantive writing.
- Describe the concept of fallacies of thought.
- Identify and analyze generalizations.

Unit 2: Terrorism

Essential Questions:

- What is terrorism and how is it different from war?
- Can terrorism ever be justified?
- How can acts of terrorism be perceived differently by diverse parties?
- How can media bias and propaganda influence people's perceptions of terrorism?

Standards:

- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe your own assumptions and the assumptions of others about terrorism.
- Analyze the concept of terrorism and draw distinctions between related concepts.
- Predict and evaluate the implications and consequences of committing acts of terrorism.
- Evaluate varying points of view and perspectives on specific acts of terrorism.
- Analyze how media and propaganda have helped shape people's perception of and reaction to terrorism.

Possible Topics:

- Reasons for and results of September 11th.

Unit 3: Economic Inequality

Essential Questions:

- What is economic inequality?
- What are the major underlying causes of economic inequality both domestically and internationally?
- Is it the fault of poor people or nations that they are poor?
- In the world today, is it necessary for some people or nations to be poor in order for other nations or people to be rich?
- Is it the responsibility of more fortunate people or nations to help support less fortunate people or nations?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 18 – Insight into Sociocentricity

- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the concept of economic inequality.
- Analyze major underlying causes of economic inequality.
- Identify and describe the consequences of inequality domestically and internationally.
- Debate the responsibility of the economically advantaged to aid the economically disadvantaged.
- Evaluate the relationship between poverty and wealth.

Possible Topics:

- Economic inequality in the United States.
- Disparities and relationship between wealthy and poor nations in the world today.
- 1st, 2nd, and 3rd world nations.
- Resource vs. Production economies.

Unit 4: Role of Government

Essential Questions:

- What is the purpose government?
- What is the role or function of government in society?
- What are the responsibilities of governments to their people?
- Should governments be large or small in scope?
- How do special interests influence political affiliation?
- How does media and propaganda influence and shape our political identity?
- What should be the major areas of concern and targets of reform for our government in the United States today?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the purpose of government.
- Evaluate and justify the role or function of government in society.
- Evaluate varying points of view and perspectives on the responsibilities of governments to their people.

- Analyze the scope of government.
- Describe the implications and consequences of the scope of government.
- Identify and describe the power of media to shape political opinions.
- Research the goals and influence of special interest groups on American government.
- Debate the role of government and its responsibilities to the people in the United States today.

Possible Topics:

- Political theory.
- Big vs. Small Government and the political spectrum.

Unit 5: Purpose of Religion and Philosophy

Essential Questions:

- What is the purpose of religion and philosophy?
- What roles or functions do religion and philosophy hold in the lives of believers or followers and for societies as a whole?
- How can our own point of view shape how we view others religious or philosophical beliefs?
- Have religion and philosophy proven to be a more positive or negative force on people and societies throughout world history?
- What are the implications and consequences of the freedom or lack freedom of religion?
- How have egocentric and sociocentric tendencies of humans shaped the relationship between different religious or philosophical groups?
- How can the media influence our perspective on religion and philosophy?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the purpose of religion and philosophy.
- Identify and evaluate the functions of religion and philosophy on individual's lives and societies as a whole.
- Describe how point of view can shape religious and philosophical perspectives.
- Evaluate the impacts of religion and philosophy on people and societies throughout world history.
- Identify and describe the implications and consequences of freedom or lack of freedom of religion.
- Analyze the role of egocentric and sociocentric thought on religious and philosophical interaction.
- Evaluate the role of media in shaping perspectives on religion and philosophy.

Possible Topics:

- Functionalist and Conflict Perspectives on religion and philosophy.

Unit 6: Civil and Human Rights**Essential Questions:**

- What are civil rights and human rights?
- Do universal human rights actually exist?
- How can egocentricity, sociocentricity, and cultural frames of reference influence how we view civil and human rights?
- Are the rights of all Americans equally protected under United States law?
- What are the underlying causes of specific civil and human rights abuses and what can this tell us about the societies in which they took or are taking place?
- Is it the responsibility of the “global community” to intervene to stop human rights abuses around the world?
- What are the consequences of ignoring civil and human rights abuses?
- How can the media shape our perspective on civil and human rights issues?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the concepts of civil and human rights.
- Evaluate and justify the existence or nonexistence of universal human rights.
- Analyze how egocentricity, sociocentricity, and cultural frames of reference shape perspectives on civil and human rights.
- Evaluate the universality of civil liberties in the United States today.
- Describe specific causes of civil and human rights abuses and analyze what they can reveal about the societies in which they occur.
- Evaluate the ethical responsibility of the “global community” to prevent human rights abuses.
- Identify and describe the consequences of ignoring civil and human rights abuses.
- Analyze media reporting of civil and human rights abuses throughout history.

Possible Topics:

- Civil Rights Movement.

- Global gender inequality.
- United Nations Universal Declaration of Human Rights.

Unit 7: Benefits of Technology

Essential Questions:

- What are the most significant advances in technology throughout world history?
- Have advances in technology proven to be a more productive or destructive force on people and societies throughout world history?
- What are the implications and consequences of people or societies living behind the technology curve?
- What are the ethical implications and consequences of continued advances in medicine?
- Do all cultures view advanced technology the same way or does egocentrism, sociocentrism, and frames of reference create different perspectives on the value and use of various technologies.
- Is it possible for the entire world to live as technologically advanced as we do in the United States today or do limited resources reinforce the system of haves and have nots?
- Can advanced technology continue to sustain itself and help solve the problems of the future?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 24 – Ethical Reasoning Abilities

Evidence / Outcomes:

- Identify the most significant advances in technology throughout world history and justify why they have such importance.
- Debate the productive and destructive nature of technological advances throughout world history.
- Evaluate the implications and consequences of people or societies living behind the technology curve.
- Evaluate how various cultures view the value and use of advanced technologies differently.
- Analyze the ethical issues that accompany advances in medicine.
- Debate the availability of technology and resources and how this relates to the formation of technologically developed and underdeveloped nations.
- Identify and analyze issues surrounding sustainable technology.

Possible Topics:

- Technological Sustainability
- Resource Wars

Unit 8: Law and Crime

Essentials Questions:

- Who determines what acceptable behavior in society is?
- How and why do people decide to either conform or defy society's legal expectations?
- What are the ethical implications and consequences of formulating and creating laws?
- What are the ethical implications and consequences of law enforcement and punishments?
- Do all cultures view law and crime the same way or does egocentrism, sociocentrism, and frames of reference create different perspectives on legality and punishment.
- How can media influence our perspective on law and crime?
- Can law ever be truly objective and does it have to be?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Describe the purpose of law and punishment.
- Evaluate reasons for conformity and defiance of legal expectations.
- Analyze ethical implications and consequences of formulating and creating laws.
- Analyze ethical implications and consequences of formulating and creating laws.
- Evaluate how various cultures view law and punishment differently.
- Identify and describe the influence of media on perceptions of legality and punishment.
- Debate how objectivity and the human factor influence law and punishment.

Unit 9: Revolution and Nationalism

Essential Questions:

- What are the concepts of revolution and nationalism and how do they relate?
- What are the underlying causes of revolutionary movements?
- What are the ethical implications and consequences of supporting revolutionary movements?
- When is revolution necessary and is it always justified?
- Is national self-determination a universal right?
- Do all cultures view revolution and nationalism the same way or does egocentrism, sociocentrism, and frames of reference create different perspectives on these concepts?
- How can media fuel or deter revolutionary and nationalist movements?

- How have revolutions and nationalism influenced the current geopolitical climate?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the concepts of revolution and nationalism and how they relate.
- Identify and describe the underlying causes of revolutionary movements.
- Evaluate ethical implications and consequences of supporting revolutionary movements.
- Evaluate and justify the necessity of revolution.
- Analyze the concept of national self-determination as a universal right.
- Analyze different perspectives on revolution and nationalism.
- Examine the role of media in promoting or deterring revolutionary and nationalist movements.
- Evaluate how revolutions and nationalism have influence the current geopolitical climate.

Unit 10: Immigration

Essential Questions:

- What is the difference between immigration and emigration?
- Why do people choose to immigrate or emigrate to new areas of the globe?
- What are the ethical implications and consequences of society's immigration and naturalization policies?
- How do immigrants, both legal and illegal, impact a nation's economy?
- Do all cultures view immigration the same way or does egocentrism, sociocentrism, and frames of reference create different perspectives on this topic?
- Do societies have a responsibility to open their borders for people escaping hardships or oppressive conditions in their home nations?
- Should there be a world without borders and how would this change the current geopolitical climate?
- How can media influence an individuals or societies perspective on immigration?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference

- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the difference between immigration and emigration.
- Determine the motivations for immigration and emigration.
- Evaluate ethical implications and consequences of society's immigration and naturalization policies.
- Analyze the impact of legal and illegal immigration on a nation's economy.
- Analyze various perspectives on immigration.
- Debate the responsibility of nations to open their borders to immigrants.
- Evaluate and justify the advantages and disadvantages of a borderless world.
- Analyze the role of the media in shaping individuals and societies perspectives on immigration.

Unit 11: Popular vs. Actual Culture

Essential Questions:

- What is the difference between popular and actual culture?
- Is popular culture an accurate reflection of actual culture?
- What are the ethical implications and consequences of popular culture on individuals and society?
- Are popular and actual culture the same in all societies or does egocentrism, sociocentrism, and frames of reference create different perspectives on these topics?
- What power does the media have in formulating a society's popular culture?
- Has the media's portrayal of popular culture been a more positive or negative force on individual's lives and their perception of actual culture in modern society?
- Does media have a responsibility to portray a society's culture accurately?
- What do folktales, myths, and stereotypes tell us about societies and actual culture?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Compare and contrast popular and actual culture.
- Explore and determine whether popular culture is an accurate portrayal of actual culture.

- Evaluate the ethical implications and consequences of popular culture on individuals and society.
- Analyze various perspectives on popular and actual culture.
- Analyze the role of the media in shaping a society's popular culture.
- Debate the impact media has had on popular and actual culture.
- Debate the responsibility of the media to accurately portray a society's culture.
- Analyze folktales, myths, and stereotypes and describe what they can tell us about a society.

Unit 12: Position Paper

Description:

- Students will complete an end of the course research and position paper which will extend one of the themes we have studied throughout the course of the year.

BOARD OF EDUCATION AGENDA ITEM 7.05

| | |
|---------------------------------------|--|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Amber Whetstone, Executive Director of Learning Services |
| TITLE OF AGENDA ITEM: | Approval of D49 School Family Calendar 2017-2018 and 2018-2019 |
| ACTION/INFORMATION/DISCUSSION: | Action |

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Board Policies ICA and IC-R require the annual adoption of a District calendar by the Board typically be February of the preceding school year. The calendar shall specify the days during which District schools shall be in session and the days on which the District will close in observation of federal holidays, and the dates of major breaks. Additionally, the Board will preliminarily approve a calendar for the following school year.

RATIONALE:

In alignment with policy ICA, the proposed 17-18 and 18-19 School Family calendars provide for sufficient days to meet the contact hours required by Colorado statute, including a reasonable buffer to account for weather or other emergency delays or closures and include a sufficient number of days to allow the Chief Education Officer and Zone Leaders flexibility in supporting the district's strategic priorities, including how best to address the needs of all students to enable them to meet or exceed state and District content standards

RELEVANT DATA AND EXPECTED OUTCOMES:

The 17-18 School Family Calendar received preliminary Board approval in February 2016. The proposed 18-19 calendar provides families with a preview of expected school days for planning for the following school-year.

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

| | |
|---|--|
| Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment | |
| Rock #2 —Research, design and implement programs for intentional <u>community</u> participation | The calendar proposal was informed by robust community participation in an extended survey and subsequent conversations with various stakeholder community groups. |
| 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: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the 2017-2018 District 49 school family calendar and preliminarily approve the 2018-2019 District 49 school family calendar.

REVIEWED BY: Peter Hilts, CEO

DATE: January 26, 2017



2017-2018

District Calendar



RSS, iCAL Feeds at D49.org

| JULY 2017 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| AUGUST 2017 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| SEPTEMBER 2017 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| OCTOBER 2017 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| NOVEMBER 2017 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| DECEMBER 2017 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Important Dates

July 4 **Independence Day**
 July 24 New Teacher Orientation Begins
 July 27 Teachers Return From Summer Break

Aug. 1 First Day for Kindergarten, 6th Grade & 9th Grade
 Aug. 2 First Day for All Students
 Aug. 11 Elementary School Assessments*

Sept. 1 Professional Development, No Students
 Sept. 4 **Labor Day**
 Sept. 29 End of 1st Quarter

Oct. 5 Work Day, No Elementary Students
 Oct. 6 Parent Teacher Conferences, No Students
 Oct. 9-20 Schools Closed for **Fall Break**

Nov. 10 Schools Open for **Veterans Day**
 Nov. 20-24 Schools Closed for **Thanksgiving Break**

Dec. 8 Elementary School Assessments*
 Dec. 15 Work Day, No Elementary School Students
 Dec. 15 End of 2nd Quarter
 Dec. 18-29 Schools Closed for **Christmas Break**





Jan. 1 **New Year's Day**
 Jan. 2 Professional Development, No Students
 Jan. 15 **Martin Luther King Jr.'s Birthday**

Feb. 16 Parent Teacher Conferences, No Students
 Feb. 19 **Presidents Day**

March 9 Professional Development, No Students
 March 9 End of 3rd Quarter
 March 16 Work Day, No Elementary School Students
 March 19-30 Schools Closed for **Spring Break**

May 4 Professional Development, No Students
 May 11 Elementary School Assessments*
 May 25 End of 4th Quarter
 May 28 **Memorial Day**
 May 30 Teachers' Last Day

* Elementary school assessment days are used to assess student progress at different points in the school year. See school websites for information on schedule impacts at each campus.

 Important Date
 No Students
 No Students, No Teachers
 District Closed

Check school websites for campus-specific events at D49.org

| JANUARY 2018 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| FEBRUARY 2018 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | | | |

| MARCH 2018 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| APRIL 2018 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| MAY 2018 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| JUNE 2018 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |



2018-2019

District Calendar



| JULY 2018 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| AUGUST 2018 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| SEPTEMBER 2018 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

| OCTOBER 2018 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| NOVEMBER 2018 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| DECEMBER 2018 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

Important Dates

July 4 **Independence Day**
 July 24 New Teacher Orientation Begins
 July 27 Teachers Return From Summer Break
 Aug. 1 First Day for Kindergarten, 6th Grade & 9th Grade
 Aug. 2 First Day for All Students
 Aug. 10 Elementary School Assessments*
 Aug. 31 Professional Development, No Students

Sept. 3 **Labor Day**
 Sept. 28 End of 1st Quarter

Oct. 4 Work Day, No Elementary Students
 Oct. 5 Parent Teacher Conferences, No Students
 Oct. 8-19 Schools Closed for **Fall Break**

Nov. 12 Schools Open for **Veterans Day**
 Nov. 19-23 Schools Closed for **Thanksgiving Break**

Dec. 14 Elementary School Assessments*
 Dec. 20-21 High School Finals
 Dec. 21 Work Day, No Elementary School Students
 Dec. 21 End of 2nd Quarter
 Dec. 24-Jan. 4 Schools Closed for **Christmas Break**





Jan. 1 **New Years Day**
 Jan. 7 Professional Development, No Students
 Jan. 21 **Martin Luther King Jr.'s Birthday**

Feb. 15 Parent Teacher Conferences, No Students
 Feb. 18 **Presidents Day**

March 7 End of 3rd Quarter
 March 8 Professional Development, No Students
 March 15 Work Day, No Elementary School Students
 March 18-29 Schools Closed for **Spring Break**

May 3 Professional Development, No Students
 May 10 Elementary School Assessments*
 May 24 End of 4th Quarter
 May 27 **Memorial Day**
 May 29 Teachers' Last Day

* Elementary school assessment days are used to assess student progress at different times of the school year. See school specific websites for information on schedule impact for each campus.

 Important Date
 No Students
 No Students, No Teachers
 District Closed

Check school websites for campus-specific events at D49.org

| JANUARY 2019 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| FEBRUARY 2019 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | |

| MARCH 2019 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| APRIL 2019 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| MAY 2019 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| JUNE 2019 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

BOARD OF EDUCATION AGENDA ITEM 7.06

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Mike Pickering, POWER Zone Leader |
| TITLE OF AGENDA ITEM: | Action on Academy for Literacy, Learning & Innovation Excellence (ALLIEs) |
| ACTION/INFORMATION/DISCUSSION: | Action |

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

POWER Zone would like to present a proposal to open a new learning opportunity within the zone entitled the Academy for Literacy, Learning and Innovation Excellence (ALLIEs). This innovative academy 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:

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 ALLIEs emerged initially from a proposal that was then voted on by OES staff, admin, and parents. |
| Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> | 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 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive | 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 | ALLIEs embodies customization of learning within its core reading programming, its innovation/makerspace, and its blended learning opportunities. |



BOE Regular Meeting February 9, 2017
Item 7.06 continued

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After a review of job descriptions, a preliminary budget, and a facilities plan, I move to approve those items for the Academy for Literacy, Learning and Innovation Excellence.

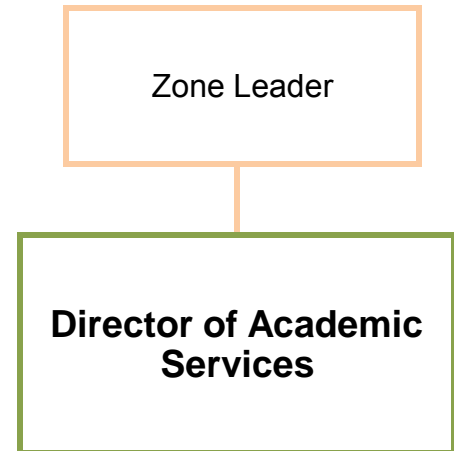
APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2017

DIRECTOR OF ACADEMIC SERVICES - ALLIEs

| | |
|---------------------|--|
| Job Title: | Director of Academic Services (Principal) |
| Initial: | February 9, 2017 |
| Revised: | |
| Work Year: | 210 days |
| Office: | Education |
| Department: | Assigned Zone |
| Reports To: | Zone Leader |
| FLSA Status: | Exempt |
| Pay Range: | Administrative Salary Schedule (blended between AP and Principal ranges) |

Related Organization Chart



POSITION SUMMARY: As the instructional leader, the director of academic services is first and foremost responsible for increasing student achievement by developing an aligned and coherent standards based instructional system and by organizing the school site operations in accordance with the Board of Education policies.

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.

- Responsible for screening, identifying, and profiling students with characteristics of dyslexia
- Message purpose, mission, and vision of the center to parents and staff both in and out of district
- Frequent parent communication to help meet the needs of each unique learner
- Maintain understanding of current statutes, best practices, and programming surrounding dyslexia
- Supporting enrollment procedures for new students to the ALLIEs programming
- Serve as an instructional leader by coordinating the development of and monitoring the implementation of the school improvement plan in accordance with the district mission.
- Recommend staff to be hired, supervise, and evaluate all staff assigned to the school.
- Develop and monitor all members of the staff to build their capacity to meet the learning needs of the students by monitoring achievement and the goals established toward meeting School Improvement Plan.
- Develop and implement an imbedded collaborative professional learning model which focuses on improving instructional practices and increasing student achievement.
- Use data to analyze and plan for differentiated support for staff and students.

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, implement, and support Board policies; state and federal statutes and regulations to include attending special education staffing, and IEP meetings.
 - Develop and implement a school wide plan to ensure the safety of students and staff in accordance with established District policies and procedures.
 - Perform a wide range of managerial responsibilities including, but not limited to: staffing, scheduling, budget, technology, and facilities.
 - Coordinate and facilitate processes and meetings by being instrumental in bringing people and resources together and actively engage in district meetings.
 - Communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources.
 - Support and supervise quality extracurricular and co-curricular activities.
 - Perform other duties as assigned.

Supervision & Technical Responsibilities:

Directly responsible for the supervision of building or program teachers and other staff. 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; and addressing complaints and resolving problems.

Budget Responsibility:

Solely responsible for developing, administering, monitoring and coordinating the assigned school's budget. Develop and administer District account allocations. Develop and monitor grants awarded to the school site.

QUALIFICATIONS

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

Education & Training:

- Master's degree plus additional coursework required for certification or licensure.

Experience:

- Over 3 years of experience in building administration and 3 years of classroom teaching and leadership experience.

Knowledge Skills & Abilities:

- Advanced oral and written communication, public relations, instruction, curriculum, facilitation, management, decision making, computer and organizational skills.
- Ability to work with students with various backgrounds and abilities.
- Advanced skill in dealing with students and staff with diverse needs at various levels.
- Ability to be flexible and patient and make change.
- Knowledge of instruction and curriculum: including knowledge of English language acquisition and early childhood development.
- Operating knowledge of and experience with personal computer, word processing software and basic office equipment.
- English language skills required. Oral and written fluency in second language may be preferred or required based on building assignment.

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.

Certificates, Licenses, & Registrations:

- Colorado Principal's License
- 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 employee must meet to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; talk or hear; and smell. The employee frequently is required to stand or walk. The employee is occasionally required to sit; reach with hands and arms; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision and distance vision.

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

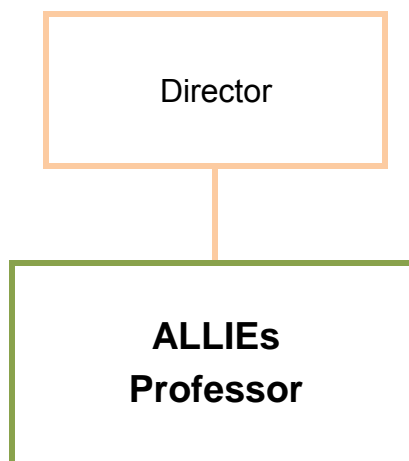
Mental Functions: While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, synthesize, evaluate, use interpersonal skills and negotiate. The employee is frequently required to coordinate and compile. The employee is occasionally required to instruct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

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.

ALLIEs PROFESSOR

| | |
|---------------------|---------------------------------------|
| Job Title: | ALLIEs Professor (Elementary Teacher) |
| Initial: | February 9, 2017 |
| Revised: | |
| Work Year: | 182 days |
| Office: | Education |
| Department: | Assigned Innovation Zone |
| Reports To: | ALLIEs Director |
| FLSA Status: | Exempt |
| Pay Range: | Licensed Salary Schedule |

Related Organization Chart



POSITION SUMMARY: The ALLIEs Professor creates a flexible elementary grade program and a class environment favorable to learning and personal growth; establishes effective rapport with students; motivates students to develop skills, attitudes and knowledge needed to provide a good foundation for preparation for college, vocational school or acquiring employment, in accordance with each student's ability; and establishes good relationships with parents and with other staff members.

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.

- Teaches reading, language arts, mathematics, science, social studies, art, and/or music to students in a classroom using approved district curriculum and any other appropriate learning activities.
- Teaches to a variety of ages and grade levels in grades 2, 3, 4 and 5.
- Provides accommodations necessary for the success and positive well-being of students with characteristics of Dyslexia.
- Uses patience and seeks to understand student needs unique to this population.
- Utilizes accommodations and assistive support mechanisms to help students with ADD/ADHD to attend to lessons in the classroom and during homework.
- Instructs students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- Develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student with the identified objectives.

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.

- Translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- Demonstrates subject matter concepts and examples using models, chalkboard, overhead projector, computers or any other standard or approved teacher-prepared instructional aides.
- Explains learning objectives and student expectations.
- Provides opportunities when needed for individualized and small-group instruction to adapt the curriculum to the needs of the students. Differentiates instruction and curriculum to meet individual student needs.
- Provides opportunities for student goal setting, reflection and self-assessment.
- Uses assessment to improve learning and instruction.
- Sets behavior expectations and consequences that are clear and consistently enforced.
- Participates in functional behavior assessments and in the development of intervention and support plans of individual students as necessary and required.
- Assumes responsibility for instruction, duties, supervision of students, and required meetings at designated times.
- Utilizes grading patterns that are fairly administered and based on identified criteria.
- Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports. Maintains and submits accurate and complete records as required.
- Communicates with parents through conferences and other means to discuss student's progress and interpret the school program. Interacts with students, staff and parents in a positive and professional manner.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Establish rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.
- Actively participate in full implementation of the School Improvement Plan.
- Maintains professional competence through in-service education activities provided by the district and self-selected professional growth activities.
- Supervises students in out-of-classroom activities during the assigned working day.
- Performs other related duties as assigned by supervisors.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

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 plus additional coursework required for certification or licensure.
- Complete district-provided "Overcoming Dyslexia: The Power of Knowing" class 1 and 2 within first year.
- Complete district-sponsored 'Capturing Kids Hearts' training by end of 1st Semester

Knowledge Skills & Abilities:

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.

- Understanding of and ability to demonstrate classroom management/instructional strategies to support student achievement
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom
- Knowledge of the 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

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Colorado Department of Education Teacher License

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 talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds.

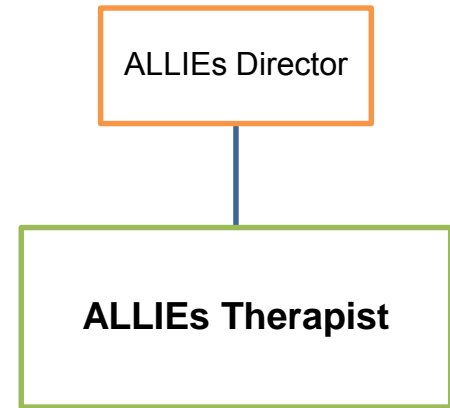
Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment. The noise level in the work environment is usually moderate.

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

ALLIEs THERAPIST

| | |
|---------------------|--------------------------|
| Job Title: | ALLIEs Therapist |
| Initial: | February 9, 2017 |
| Revised: | |
| Work Year: | 182 Days |
| Office: | Education |
| Department: | Assigned Innovation Zone |
| Reports To: | ALLIEs Director |
| FLSA Status: | Exempt |
| Pay Range: | Licensed Salary Schedule |

Related Organization Chart



POSITION SUMMARY: The ALLIEs Therapist creates a prescribed elementary grade reading remediation program and a class environment favorable to learning and personal growth; establishes effective rapport with students; motivates students to develop skills, attitudes and knowledge needed to provide a good foundation for preparation for college, vocational school or acquiring employment, in accordance with each student's ability; and establishes good relationships with parents and with other staff members.

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.

- Teaches prescribed reading remediation curriculum to students in an intervention classroom using approved curriculum and any other learning activities deemed appropriate by the Director.
- Instruct students in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district.
- Using practice elements of the prescribed curriculum, develops lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the needs of each student with the identified objectives.
- Translates lesson plans into learning experiences so as to best utilize the available time for instruction. A lesson will be completed within each 50 minute period.
- Demonstrate subject matter concepts and examples using models, whiteboard or all other standard or approved teacher-prepared instructional aides.
- Explains learning objectives and student expectations as well as procedural expectations.

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.

- Chosen remediation program will be taught with efficacy and purity. When assigning practice, provides opportunities when needed for individualization to adapt the curriculum to the needs of the students. Differentiates instruction and curriculum to meet individual student needs.
- Provides opportunities for student goal setting, reflection and self-assessment.
- Uses program progress monitoring and assessments to improve learning and instruction.
- Sets behavior expectations and consequences that are clear and consistently enforced.
- Assumes responsibility for instruction, duties, supervision of students, and required meetings at designated times.
- Utilizes grading patterns that are fairly administered and based on identified criteria.
- Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports. Maintains and submits accurate and complete records as required.
- Communicates with parents through conferences and other means to discuss student's progress and interpret the school program. Interacts with students, staff and parents in a positive and professional manner.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, and learning problems.
- Establish rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.
- Actively participate in full implementation of the School Improvement Plan.
- Maintains professional competence through in-service education activities provided by the district, the center and self-selected professional growth activities.
- Supervises students in out-of-classroom activities during the assigned working day.
- Performs other related duties as assigned by supervisors.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Bachelors degree plus additional coursework required for certification or licensure.
- Complete district-provided "Overcoming Dyslexia: The Power of Knowing" class 1 and 2 within 1st year.
- Complete district-sponsored 'Capturing Kids Hearts' training by end of 1st semester.

Knowledge Skills & Abilities:

- Understanding of and ability to demonstrate classroom management/instructional strategies to support student achievement
- Knowledge of child and adolescent development
- Knowledge of subject areas, curriculum, and standards-based education
- Knowledge of special education as applied to the needs of the students assigned to the teacher's particular area/classroom

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 of the 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

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Colorado Department of Education Teacher License preferred.
- CALT – Certified Academic Language Therapist or Completed LISCP (Literacy Intervention Specialist Certification Program) or equivalent, certification may be “in progress.”

OTHER WORK FACTORS

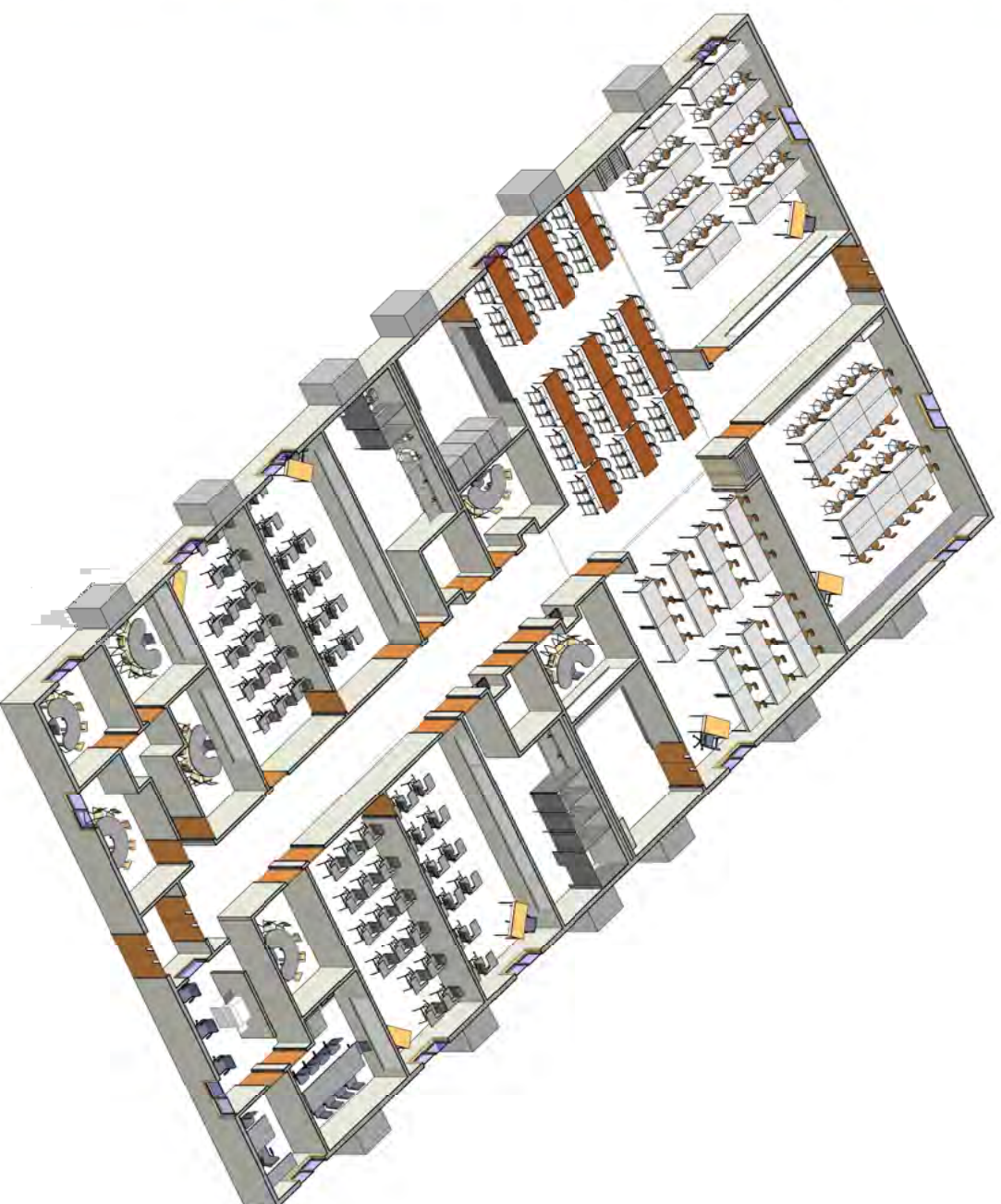
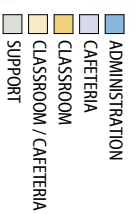
The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is frequently required to see, talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds.

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 use interpersonal skills. Frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate, and negotiate. Occasionally required to copy 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.



FLOOR PLAN

D49 Center for Literacy and Innovation Excellence
Cost Estimate

Move Only

Conceptual Design Cost Estimate

1/24/2017

Prepared by Jwbay

Move & Setup Cost

| Description | | Unit of Measure | Quantity | Unit Price | Line Total | Category Total |
|--------------------|------------------------------|-----------------|----------|---------------|------------|----------------|
| 2 | Existing Conditions | | | | | \$100,000 |
| | Demolition | Allow | 1 | \$ - | \$0 | |
| | Move and set modulares | Allow | 1 | \$ 100,000.00 | \$100,000 | |
| 22 | Plumbing | Allow | 1 | \$ 5,000.00 | \$5,000 | \$5,000 |
| 23 | HVAC | Allow | 1 | \$ 5,000.00 | \$5,000 | \$5,000 |
| 26 | Electrical | Allow | 1 | \$ 5,000.00 | \$5,000 | \$5,000 |
| 26 | Fire Alarm | Allow | 1 | \$ 5,000.00 | \$5,000 | \$5,000 |
| 28 | Electronic Safety & Security | Allow | 1 | \$ 2,500.00 | \$2,500 | \$2,500 |
| 32 | Utilities - Allowance | Allow | 1 | \$ 40,000.00 | \$40,000 | \$40,000 |
| TOTAL DIRECT COSTS | | | | | #REF! | \$162,500 |

INDIRECT COSTS

| | |
|--|---------|
| General Conditions - (5%) | \$0 |
| Building Permit/Plan Check Fee | \$3,500 |
| City, & State Sales Taxes | Exempt |
| Builder's Risk Insurance (.5%) | \$0 |
| Umbrella & General Liability Insurance (.7%) | \$0 |
| Performance & Payment Bond (1.2%) | \$0 |
| GC Overhead and Profit (5%) | \$0 |
| AE Design Fees | \$50 |
| Testing/Geotechnical/surveying | \$5,000 |
| Inspections/Plans examiner | \$0 |
| Abatement | |
| FFE Allowance | \$0 |

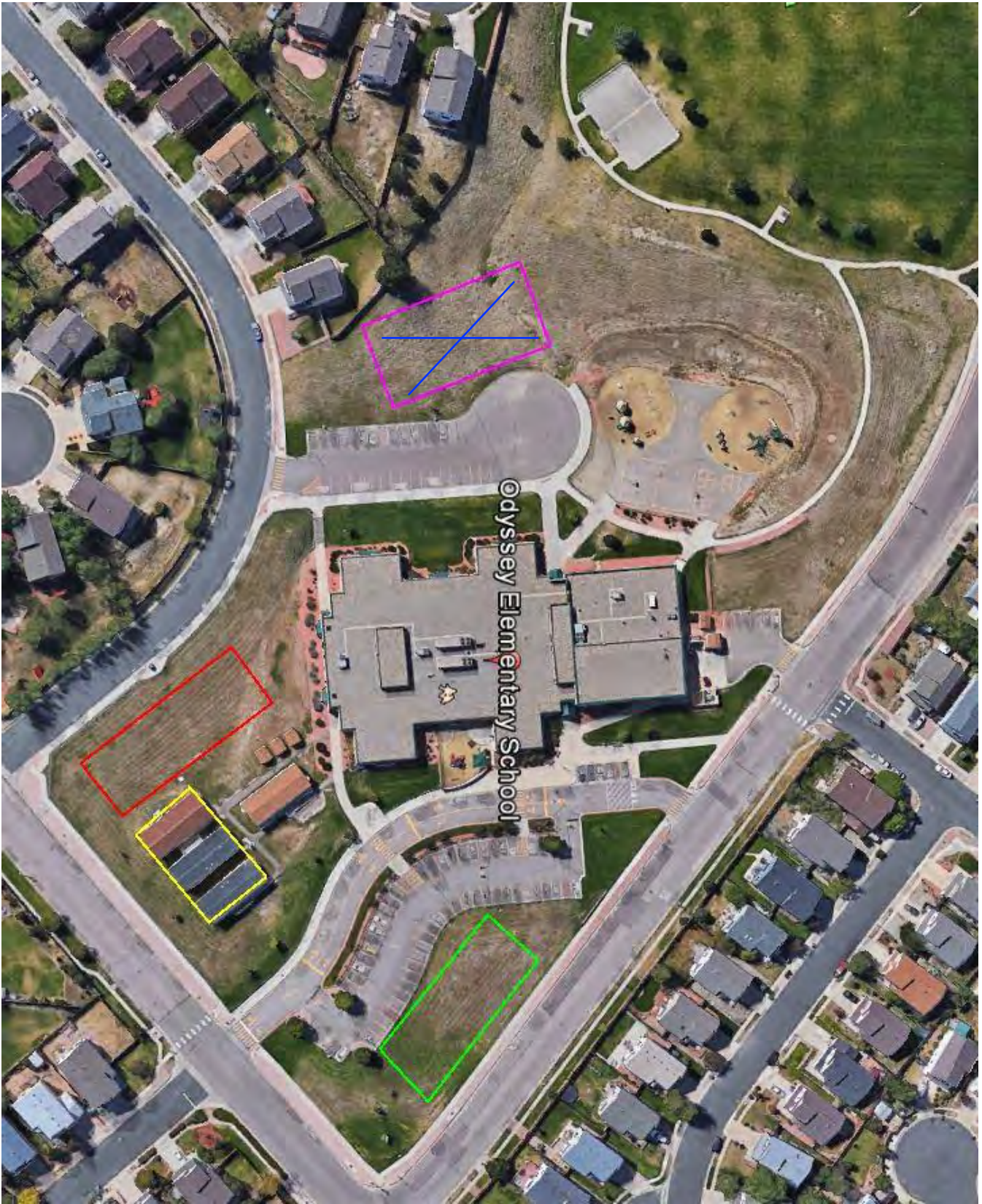
Subtotal (Indirect Costs) \$8,550

| | |
|-------------------------------|-----------|
| TOTAL DIRECT & INDIRECT COSTS | \$171,050 |
|-------------------------------|-----------|

Contingency (5%) \$8,553

| | |
|-----------------------------|-----------|
| TOTAL - PROBABLE CONST COST | \$179,603 |
|-----------------------------|-----------|

| | | |
|---------------|-------|---------|
| Building Area | 9,114 | |
| Cost per SF | | \$19.71 |





Scale: 1" = 40.00'

Scale: 1" = 40.00'

El Paso County School District 49

CLAIE budget proforma

January 17, 2017

**Academy for Literacy, Learning & Innovation Excellence**

- CLAIE basic assumptions:
- (1) ~ 150 students in the program
 - (2) School housed on Odyssey Elementary School site, in buildings separate from the core facility
 - (3) Program is 'full contact' (blended time saved is reinvested in additional, small group, intervention time)

| Enrollment source assumptions: | POWER Zone | | | subtotal | Choice | | Total |
|--------------------------------|------------|-----|------|----------|--------|-----|-------|
| | OES | SES | RVES | | In-D | OOD | |
| | 60 | 30 | 30 | 120 | 5 | 25 | 150 |

Staffing Assumptions

| | | | | |
|-----|---|-----|-------------------|-----------------|
| 1.0 | Director of Academ Svc (aka School Pincipal) | 6.0 | ALLIEs professors | avg. 25/1 ratio |
| | | 6.0 | ALLIEs therapists | max 25/1 ratio |
| 0.5 | SPEC SVC | 2.0 | ALLIEs mentors | max 75/1 ratio |

Student Count 'Flow'

| Grade | Year 1 | Year 2 | Year 3 | Year 4 |
|-------|--------|--------|--------|--------|
| 2 | 50 | 30 | 32 | 38 |
| 3 | 42 | 50 | 34 | 35 |
| 4 | 34 | 43 | 50 | 37 |
| 5 | 24 | 27 | 34 | 40 |
| Total | 150 | 151 | 150 | 150 |

El Paso County School District 49

CLAIE budget proforma

January 17, 2017

**Academy for Literacy, Learning & Innovation Excellence**

- CLAIE basic assumptions:
- (1) ~ 150 students in the program
 - (2) School housed on Odyssey Elementary School site, in buildings separate from the core facility
 - (3) Program is 'full contact' (blended time saved is reinvested in additional, small group, intervention time)

| | | | | Total |
|------------------------|-----|------------------------------|---|-----------|
| Budget Proforma | (a) | Revenue: | 150 sFTE @ 5,654.73 normalized funds available (16/17 adopted budget rate) | 848,210 |
| | | Expenses: | | |
| | | Staffing | 865,000 (b) | |
| | | Tech Needs | 16,467 | |
| | | Facility Implementation | 38,000 | |
| | | Program Implementation Costs | 21,280 | |
| | | | 940,747 | (940,747) |
| | | | Net Annual Rev / (Exp) | (92,537) |

Intended buildup coverage options: - 14-3A zone funds
and/or
- POWER Zone general funds

- (a) *ALLIEs budget proforma assumes that other POWER zone elementary schools' budgets are adjusted accordingly for potential changes to their enrollment as a result of this program.*
- (b) *some flexibility exists in the number of CLAIE professors hired. If enrollment is significantly lower, then appropriate hiring decisions can be made based on confirmed enrollment levels.*

Facility Setup We have identified PODS that could be relocated from FLC and FES. Relocation and setup of those assets would cost approximately \$150,000, to come from either 14-3A funds, 2017/18 capital funds, or POWER Zone general funds, or a combination of any or all sources.

BOARD OF EDUCATION AGENDA ITEM 7.07

| | |
|---------------------------------------|--|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Brett Ridgway, Chief Business Officer |
| TITLE OF AGENDA ITEM: | Administrative Recommendation for Information Technology Support |
| ACTION/INFORMATION/DISCUSSION: | Action |

BACKGROUND INFORMATION, DESCRIPTION OF NEED: After having a majority of Information Technology Support services outsourced since 2012, District Administration desired to measure our current service provider against the market for similar services to ensure an appropriate return of services for pricing.

RATIONALE: Outsourcing Information Technology has been a successful strategy for District 49 since it specifically mitigates risks of training and staffing for this function. The skillset required to support Information Technology in Education is very similar to most other industries which results in school districts competing with a wide market for needed expertise. In order not to overpay, or accept sub-standard services, allowing an outside vendor to provide service and expertise with their ability to leverage such over multiple clients provides a better and more stable delivery of services.

RELEVANT DATA AND EXPECTED OUTCOMES: A full RFP process was conducted during October-November, 2017 and portions of that process continue and may be re-bid.

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>Conducting a full RFP process for a service that is not required to be RFP'd indicates a willingness for transparency and intent to pursue effective and efficient service value for the District.</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: \$1,564,000 annual

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the contract with Colorado Computer Support for Network Infrastructure services starting July 1, 2017, as presented by the Administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: February 1, 2017



A. SCHEDULE A, COVER PAGE

Date of Contract: February 9, 2017

Contract Number: 2017-800-0209

Contract Name: Information Technology Professional Services

Place of Performance: District Wide
All facility locations in Colorado Springs, Falcon,
Peyton, Colorado

Performance Period of Contract: Base Year: School Year 2017-2019

Effective Date of Contract: July 1, 2017

Expiration Date of Contract: June 30, 2019

Option Years: 3 optional 1-year extensions

Contract Amount: \$ 1,606,510.04

between

FALCON SCHOOL DISTRICT 49

10850 East Woodmen Road
Falcon, Colorado 80831

POINT OF CONTACT:

Jim Rohr
Purchasing Department
10850 East Woodmen Road
Falcon, Colorado 80831
Phone: (719) 495-1166
Fax: (719) 494-8900
Email: jrohr@d49.org

COLORADO COMPUTER SUPPORT, INC.

4925 N. Union Blvd
Colorado Springs, Colorado 80918

POINT OF CONTACT:

Blake Schwank
Chief Executive Officer
4925 N Union Blvd
Colorado Springs, CO 80918
Phone: (719) 439-0599
Fax: (719) 355-3581
Email: blake.schwank@coloradosupport.com

TABLE OF CONTENTS

| | | |
|-----------|---|-----------|
| A. | SCHEDULE A, COVER PAGE | 1 |
| B. | SCHEDULE B, SCOPE OF WORK AND COSTS | 4 |
| C. | SCHEDULE C, CONTRACT FORM | 20 |
| D. | SCHEDULE D, STANDARD TERMS AND CONDITIONS..... | 22 |
| D.1. | DEFINITIONS | 22 |
| D.2. | VENDOR RELATIONSHIP | 22 |
| D.3. | TERM OF AGREEMENT | 22 |
| D.4. | ASSIGNMENTS..... | 23 |
| D.5. | APPLICABLE LAW | 23 |
| D.6. | VENUE AND JURISDICTION | 23 |
| D.7. | COLORADO GOVERNMENTAL IMMUNITY ACT | 23 |
| D.8. | PUBLIC WORKS..... | 23 |
| D.9. | SALES AND USE TAX, CITY OF COLORADO SPRINGS | 23 |
| D.10. | ILLEGAL ALIENS | 23 |
| D.11. | ORDER OF PRECEDENCE | 24 |
| D.12. | ENFORCEABILITY..... | 25 |
| D.13. | APPROPRIATION OF FUNDS | 25 |
| D.14. | CONDITIONS AFFECTING THE WORK | 25 |
| D.15. | DIFFERING CONDITIONS..... | 25 |
| D.16. | EMPLOYMENT IN COLORADO..... | 26 |
| D.17. | LABOR, WORKMANSHIP, AND SCHOOL SECURITY | 26 |
| D.18. | MATERIAL AND WORKMANSHIP | 30 |
| D.19. | COOPERATION WITH OTHER VENDORS..... | 30 |
| D.20. | NON-DISCRIMINATION CLAUSE | 30 |
| D.21. | WORK STOPPED OR DELAYED | 30 |
| D.22. | PROPERTY DESTRUCTION | 30 |
| D.23. | PROTECTION OF DISTRICT PROPERTY..... | 31 |
| D.24. | SAFETY | 31 |
| D.25. | INSPECTION AND ACCEPTANCE | 32 |
| D.26. | PAYMENTS..... | 32 |
| D.27. | INVOICES..... | 32 |
| D.28. | INDEMNIFICATION AND HOLD HARMLESS | 33 |
| D.29. | SURVIVAL..... | 33 |
| D.30. | INSURANCE | 33 |
| D.31. | VEHICLES..... | 34 |
| D.32. | FUEL AND GAS SURCHARGES | 34 |
| D.33. | SERVICE OF PROTEST..... | 34 |
| D.34. | DISPUTES | 34 |

| | |
|------------------------------------|----|
| D.35. GUARANTEE AND WARRANTY | 36 |
| D.36. DEFAULT..... | 36 |
| D.37. EXCUSABLE DELAYS | 36 |
| D.38. TERMINATION | 37 |
| D.39. ANTI-KICKBACK | 37 |
| D.40. AREA OF OPERATIONS | 37 |

B. SCHEDULE B, SCOPE OF WORK AND COSTS

B.1 SCOPE OF WORK

The Vendor will provide Information Technology Professional Services through a Managed Service Plan (MSP) and Help Desk for all District supported Information Technology (IT) systems. The MSP and Help Desk consist of a Help Desk Team, Professional Services Team, and Network Operations Center Team which monitor and maintain critical technology systems.

Each system is managed by the Vendor through the use of a ticket system which will identify, track and resolve all issues as they arise. The current ticket system is managed by School Dude, a 3rd party software company.

Vendor will report to the Chief Business Officer.

B.2 INFORMATION TECHNOLOGY PROFESSIONAL SERVICES

B.2.1 HELP DESK

Provide end user support for IT applications, systems, technology used throughout the District. Help desk hours are 6:30 am through 5:00 pm Monday through Friday, excluding Federal holidays. Access to the Help Desk, by District authorized personnel, is made by submitting tickets through School Dude or telephone. All services qualifying under these conditions will fall under the provisions of the Supported Technologies and Personnel section of the scope of work (SOW).

Student support is not included in the Help Desk.

B.2.2 NETWORK

The Vendor provides: design assistance; management of connectivity with multiple providers; software installation and updates; hardware installation, troubleshooting and replacements (materials by the District); remote and onsite monitoring; communication of issues, proposed changes and outages to District staff; security updates; configuration of systems and components based on the Districts requirements and other requirements as required to maintain the Districts infrastructure. Vendor will also manage Active Directory and ensures accounts are up to date.

B.2.3 HARDWARE AND SOFTWARE

The Vendor shall provide support of all hardware, software and systems specified in this contract, provided that all hardware and software is covered under a currently active 3rd Party support contract, replaceable parts are readily available, and all software is genuine, currently licensed and 3rd Party supported. Should any hardware or software systems fail to meet these provisions, they will be excluded from this contract. Should 3rd Party support charges be required in order to resolve any issues, these will be passed on to the District after first receiving the District's authorization to incur them.

Installation and labor related to the hardware and software identified in the Supported Technologies and Personnel section is included. Any material costs associated with the hardware and software are not covered under the terms of this Contract. Vendor will advise the District on appropriate designs, specifications, warranty, compatibility, life expectancy, etc., for all purchases.

Vendor will utilize Microsoft System Center Configuration Manager (SCCM) to manage all windows devices and JAMF Casper Suite to manage all Mac devices.

B.2.4 VIRUS

Installation and labor is included for District provided software; including the labor to install all available updates. Virus protection is required on district computers.

Damages caused by, and recovery from, virus infection not detected and quarantined by the latest antivirus definitions are covered under the terms of this Contract. This service is limited to those systems protected with a currently licensed, 3rd Party supported antivirus solution.

Vendor is responsible for antivirus deployment, management of updates and troubleshooting.

B.2.5 SECURITY

The Vendor provides: design assistance; management of configuration and implementation of District policies; software installation and updates; hardware installation, troubleshooting and replacements (materials by the District); remote and onsite monitoring; communication of issues and proposed changes to District staff; notification of security breaches to the District; security updates to District executive team; and other requirements as required to maintain the Districts security.

The Vendor will follow security practices as recommended by the 3rd Party Providers, where applicable. If there is a discrepancy between recommendations, the Vendor will consult with the District and a mutually agreeable solution will be developed and implemented.

If inadequate security practices lead to damage or loss of the Districts equipment, systems or data the Vendor and the District will mutually agree, in writing, on the best course of action for remediation including applicable remediation costs.

B.2.6 BACKUP AND RECOVERY

The Vendor provides: design assistance for a backup system onsite at Vista Ridge High School; daily scheduled backup to retain copies of all data locally; data recovery and disaster recovery.

B.2.6.1 DATA RECOVERY

The time to restore the District's data files from a backup copy will vary substantially depending on a number of factors including, but not limited to, the severity of any data corruption. The Vendor will restore production files within 48 hours.

B.2.6.2 DISASTER RECOVERY

In the case of a total disaster and a complete loss of access to the services via the primary sites, the Vendor will use resources on hand to restore what is technically possible, with what is immediately available or on hand, at an alternate location in the District within 24 hours. Parts availability and technical limitations may delay the time frame significantly. Recovery will include the production instance(s) of the application, data from the most recent backup, and capabilities for online access, the reestablishment and completion of batch processing schedules, backup schedules and data transfer activities. The District acknowledges and agrees that such an event will result in partial and/or degraded service until the pre-disaster level of Service at the primary site shall be restored as soon as commercially practicable.

B.2.7 PROJECTS

A project is defined as a change to the SOW. All projects will be well defined, in writing, by the Vendor and the District, prior to the start of any work, and will include details regarding the reason for the change, scheduling and the hours required to complete the scope of work. Not all projects are an extra cost to the contract.

B.2.8.1 INCLUDED PROJECTS

This includes all projects performed for all supported systems maintenance, enhancement or improvement between the hours 6:30 am through 5:00 pm Monday through Friday, excluding Federal holidays that can be completed in less than 20 cumulative hours. Routine network and server maintenance will be expected to be completed outside of normal business hours but not at extra cost to the District

B.2.8.1 EXCLUDED PROJECTS

Not included in the SOW are project services that require more than 20 cumulative hours to complete. Additional costs for the project will be submitted by the Vendor to the District for prior approval and added to the total contract sum through a Change Order.

For emergencies or projects where time is of the essence for completion, a Not to Exceed estimate will be provided by the Vendor to the District for approval.

Once approved, work may begin and all labor and materials will be tracked to determine the final cost to be added to the contract sum through a Change Order.

B.2.8 STRATEGIC PLANNING

The Vendor is available to assist the District with all strategic planning as it relates to IT. This can include, but not be limited to: individual plans by Zone; participation and advisement for the creation and design of an overall District IT Master Plan and risk mitigation.

B.2.9 TECHNOLOGY POLICIES

The Vendor is available to assist the District with all technology policies as it relates to IT. This can include, but not be limited to: individual plans by Zone; participation and advisement for the creation and implementation of technology policies and risk mitigation.

B.2.10 ASSET MANAGEMENT

The Vendor, in coordination with the District Purchasing Department, maintains a list of current IT assets supported through this contract and will advise the District when an IT asset can no longer be cost effectively utilized. The District will determine which IT assets will be decommissioned. The Vendor will manage, through the assistance of the District Purchasing Department, the replacement, spare part salvage, data destruction, disposal, recycling and transport of IT assets. Recycling and disposal costs are paid by the District.

B.2.11 SUPPORTED APPLICATIONS AND OPERATING SYSTEMS (PERIPHERALS)

The Vendor will support the District with all supported applications and operating systems. Support includes, but is not limited to: product specifications and recommendations; implementation; configuration; troubleshooting; 3rd Party relationships and coordination; and capability.

B.2.12 EMAIL

The Vendor will manage the District users, configuration, storage and relationships with 3rd Party email related providers (GMAIL). Vendor manages all aspects of Google Apps, to include email, groups and policies.

B.2.13 SUPPORT FOR STATE TESTING

Vendor must provide support to assessment and instruction team during state testing periods.

B.3 ANCILLARY SERVICES

B.3.1 TICKET SYSTEM

The District will submit tickets through email, telephone or web form. The Vendor will respond to the District's support tickets under the provisions of Supported Technologies and Personnel Section of this SOW, and with best efforts after hours or on holidays. Each issue will be assigned a support ticket number for tracking purposes. The district currently utilizes School Dude and the vendor is required to work closely with the COO and facilities to ensure proper management of tickets between departments. Vendor is required to utilize the district's ticketing system for all issues. The procedure for support tickets is as follows:

- A. Level 1: All support incidents begin in Level 1, where the initial trouble ticket is created, the issue is clearly identified and documented and basic hardware/software troubleshooting is initiated. All items at this level are addressed by a Help Desk Technician. If they cannot resolve the issue, the item gets elevated to Level 2.
- B. Level 2: All tickets that are escalated to this level usually require more complex support on hardware and software issues so they are addressed by a Senior IT Technician. If they cannot resolve the issue, the item gets elevated to Level 3.
- C. Level 3: All tickets that are escalated to this level require the most qualified and experienced System or Network Administrator to resolve. This may include outside support, contacted and contracted through the Vendor, to resolve. There are no higher escalation levels and each item that reaches this level will be resolved.
- D. The following table shows the target response and resolution times for each priority level:

| Issue | Critical Priority | High Priority | Normal Priority | Low Priority | Projects |
|---------------------------------|-------------------|---------------|-----------------|--------------|-------------|
| First Vendor Response: Research | 30 Minutes | 30 Minutes | 30 Minutes | 12 Hours | As required |
| Second Vendor Response: Onsite | 1 Hour | 2 Hours | 4 Hours | 24 Hours | As required |
| Resolution of Issue if no | 2 Hours | 4 Hours | 48 Hours | 72 Hours | As required |

| Issue | Critical Priority | High Priority | Normal Priority | Low Priority | Projects |
|---|---------------------|--------------------------|--------------------------|---------------|--------------------------------|
| material orders or outside vendors required | | | | | |
| Definition | School wide problem | Several systems affected | Individual user affected | Routine tasks | Defined on a per project basis |

B.3.1.1 PROJECT AND LAB TICKETS

The ticket system will be used for all projects and labs, to track overall start and finish dates of the complete task. The tickets will always have the same start date. For example, if a request comes in for a lab to have new software installed a single ticket is created. Once the Vendor has all the resources in place to work on the ticket, new tickets are created for each computer in the lab. These tickets must have the same creation date at the original ticket. They will be labeled as projects and accounted for separately when calculating performance as it relates to the Vendor's SLA.

B.3.2 REPORTING

The Vendor will review, on a monthly basis, with the District executive team, or their designee, a monthly ticket report. Based on review of these monthly reports, the Parties acknowledge that adjustments to the service approach and conditions may be made if mutually agreeable to the Parties, however this does not include reduction or expansion of the number of Vendor support personnel.

Service Levels will be measured on a monthly basis compared to the response and resolution time table above. A basic percentage grade will be derived for each box on the grid. Grades will be evaluated according to the ranges are listed below, with equivalent courses of action:

Any results with a grade in the range of 90% - 85% will be 'watched' for improvement in the subsequent month.

Grades in the 75% - 85% range will require an explanation from the Vendor on the background of the issue(s) that caused the substandard result.

Grades below 75% will require an explanation from the Vendor on the background of the issue(s) that caused the substandard result, an action plan for correcting the issues and a follow-up report after the subsequent month to communicate progress.

If any particular grid box sees grades below 75% for two consecutive months, the Vendor will be placed on a probationary status with the District and the remaining term of this contract will convert to a month-to-month status until acceptable performance results return. If, after one additional month (i.e. three months consecutive below 75%), performance has not improved, this contract may be cancelled by the District for causes related to the substandard performance.

B.3.3 MEETINGS

The Vendor is available to meet, on a quarterly basis, with each Zone leader, or their designee, to discuss the Vendors specific performance and IT requirements within their Zone. The Vendor will provide specific monthly performance reports via email to each Zone Leader.

B.3.4 UPDATES

The Vendor will supply all labor and expertise required to install Provider or District supplied hardware and software updates.

B.3.5 MONITORING

Vendor will provide on-going monitoring and security services of all critical devices as indicated in this SOW. Vendor will provide monthly reports as well as document critical alerts, scans and event resolutions to District. Should a problem be discovered during monitoring, Vendor shall make every attempt to rectify the condition in a timely manner document the issue through the ticket and escalation procedures, where applicable.

B.3.7 USER/COMPUTER SETUP

The Vendor will setup all District IT users on District issued devices and equipment, including but not limited to: creation of account names and passwords, printer setup and initial peripheral connectivity. The District will provide the Vendor with procedures and settings for new staff, including substitutes, including detailed information on security groups, email and hardware assignments.

B.3.8 ORIENTATION AND TRAINING

The Vendor will orient the Districts users on how to access District resources with their District issued IT devices and equipment.

The Vendor will provide basic training to users on how to use their devices, access District networks, peripheral connectivity and how to update their operating system, access self services, and answer questions related to the district AUA.

B.3.9 APPLE

The Vendor is available to advise and will manage JAMF Casper. The Vendor will provide support for all Apple systems throughout the District including, but not limited to: primary support to the Apple management systems; first line of support through Help

Desk and desktop functions; and responsible for all new and existing labs that use Apple and their servers. The Vendor will be the single point of reference to call for basic help. iPads and the technology that serves them (the MDM and servers) will be run by the teachers in the classroom and the District IT learning services group.

B.3.10 BRING YOUR OWN DEVICE (BYOD)

Vendor will ensure the network supports BYOD. Schools are responsible for providing device support to students

B.3.11 PUBLIC REPRESENTATION

The Vendor may, with prior written approval from the District's Public Relations Officer, use performance data and information on the services provided to the District for marketing and public advertising.

B.4 MINIMUM COMPLIANCE STANDARDS

In order for the District's existing IT environment to qualify for services, the following requirements must be met:

- A. All servers running Windows 2008 Server or later, OS X Server or later and have all of the latest updates installed.
- B. All desktop PCs, notebooks and laptops must be running Windows 7 Pro or OS X 10.10.5 or later, and have all of the latest updates installed.
- C. All server and desktop software must be genuine, licensed and provider supported.
- D. The environment must have a currently licensed, up-to-date and provider supported server-based antivirus solution protecting all servers, desktops, notebooks, laptops and email.
- E. The environment must have a currently licensed, provider supported server-based backup solution.
- F. The environment must have a currently licensed, provider supported hardware firewall between the internal network and the internet.
- G. Any Wireless data traffic in the environment must be secured with a minimum of 128bit data encryption.
- H. The environment must have a currently licensed, provider supported hardware content filter between the internal network and the internet.

Costs required to bring the District's IT environment to minimum standards are additional services to be priced and added to the contract sum, as required, through a fully executed change order.

B.5 SERVICE SPECIFICATIONS

Service rendered under this Contract includes the following features:

- A. User Help Desk Monday through Friday 6:30 a.m. to 5:00 p.m.
- B. 24/7 Help Desk for network and server issues.
- C. 24/7/365 network monitoring.
- D. Build and development environments for software and hardware testing.
- E. Create accounts for 1,200 new students each year.
- F. Remove 1,000 to 1,200 student accounts each year.
- G. Migrate 1,000 to 1,200 student accounts and folders between middle school and high school each year.
- H. Manage user accounts for over 15,000 students.
- I. Manage Google Apps or equivalent cloud based accounts for students in iPad classrooms.
- J. Manage user accounts for 2400 staff, to include changes, add, deletions, suspensions, group membership, etc.
- K. Manage PC images for 75 computer labs throughout the district.
- L. Build, manage deployment and documentation for new systems.
- M. Software and hardware implementation consulting.

B.6 EXCLUDED SERVICES

Service rendered under this contract does not include:

- A. Parts, equipment or software not covered by Provider or manufacturer warranty or support.
- B. The cost of any parts, equipment, or shipping charges of any kind.

- C. The cost of any software, licensing or software renewal or upgrade fees of any kind.
- D. The cost of any 3rd Party Provider or manufacturer support or incident fees of any kind.
- E. The cost to bring District's environment up to minimum standards required for service compliance.
- F. Failure due to acts of God, theft and negligence, building modifications, power failures or other adverse environmental conditions or factors.
- G. Service and repair made necessary by the alteration or modification of equipment other than that authorized by the Vendor, including alterations, software installations or modifications of equipment made by Districts employees or anyone other than the Vendor or designee of the District.
- H. Maintenance of application software packages, whether acquired from the Vendor or any other source unless as specified in this SOW.
- I. Programming (modification of software code) and program (software) maintenance unless as specified in this SOW.
- J. Training services other than what is listed in this contract.

B.7 TRAVEL

Travel costs to and from District's 20 locations of business for onsite is included within this contract.

Travel to additional locations will be a change to the contract sum and all labor, per diem, mileage and travel costs will be fully reimbursable.

B.8 SUPPORTED TECHNOLOGIES AND PERSONNEL

| Supported Equipment and Systems | Quantity |
|--|-----------------|
| Windows desktops and notebooks | 2763 |
| MacBooks and iMacs | 1465 |
| Chromebooks | 4194 |
| Kindles | 1300 |
| Physical servers | 50 |
| Virtual servers | 56 |

| Supported Equipment and Systems | Quantity |
|---------------------------------|----------|
| Managed Network Printers | 200 |
| Unmanaged local Printers | 328 |
| Managed HP/Cisco Switches | 181 |
| Fortinet Firewall | 2 |
| Unmanaged Switches | 100 |
| Meraki Access Points | 883 |
| Time and Attendance Clocks | 30 |
| Security Surveillance Cameras | 444 |
| Computer Labs | 75 |
| Voice Over IP Phones | 1207 |
| Smartboards | 300 |
| Promethean boards | 30 |
| Apple TVs | 510 |
| Projectors | 496 |
| Document Cameras | 435 |
| QSP Kiosks | 40 |
| Lightspeed Content Filter | 2 |
| Fleet Copiers | 59 |

Supported Applications and Operating Systems *(Major applications only Listed. There are hundreds more minor applications requiring support.)*

| Title | Description |
|--|--|
| Microsoft Server 2008 and newer | Microsoft Server Software |
| Apple OS X Yosemite Server and newer | Apple Server Software |
| Apple OS X Yosemite and newer | Apple Workstation Software |
| Microsoft Windows 7 Professional and Newer | Microsoft Workstation Software |
| MS Office 2012 and newer | Office Applications |
| Microsoft SCCM | Network Management Soft |
| Dell VRanger | Backup Software for Production Systems |
| Cisco Management Software | Network Management Software |
| Google Apps | Email Server |
| Microsoft SQL 2010 and newer | Database Server |
| JAMF Casper server | Apple Management Server |
| VMWare | Virtual Machine Management Software |
| Microsoft Forefront Security Antivirus | Windows Antivirus |
| Sophos Antivirus | OS X Antivirus |

Supported Applications and Operating Systems *(Major applications only Listed. There are hundreds more minor applications requiring support.)*

| | |
|-------------------------------|---|
| Video Insight VMS | Security Surveillance Camera System |
| SASI | Legacy Student Information System |
| QSP | Food Service Software |
| Millennium/Genetec Enterprise | Card Access System |
| Destiny | Library |
| Eduss | Math Software |
| ERO/EMP portal | Employee Portal |
| Webcontrol/HVAC | Heating and Air Conditioning Software |
| SharePoint | Document Management Software |
| PLTW Software/Licensing | Engineering Lab Software that requires rebuild every year |
| Scholastic | Reading/Math/Achievement software |
| Success Maker | Math Software |
| NovaTime Clock Software | Time and Attendance System |
| Lanschool | Classroom Monitoring Software |
| Safari Montage | Content sharing software |

| Vendor Management: | Description |
|--|-------------------------------------|
| Apple | Apple Hardware and Software |
| Microsoft | All Microsoft software |
| Google | Google Apps |
| Meraki | Wireless, Networking and Firewalls |
| HP/Cisco | Network infrastructure |
| Dell/Lenovo/HP | Server and Desktop Hardware |
| EMC | Server Hardware |
| Drobo | Server Hardware |
| Shoretel/West Tech | Telephones |
| Video Insight | Camera Security Surveillance System |
| Time Management System | Time and Attendance System |
| Infinite Campus/Sungard | Student Information System |
| QSP | Food Service Vendor |
| Destiny | Library Software |
| Raritan | Server Hardware |
| Lantronix | Server Hardware |
| Millennium/Genetec | Card System |
| PS/ALI 911 database | 911 Location Database |
| Knowledgelink | Document Management |
| Surveillance Cameras (multiple brands) | Camera Security Surveillance System |
| Smarttech (Smartboards) | |

B.9 3RD PARTY PROVIDERS

The District authorizes the Vendor to contact the 3rd Party Providers on behalf of the District where required for service. The Vendor will supply a Provider Authorization Letter to the District. It is the District's responsibility to send this Letter to 3rd Party Provider in order to authorize the Vendor to make changes on behalf of the District.

All Professional Services that are performed on behalf of the District by a 3rd Party Provider will be billed directly to the District.

B.10 CHANGES TO THE SCOPE OF WORK

The District will use change orders to make changes to the specifications or contract sum throughout the term of the Contract.

Bilateral changes within the general scope of this Contract may be executed using the change order process described in this Section and incorporated herein, for any of the following reasons:

- A. Where the agreed changes to the specifications result in an adjustment to the price, delivery schedule, or time of performance;
- B. Where the agreed changes result in no adjustment to the price, delivery schedule, or time of performance. The change order shall contain a mutual release of claims for adjustment of price, schedules, or time of performance;
- C. Where the changes to this Contract are priced based on the unit prices to be paid for the goods and/or services established in this Contract; or
- D. Where the changes to this Contract are priced equal to or less than established catalog prices generally extended to the public or on prices or rates set by law or regulation.

Other bilateral modifications not within the terms of this Section must be executed by formal Change Order to this Contract, approved in accordance with Colorado State law and State Fiscal Rules.

B.11 COSTS

B.11.1 BREAKDOWN OF CONTRACT SUM

| Category | QTY | Variable Rate | Each - Monthly | Total Annual |
|--|--------|---------------|----------------|---------------|
| General and Administrative | 5% | NA | NA | \$ 76,031.73 |
| System Wide Network Management | 25% | | | \$ 304,126.91 |
| Dedicated Staff | 6 | \$ 57,500.00 | | \$ 345,000.00 |
| Projects | | \$ 75.00 | NA | |
| Strategic Planning, Asset Management and Recycling | Varies | NA | NA | |
| Computers (through 2017-2019) | 4495 | | | |
| New Computer White Glove Set Up (Staff) | Varies | \$ 60.00 | NA | |
| Computer Maintenance (Staff) | 1500 | \$ 105.00 | | \$ 157,500.00 |
| New Computer White Glove Set Up (Students) | 13060 | \$ 20.00 | NA | |
| Computer Maintenance (Students) | 2728 | \$ 80.00 | | \$ 218,240.00 |
| Supported Applications | ~2000 | | NA | |
| Peripherals (TOTAL) | 4853 | | | |
| Peripherals - Access Points | 883 | \$ 60.00 | | \$ 52,980.00 |
| Access Point Install | | \$ 20.00 | | |
| Access Point Configuration | | \$ 20.00 | | |
| Fortinet Firewall | 2 | | | |
| Lightspeed Content Filter | 2 | | | |
| Peripherals - Core Network Switches | 0 | 60.00 | | \$ - |
| Peripherals - Edge | 181 | 60.00 | | \$ 10,860.00 |

| | | | | |
|---|------|-------------|--|---------------|
| Network Switches | | | | |
| Peripherals - Unmanaged small Switch | 40 | 60.00 | | \$ 2,400.00 |
| Peripherals - Cameras | 444 | 12.00 | | \$ 5,328.00 |
| Peripherals - Time Clocks | 30 | 12.00 | | \$ 360.00 |
| Peripherals - Network Printers | 420 | 12.00 | | \$ 5,040.00 |
| Peripherals - Personal Printers | 200 | 12.00 | | \$ 2,400.00 |
| Peripherals - Mobile devices, Cell Phones, Staff Tablets | 328 | 12.00 | | \$ 3,936.00 |
| Peripherals - Apple TV | 510 | 13.20 | | \$ 6,732.00 |
| Peripherals - Copiers | 56 | 12.00 | | \$ 672.00 |
| Peripherals - Smartboards | 300 | 6.00 | | \$ 1,800.00 |
| Peripherals - Projectors | 496 | 6.00 | | \$ 2,976.00 |
| Peripherals - TV | 496 | 6.00 | | \$ 2,976.00 |
| Peripherals - Promethean Boards | 30 | 3.60 | | \$ 108.00 |
| Peripherals - Docucams | 435 | 6.00 | | \$ 2,610.00 |
| Standard Network Cable Move/Repair | | \$ 50.00 | | |
| Standard Network Cable Install | | \$ 150.00 | | |
| Voice Over IP | 1207 | \$ 19.00 | | \$ 22,933.00 |
| Servers | 106 | \$ 1,200.00 | | \$ 127,200.00 |
| iPads, Student - Basic Network Support - Troubleshooting apps, wireless and email setup. | 3699 | \$ 7.35 | | \$ 27,187.65 |
| iPads - Complete Management | 3699 | \$ 38.00 | | |
| Kindle, Student - Basic Network Support | 1300 | \$ 7.35 | | \$ 9,555.00 |
| Kindle - Complete Management | 1200 | \$ 38.00 | | |
| Chromebook White Glove Set Up | | \$ 10.00 | | \$ - |
| Chromebook Maintenance/ Management | 4444 | \$ 30.00 | | \$ 133,320.00 |
| Student Testing Support (2 Dedicated Techs) | 480 | \$ 40.00 | | \$ 19,200.00 |

| | | | | |
|--|-------|---------------|--------------|------------------------|
| Google for Education Account Management | 16395 | \$ 1.00 | | \$ 16,395.00 |
| Bring Your Own Devices (BYOD) - Connection to the Network | 0 | \$ 2.00 | | \$ - |
| BYOD - Troubleshooting and Support | 0 | \$ 7.00 | | \$ - |
| User Accounts - Local AD | 16395 | \$ 5.00 | | \$ 81,975.00 |
| Vehicle | 12 | \$ 367.00 | | \$ 4,404.00 |
| Office Space including FF&E | 12 | \$ (3,245.00) | | \$ (38,940.00) |
| District Provided Computers for Technicians and Support - Midrange PC and Mac up to 20 systems | 20 | \$ (57.00/mo) | | \$ (1400.00) |
| | | | Total | \$ 1,606,510.04 |

B.11.2 STEP PRICING

| Description | Step Pricing | | |
|---|--------------|------|------------------|
| | Quantity | Unit | Step |
| Dedicated Staff | 1 | Each | \$57,500.00 |
| Computers | 100 | Each | \$8,000.00 |
| Chromebook | 100 | Each | \$3,000.00 |
| Kindle | 100 | Each | \$735.00 |
| Access Points | 20 | Each | \$1200.00 |
| Voice Over IP | 20 | Each | \$380.00 |
| Servers | 5 | Each | \$6,000.00 |
| iPads - Set Up | 20 | Each | \$140.00 |
| iPads - Complete Management | 20 | Each | \$760.00 |
| Bring Your Own Devices (BYOD) - Connection to the Network | 20 | Each | To Be Determined |
| BYOD - Troubleshooting and Support | 20 | Each | To Be Determined |
| User Accounts | 100 | Each | \$500.00 |

B.11.3 INFLATION INCREASE

Annual inflation cost increase will be 3%

SCHEDULE C, CONTRACT FORM

CONTRACT 2017-800-0209

for

Information Technology Professional Services

This Contract is made and entered into at Falcon, Colorado, as of the 9th day of February, 2017, by and between Falcon School District 49, located at 10850 East Woodmen Road, Falcon, Colorado 80831, hereafter called the "District" and Colorado Computer Support, Inc., located at 4925 N. Union Blvd, Colorado Springs, Colorado 80918, hereinafter called the "Vendor".

ARTICLE I - CONTRACT DOCUMENTS

Contract Documents shall consist of the following components:

- Cover Page, Schedule A
- Vendor Scope of Work, Schedule B
- Contract Form, Schedule C
- Terms and Conditions, Schedule D

This instrument, together with the documents herein above mentioned, a copy of each of which are hereto attached, form the Contract, and they are fully a part of the Contract as if herein repeated or set forth at length. In the event that any of the component parts of the Contract are in conflict, the Order of Precedence clause, contained in the terms and conditions Schedule D, shall govern.

ARTICLE II - CONTRACT TYPE

This is a fixed-price contract. Any advanced payments required under this Contract shall only be allowed if approved by the District Chief Financial Officer.

ARTICLE III - CONTRACT SUM

The District shall pay the Vendor for services in accordance with the pricing listed in Schedule B.

ARTICLE IV - CONTRACT PAYMENTS

Contract payments will be made in accordance with payment requirements stated in the terms and conditions of the Contract. The Vendor agrees to accepting payment by check or some other mutually agreeable method of payment.

The Designated Payment Office for this contract is:

Falcon School District 49
Accounts Payable Department
10850 East Woodmen Road
Falcon, CO 80831

ARTICLE V - CONTRACT DOCUMENTS

The Vendor shall return this Contract to the Purchasing Department, Falcon School District 49, properly executed.

IN WITNESS WHEREOF, This Contract contains the entire understanding of the parties and supersedes all prior understandings, agreements, or representations by or between the parties, whether oral or written, which in any way relate to the subject matter of this Contract. Now therefore, both Parties have executed this Contract, as above written through lawfully empowered representatives.

COLORADO COMPUTER SUPPORT, INC.

Name: Blake Schwank

Title: Chief Executive Officer

Date: _____

FALCON SCHOOL DISTRICT 49

Name:

Title:

Date: _____

C. SCHEDULE D, STANDARD TERMS AND CONDITIONS

C.1. DEFINITIONS

- a. FALCON SCHOOL DISTRICT 49, DISTRICT 49, DISTRICT, OR OWNER: The term District shall mean Falcon School District 49.
- b. VENDOR: The term Vendor shall be construed to mean the vendor, supplier, firm, partnership, or individual Party contracting with the District to provide products or services to the District.

D.2 VENDOR RELATIONSHIP

The relationship between the Vendor and the District is a contractual relationship. It is not intended in any way to create a legal agency or employment relationship. The Vendor shall at all times maintain its status as an independent Vendor and both parties acknowledge that neither is an agent, partner or employee of the other for any purpose. The Vendor shall be responsible for causing all required workers compensation insurance to be provided for all of its employees and staff.

The Vendor may not employ current District employees for any part of the services provided under this Contract. In the event an employee leaves the District or severs their employment with the District on their own accord, the Vendor may employ them no earlier than thirty days after separation.

The District may not employ current Vendor employees for any part of the services provided under this Contract. In the event an employee leaves the Vendor or severs their employment with the Vendor on their own accord, the District may employ them no earlier than thirty days after separation.

D.3 TERM OF AGREEMENT

The performance period for this Contract will commence on July 1, 2017 and will continue in effect until June 30, 2019. There will be an additional 3 one-year options available at D49's discretion. All services will be provided as outlined in Schedule B. The Contract shall automatically renew in one year increments for up to two additional years unless:

- a. Either Party provides the other Party with written notice of its decision to terminate ninety (90) days prior to the expiration of the initial term or the applicable renewal term;
- b. The creation of the IT Master Plan and dictate a new, competitively bid solicitation in order to encompass the revised scope of work for IT Professional Services;
- c. Direction is received from the Board of Education to competitively bid IT services;

- d. The District budget dictates a competitive bid process be used for IT services.
- e. The District performs IT functions with in-house personnel.

The Vendor reserves the right to obtain mutual agreement and accord on pricing prior to any contract extensions under this provision.

D.4 ASSIGNMENTS

This contract may not be assigned to any other party.

D.5 APPLICABLE LAW

This contract shall be construed in accordance with and governed by the laws of the State of Colorado.

D.6 VENUE AND JURISDICTION

Exclusive venue and jurisdiction over any dispute relating in any way to the Contract shall be in the District Court of El Paso County for the State of Colorado.

D.7 COLORADO GOVERNMENTAL IMMUNITY ACT

Except as expressly provided herein, Falcon School District 49 retains all of its rights under the Colorado Governmental immunity act, Section 24-10-101, et. Seq., C.R.S. This contract shall not be construed to create any right or benefit for any person who is not a party to this contract.

D.8 PUBLIC WORKS

SECTION 8-17-101, C.R.S., states: "Whenever any public works financed in whole or in section by funds of the state, counties, school districts, or municipalities of the state of Colorado are undertaken in this state, Colorado labor shall be employed to perform the work in the extent of not less than eighty percent of each type or class of labor employed on such project of public works. "Colorado labor" as used in this article means any person who is a resident of the State of Colorado at the time of employment, without discrimination as to race, color, creed, sex, age, or religion except when sex or age is a bona fide occupational qualification.

D.9 SALES AND USE TAX, CITY OF COLORADO SPRINGS

Falcon School District 49 is a public governmental non-profit entity that is tax exempt under Section 115 of the Internal Revenue Code. Falcon School District 49's Federal tax number is FIN 84-6001199 and the State of Colorado tax number is 98-00527-0000. Federal and State taxes should not be accessed on purchases for District projects.

D.10 ILLEGAL ALIENS

If Vendor has any employees, Vendor shall comply with § 8-17.5, C.R.S. regarding Illegal Aliens – Public Contracts for Services, and this section of this Contract. Per 8-17.5-102 of this section, the:

- a. Vendor shall not knowingly employ or contract with an illegal alien to perform work under this Contract.
- b. Vendor has verified or attempted to verify through participation in the "Basic Pilot Program" that Vendor does not employ any illegal aliens and, if Vendor is not accepted into the Basic Pilot Program prior to entering into this Contract, that Vendor shall apply to participate in the Basic Pilot Program every three months until Vendor is accepted or this Contract is terminated, whichever is earlier. The "Basic Pilot Program" is the Basic Pilot Employment Verification Program created in Public Law 208, 104th Congress, as amended, and expanded in Public Law 156, 108th Congress, as amended, that is administered by the United States Department of Homeland Security. The application is currently on line at <https://www.vis-dhs.com/EmployerRegistration>.
- c. Vendor shall not use Basic Pilot Program procedures to undertake pre-employment screening of job applicants while this Contract is in effect.
- d. If Vendor obtains actual knowledge that a Laborer or Employee is performing work under this Contract knowingly with an illegal alien, Vendor shall:
- e. Notify the Laborer or Employee and the District within three days that Vendor has actual knowledge that the Laborer or Employee is contracting with an illegal alien; and
- f. Terminate the subcontract with the party if within three days of receiving the notice under D(i), the Party does not stop employing or contracting with the illegal alien. However, the Vendor shall not terminate the contract with the Laborer or Employee if during this three day period the Party provides information which establishes that the Laborer or Employee has not knowingly contracted with an illegal alien.
- g. Vendor shall comply with any reasonable request by the Department of Labor and Employment made in the course of an investigation that the Department is undertaking pursuant to the authority established in §8-17.5-102(5), C.R.S.
- h. If Vendor violates this provision, the District may terminate the Contract for a breach of contract. If the Contract is terminated, the Vendor shall be liable for actual and consequential damages.

D.11 ORDER OF PRECEDENCE

Any inconsistency in this solicitation or contract shall be resolved by giving precedence in the following order: (a) Contract Form; (b) Terms and Conditions and (c) other documents, exhibits, and attachments.

D.12 ENFORCEABILITY

In the event that any portion of this contract shall be void, voidable or unenforceable, the remaining portions hereof shall remain in full force and effect.

D.13 APPROPRIATION OF FUNDS

In accord with District governing Board and CRS 24-103-503 entitled Multiyear Contracts, performance of the District's obligations under this Contract are expressly subject to the appropriation of funds by the Falcon School District 49 Board of Education. Further, in the event that funds are not appropriated in whole or in part sufficient for performance of the District's obligations under this Contract, or appropriated funds may not be expended due to Board spending limitations, then the District may terminate this Contract without compensation to the Vendor. If funds are not available in a fiscal year to continue the contract, the contract will be terminated at no cost to the District, upon a 30-day written notice. Upon termination, any materials, supplies, or items of equipment, which have not been fully paid for by the District will be returned to the vendor at the vendor's expense.

D.14 CONDITIONS AFFECTING THE WORK

The Vendor acknowledges that it has taken steps reasonably necessary to ascertain the nature of the work, and that it has investigated and satisfied itself as to general and local conditions which can affect the work or its cost, including but not limited to:

- a. Conditions bearing upon work environment, transportation, disposal, handling, and storage of information technology equipment;
- b. The availability of facilities and electric power for onsite offices and work locations;
- c. Uncertainties of weather, media, events or phenomenon at the work sites;
- d. The character of equipment and facilities needed during work performance.

The Vendor also acknowledges that it has satisfied itself as to the character, quality, and quantity of equipment, materials or obstacles to be encountered insofar as this information is reasonably ascertainable from and inspection of the sites. Any failure of the Vendor to take the actions described and acknowledged in this clause will not relieve the Vendor from responsibility for estimating properly the costs for services or for proceeding to successfully provide the services without additional expense to the District.

Vendor shall prepare and understand the need for special work planning schedules that the District may require if the services could interfere with students' schedules.

D.15 DIFFERING CONDITIONS

The Vendor shall promptly, and before the conditions are disturbed, give a written notice to the

Purchasing Department when (1) latent physical conditions are encountered a which differ materially from those indicated in this contract, or (2) unknown conditions, of an unusual nature, which differ materially from those ordinarily encountered and generally recognized as inherent to the type of work specified in the contract.

The District shall investigate the conditions promptly after receiving the notice. If the conditions do materially differ as to cause an increase or decrease in the Vendor's cost, an equitable adjustment may be made and the contract may be modified or the District may make other changes by modification as a result of these conditions.

No claim for an equitable adjustment to the contract shall be allowed, unless the Vendor has submitted the written notice required within a timely manner.

D.16 EMPLOYMENT IN COLORADO

The following law applies to this contract. Section 8-17-101, C.R.S. states: Whenever any public works financed in whole or in part by funds of the state, counties, school districts, or municipalities of the State of Colorado are undertaken in this state, Colorado labor shall be employed to perform the work in the extent of not less than eighty percent of each type or class of labor in the several classifications of skilled and common labor employed on such project of public works. "Colorado labor" as used in this article means any person who is a resident of the State of Colorado at the time of employment, without discrimination as to race, color, creed, sex, age, or religion except when sex or age is a bona fide occupational qualification."

D.17 WORKMANSHIP, PERSONNEL, REPORTING, TECHNOLOGY AND SECURITY

- a. All services performed under this contract shall be performed in a skillful and workmanlike manner. The District may require that the Vendor immediately remove from the District work site any employee the District or on-site school personnel deem to be incompetent, careless, or otherwise objectionable.
- b. The Vendor shall not utilize, in the performance of this contract, any laborer or employee who has been convicted of a violent crime or a crime of such nature (i.e. child related offenses) as to categorize the person as being unsuitable for working around school children, or has engaged in such conduct, in the last five years, as to be similarly categorized. Suitability shall be determined by performance of security/background checks (as are necessary in light of the potential of contact with District students, staff, property, or sensitive records maintained at District sites) by the Vendor on all laborers and employees utilized in the performance of the work.
- c. The Vendor shall ensure that its employees fully comply with all District policies/regulations pertaining to restrictions that may affect anyone on District owned property. Examples of these current policies/regulations are:

1. Each person must sign in at the school's main office upon arrival at the school site.
 2. Maintain professional workmanlike attire (also see (d) above).
 3. No person shall use tobacco, or possess alcohol or any illegal or dangerous substance on District property.
 4. No person shall possess any Weapons including a pocket knife that is not directly used as a tool for work in progress.
- d. When there is reasonable doubt regarding a particular person's suitability, a request may be made through the District for an approval/opinion prior to the individual beginning work. The Vendor shall submit copies of all security/background checks performed within twenty four (24) hours of a request by the District for such information. The District may request copies of these security/background checks up to twelve (12) months after completion of the services provided. Failure to complete or submit any required security/background check requested by the District, may result in immediate cancellation of services in process and/or removal from the active vendor and offeror list for up to one year.
- e. The Vendor, its technicians and employees shall not fraternize or otherwise communicate with the students except in cases of safety and like necessities.
- f. The Vendor shall not allow any technician or employee to wear objectionable clothing or caps with other than company logo, (objectionable clothing will be determined by the District's on-site personnel), or use profanity in any manner while on school property.
- g. Removal of a specific person(s) from this Contract as a result of any condition mentioned above will not relieve the Vendor from timely performance of providing services and will not be considered grounds for a request for additional funds to complete the required services.
- h. Reporting and Records: Vendor shall make, keep and maintain a complete file of all records, communications and documents pertaining in any manner to its performance hereunder. Vendor shall maintain such records for a period of at least three years until the last to occur:
1. The date this Contract expires or is sooner terminated.
 2. Final payment is made hereunder.

3. The resolution of any pending Contract matters.
4. If an audit is occurring, or Vendor has received notice that an audit is pending, until such audit has been completed and its findings have been resolved (collectively, the "Record Retention Period"). Vendor shall permit the District (and, if federal funds are used in the payment of this Contract, the federal government), and any duly authorized agent of either, to audit and inspect Vendor's records during the Record Retention Period to assure compliance with the terms hereof or to evaluate performance hereunder.
- i. Reporting: Unless otherwise provided in this contract or the exhibits hereto, Vendor shall submit, on a monthly basis and upon termination or completion of work, a written progress report analyzing the performance under this contract and specifying progress made for each activity identified in Vendor's duties and obligations. Such written analysis shall be in accordance with the procedures developed and prescribed by the District. The preparation of reports in a timely manner shall be the responsibility of Vendor and failure to comply may result in the delay of payment of funds and/or termination of this contract. Required reports shall be submitted to the District not later than the end of each calendar month, or at such time as otherwise specified.
- j. Confidential Information: Confidential Information (or "CI") as used in this Contract, shall include any and all documents, materials, data or information disclosed by one Party (the "Disclosing Party") to the other Party (the "Recipient") that:
 1. Is clearly identified as CI at the time of disclosure, or;
 2. The Recipient knows to be CI of the Disclosing Party. CI shall not include any information which at the time of disclosure is in the public domain, or which after disclosure is published or otherwise becomes part of the public domain in any manner other than by violation of this Contract; or was in the possession of the Recipient at the time of disclosure. CI shall not include information required to be disclosed pursuant to the Colorado Open Records Act, CRS Sec.24-72-101, et seq. ("CORA"). The Parties shall keep all CI secret at all times and comply with all laws and regulations concerning confidentiality of such information. Any request or demand by a third party for CI shall be immediately forwarded to the Disclosing Party's designated representative. If disclosure of the CI is required pursuant to CORA or to any lawful subpoena, court order, or other legal process, it shall be the sole responsibility of the Disclosing Party to initiate and prosecute a legal action to prevent, limit or prohibit the disclosure, at its own expense. The Recipient shall reasonably cooperate with the Disclosing Party with respect to any such legal action, but shall always have the right to proceed as it believes, in its sole discretion and judgment, to be required in accordance with the law.

3. Vendor acknowledges that it may come into contact with confidential information in connection with this contract or in connection with the performance of its obligations under this contract, including but not limited, to personal records and information of individuals. It shall be the responsibility of Vendor to keep all State records and information confidential at all times and to comply with all Colorado State and Federal laws and regulations concerning the confidentiality of information to the same extent applicable to the District. Any request or demand for information in the possession of Vendor made by a third party who is not an authorized party to this contract shall be immediately forwarded to the District for resolution.
4. Vendor shall notify all of its agent, employees, subcontractors and assigns who will come into contact with District information that they are subject to the confidentiality requirements set forth herein, and shall provide each with a written explanation of the requirements before they are permitted to access information or data. Vendor shall provide and maintain a secure environment that ensures confidentiality of all District records and information wherever located. No District information of any kind shall be distributed or sold to any third party or used by Vendor or its agents in any way, except as authorized by the contract and as approved by the District. District information shall not be retained in any files or otherwise by Vendor or its agents, except as set forth in this contract and approved by the District. Disclosure of District records or information may be cause for legal action against Vendor or its agents. Defense of any such action shall be the sole responsibility of Vendor.
- k. Licenses, Permits and Other Authorizations: Vendor represents and warrants that as of the Effective Date it has, and that at all times during the term hereof it shall have and maintain, at its sole expense, all licenses, certifications, approvals, insurance, permits, and other authorizations required by law to perform its obligations hereunder. Vendor, if a foreign corporation or other foreign entity transacting business in the State of Colorado, further warrants that it currently has obtained and shall maintain a business registration with the Colorado Secretary of State and has designated a registered agent in Colorado to accept service of process. Any revocation, withdrawal or non-renewal of licenses, certifications, approvals, insurance, permits or any such similar requirements necessary for Vendor to properly perform the terms of this Contract is a material breach by Vendor and constitutes grounds for termination of this Contract.
- l. Rights in Data, Documents, and Computer Software: Any software, research, reports, studies, data, photographs, negatives or other documents, drawings, models, materials, or work product of any type, including drafts, prepared by Vendor in the performance of its obligations under this contract (the "Work Product"), shall be the

exclusive property of the District and all Work Product shall be delivered to the District by Vendor upon completion, termination, or cancellation of this contract. The rights of the District with respect to such Work Product shall include, but not be limited to, the right to copy, publish, display, transfer, prepare derivative works, or otherwise use such Work. The Vendor shall not use, willingly allow, cause or permit such property to be used for any purpose other than the performance of Vendor's obligations under this contract, without the prior written consent of the District. The rights of the District with respect to such property shall include, but not be limited to, the right to copy, publish, display, transfer, prepare derivative works, or otherwise use such property.

D.18 MATERIAL AND WORKMANSHIP

All equipment, material, and articles incorporated into the services covered by this contract shall be new and of the most suitable grade for the purpose intended.

All services under this contract shall be performed in a skillful and workmanlike manner. The District may require, in writing that the Vendor removes from the work any materials or employee the District deems incompetent, careless, or otherwise objectionable.

D.19 COOPERATION WITH OTHER VENDORS

Other District activities/contracts may be in progress or start during the performance of this contract. The Vendor shall coordinate the services harmoniously with the other Vendors or District personnel.

D.20 NON-DISCRIMINATION CLAUSE

The Vendor shall not discriminate against anyone on the basis of race, creed, color, sex, national origin, age, marital status, political affiliation, or disability. The Vendor shall abide with the provisions of Section 24-34.401, C.R.S., et seq., as amended.

D.21 WORK STOPPED OR DELAYED

If this services are postponed or delayed by the District for reasonable reasons, Federal Government, other public orders or acts of God, and the District and/or the Vendor wishes to cancel the contract, the District may conduct an audit of the Vendor's costs to determine reasonable costs expended to date of cancellation, or the District may determine the Vendors costs based on the services or materials completed and accepted. The Vendor will not be reimbursed for any anticipated profit. The cost that is most advantageous to the District will be used for determining final payment to Vendor.

Vendors shall prepare and understand the need for special work planning schedules that the District may require if the services could interfere with student schedules.

D.22 PROPERTY DESTRUCTION

In the event any facilities containing Vendor equipment should be partially or totally destroyed

by fire, vandalism, theft or other casualty, the Vendors insurance will cover said loss.

In the event any Vendor facilities containing District equipment should be partially or totally destroyed by fire, vandalism, theft or other casualty, the Vendors insurance will cover said loss.

D.23 PROTECTION OF DISTRICT PROPERTY

The Vendor shall take all necessary precautions and care to avoid damaging existing buildings, furnishings, equipment and materials on District property. If the Vendor's failure to take the necessary precautions or negligence results in damage to any of the District's property, the Vendor shall replace or satisfactorily repair the damage at no expense to the District. If the Vendor refuses to make such repairs or replacement, the District will have the right to make the repairs by whatever means necessary and deduct the cost from the vendor's invoice.

D.24 SAFETY

- a. Vendor Responsibility: The Vendor shall have sole responsibility for compliance on District property with all applicable portions of the Occupational Safety and Health Act for the services performed under this Contract.
- b. Vendor Procedures: Protection of life, health and public welfare as it relates the execution of this Contract is the responsibility of the Vendor. The District is not responsible for providing observations, inspections, or supervision of safety, nor shall the District be responsible for any review or comment on the Vendors safety, training and procedures. However, if an unsafe condition or threat of safety to the workers, public, or District property becomes apparent to any District personnel, the Vendor's services may be suspended immediately and may not continue until such unsafe conditions are corrected. At a minimum the Vendor shall:
- c. The Vendor will ensure all employees are trained on the proper use of ladders and any and all equipment required to safely perform services under this contract.
- d. Any of Vendor's employees who have the need to drive any vehicle or equipment on District grounds must not have vehicle moving while children are present and must have all required licenses, training and insurance to operate said vehicles and equipment.
- e. The Vendor is responsible for security at all times in all areas assigned and that it has unlimited access to work area or portions thereof. Reference Terms and Conditions Section D.35, Insurance. Since the District does not provide Builder's Risk Insurance and the District does not have adequate staff to constantly patrol all sites, the Vendor shall obtain private security if they deem it necessary for protection of their equipment on District grounds.

D.25 INSPECTION AND ACCEPTANCE

All services are subject to inspection and testing by the District at all places and at any reasonable times to ensure strict compliance with the terms and requirements of the contract.

Definition. "Service" includes, but is not limited to professional services, materials, workmanship, and manufacture and fabrication of components.

- a. The Vendor shall, without charge, replace or correct any services or materials found by the District not to conform to contract requirements, unless the District consents to accept the services or materials with an appropriate adjustment in contract price. The Vendor shall promptly segregate and remove rejected material from premise. Vendor shall not be liable for charges related to unpacking, examining, or repacking. If the Vendor does not promptly replace or correct rejected services or materials, the District may:
 1. By contract or otherwise, replace or correct the services or materials and charge the cost to the Vendor or;
 2. Terminate the contract with the Vendor for services and materials.

D.26 PAYMENTS

The District will pay invoices only to the Vendor named in this Contract. Vendor's Accounts Payable obligation invoices assigned to another company will not be payable to that company. The Vendor shall prepare a monthly invoice, submitted , which includes a detailed breakdown of services performed during the time frame that the Vendor is requesting payment for. The District shall certify that the services have been received, authorize payment, and deliver it to District Accounts Payable Department for processing.

The Vendor shall submit invoices by the 15th of the month to receive payment on or before the first of the next month or the all invoices will be paid Net 15. Late payments are subject to a five (5) percent late payment fee. The Vendor may, with reasonable notice and cause, suspend service under this Contract until undisputed payments are brought current.

D.27 INVOICES

Invoices requiring substantial adjustments will be returned to the Vendor unpaid for correction and resubmission. Invoices requiring minor adjustments will be adjusted by the District to reflect the services actually received. If there are discrepancies between the Vendor's invoiced amount and the District's accepted amount, the discrepancy will be resolved and included as an adjustment in the following months invoice. If a discrepancy cannot be resolved between the Vendor and the District, the discrepancy shall be submitted to the Chief Business Officer for resolution.

All invoices must be submitted within thirty days from completion of services unless otherwise agreed upon in writing with the District staff.

D.28 INDEMNIFICATION AND HOLD HARMLESS

The Vendor shall defend, indemnify, and hold the District harmless from and against all liability or loss, and against all claims or actions based upon or arising out of damage or injury (including death) to persons or property caused by or sustained in connection with the performance of the contract or by conditions created thereby, or based upon any violation of any statute, ordinance, building code or regulation, and the defense of any such claims or actions, except for those Damages that are legally caused by the negligence of the District or its employee(s). The Vendor shall also indemnify the District against all liability and loss in connection with, and shall assume full responsibility for, payment of all federal, state and local taxes or contributions imposed or required under unemployment insurance, social security and income tax laws, with respect to the Vendors employees engaged in the performance of the contract. The term "Damages" includes without limitation those sustained by the District under its insurance policies and those caused by a third person, an Act of God, collision, vandalism, fire, or theft. Vendor shall hold the District, its officers, agents, and employees harmless from liability of any nature or kind because of any copyrighted composition, secret process, patented or unpatented invention, articles or appliances furnished or used under their proposal and this contract, and agrees to defend, at its own expense any and all actions brought against the District or themselves because of the unauthorized use of such articles.

D.29 SURVIVAL

The provisions of this Contract with respect to indemnification and liability will survive the termination of this Contract.

D.30 INSURANCE

The Vendor shall indemnify and save the District harmless from any and all claims, liabilities, losses, and causes of action which may arise out of the fulfillment of the Vendor's contractual obligations as outlined in this contract. The Bidder shall pay all claims and losses of any nature whatever in connection therewith, and shall defend all suits, in the name of the District when applicable, and shall pay all costs and judgments which may issue thereon. The Vendor shall furnish the District's Purchasing Department with a Certificate of Insurance, which indicates that insurance coverage has been obtained which meets the requirements as outlined below. If the Vendor fails to submit the required insurance documents, the contract will be terminated.

a. Workers' Compensation Insurance and Employer's Liability

1. Workers' Compensation Insurance, to comply with Colorado Statutory Provisions.
2. Employer's liability must have limits of at least \$500,000 each accident, \$500,000 disease each employee and \$500,000 accident/disease policy limit.

b. General Liability

1. Comprehensive General Liability Insurance, covering Bodily Injury of at least \$1,000,000/person, \$2,000,000/accident, and Property Damage of at least \$2,000,000/accident.

c. Automobile Liability

1. Comprehensive Automobile Liability Insurance, including coverage for all power mobile equipment used by the Vendor, Bodily Injury \$2,000,000/person, \$2,000,000/accident; and \$2,000,000/ Property Damage this may be included in the same policy with Item (a) above.

D.31 VEHICLES

All vehicles to be used in the performance of this contract shall meet the requirements of the Colorado Vehicle Code and shall be fully ensured.

The Vendor will not use the District's vehicles for services performed under this contract.

D.32 FUEL AND GAS SURCHARGES

The District will not be responsible for any additional payment(s) for fuel or gas surcharges.

D.33 SERVICE OF PROTEST

Protests, in accordance with Colorado Revised Statutes 24-109-102, may be served by an actual Vendor who is aggrieved in connection with the award of this contract to the Purchasing Department. The District's Head of the Purchasing Department is the Chief Business Officer. Any protest shall be submitted in writing within seven working days after such aggrieved person knows or should have known of the facts giving rise thereto.

D.34 DISPUTES

- a. This contract is subject to the Contract Disputes under Colorado Revised Statutes (CRS) Title 24 Article 109, and the District Contract Regulation (DAR) Part 7.
- b. Except as provided in the CRS, all disputes arising under or relating to this contract shall be resolved under this clause.
- c. A "Claim," as used in this clause, means a written demand or written assertion by one of the contracting parties seeking, as a matter of right, the payment of money in a sum certain, the adjustment or interpretation of contract terms, or other relief arising under or relating to this contract. A claim arising under a contract, unlike a claim relating to that contract, is a claim that can be resolved under a contract clause that provides for the relief sought by the claimant. However, a written

demand or written assertion by the Vendor seeking the payment of money exceeding \$50,000 is not a claim until certified as required by subparagraph (d) of this clause. A voucher, invoice, or other routine request for payment that is not in dispute when submitted is not a claim. The submission may be converted to a claim, by complying with the submission and certification requirements of this clause, if it is disputed either as to liability or amount or is not acted upon in a reasonable time.

- d. A claim by the Vendor shall be made in writing and, unless otherwise stated in this contract, submitted within six months after accrual of the claim to the District for a written decision. A claim by the District against the Vendor shall be subject to a written decision by the District.
- e. (i) The Vendor shall provide the certification specified in paragraph (d) of this clause when submitting any claim exceeding \$50,000.

(ii) The certification requirement does not apply to issues in controversy that have not been submitted as all or part of a claim.

(iii) The certification shall state as follows: "I certify that the claim is made in good faith; that the supporting data are accurate and complete to the best of my knowledge and belief; that the amount requested accurately reflects the contract adjustment for which the Vendor believes the District is liable; and that I am duly authorized to certify the claim on behalf of the Vendor."

- f. The certification may be executed by any person duly authorized to bind the Vendor with respect to the claim.
- g. For Vendor claims of \$50,000 or less, the District must, if requested in writing by the Vendor, render a decision within 60 days of the request. For Vendor-certified claims over \$50,000, the P District must, within 60 days, decide the claim or notify the Vendor of the date by which the decision will be made.
- h. The District's decision shall be final unless the Vendor appeals to the Chief Educational Officer, or files a suit as provided in the CRS. As defined in CRS 24-101-301: The Head of the Purchasing Department is the Chief Business Officer;
- i. If the claim by the Vendor is submitted to the District or a claim by the District is presented to the Vendor, the parties agree first to attempt to resolve the dispute through Alternative Dispute Resolution (ADR) as defined in DAR 7.201.
- j. The parties agree not to discuss any dispute with the press/media during the resolution process.

- k. Interest will be computed in accordance with CRS 24-109-301.
- l. The Vendor shall proceed diligently with performance of this contract, pending final resolution of any request for relief, claim, appeal, or action arising under or relating to the contract, and comply with any decision of the Purchasing Department.

D.35 GUARANTEE AND WARRANTY

In addition to any other warranties in this contract, the Vendor warrants that services performed under this contract conforms to the contract requirements and is free of any defect in equipment, material, or design furnished, or workmanship performed by the Vendor or supplier at any tier. This warranty clause shall not limit any of the District's rights which have been provided by law or under the Inspection and Acceptance clause of this contract with respect to latent defects, gross mistakes, or fraud.

D.36 DEFAULT

If the Vendor 1) refuses or fails to prosecute the services or any separable part of the services, with the diligence that will insure its completion within the time specified in this contract including any extension, or fails to complete the work within this time, 2) fails to make adequate progress, 3) is in non-compliance with Contract provisions, or 4) proceeds with unauthorized changes, the District may, by written notice to the Vendor, terminate the right to proceed with the services (or the separable part of the services) that has been delayed. The Vendor and its sureties shall be liable for any damages to the District resulting from the Vendor's refusal or failure to complete the services within the specified time, whether or not the Vendor's right to proceed with the services is terminated. This liability includes any increased costs incurred by the District in completing the services and providing materials.

In the event of a material breach, the District may provide written notice to Vendor of such breach and allow a 5-business-day cure period prior to contract cancellation for default. This provision shall in no way limit the rights of the District with regard to its other rights in the event of breach.

The Vendor's right to proceed shall not be terminated, nor the Vendor charged with damages, under this clause if the delay in completing the services arises from conditions stated in the excusable delays clause of this contract.

D.37 EXCUSABLE DELAYS

Except for defaults suppliers at any tier, the Vendor shall not be in default because of any failure to perform this contract under its terms if the failure arises from causes beyond the control and without the fault or negligence of the Vendor. Examples of these causes are (1) acts of God or of the public enemy, (2) fires, (3) floods, (4) epidemics, (5) strikes, (6) freight embargoes by government acts, (7) quarantines, and (8) unusually severe weather. In each instance, the failure to perform must be beyond the control and without the fault of negligence

of the Vendor. Vendor must demonstrate causation that the event directly affected the delay, the impact, and the time of work extension claimed

If the failure to perform is caused by the failure of a Supplier at any tier to perform, and if the cause of the failure was beyond the control of both the Vendor and the Supplier, and without the fault of negligence of either, the Vendor shall not be deemed to be in default, unless the supplies or services were obtainable from other sources.

D.38 TERMINATION

Either party may terminate this Contract for a material breach of this Contract upon giving the other party thirty (30) days prior written notice identifying specifically the alleged breach and providing the allegedly breaching party with the opportunity to cure within the thirty (30) day period. During this notice period, the non-breaching party shall have the right to suspend its performance under this Contract.

Waiver of any breach or failure to enforce any term of this Contract will not be deemed a waiver of any breach or right to enforce which may thereafter occur. No waiver may be valid against any party hereto unless made in writing and signed by the party against whom enforcement of such waiver is sought and then only to the extent expressly specified therein.

D.39 ANTI-KICKBACK

Reference the Anti-Kickback Act of 1986 (41 U.S.C. 51-58) (the Act): The Anti-Kickback Act shall apply to this contract, as set forth herein. The Act prohibits any person from: providing or attempting to provide or offering to provide any kickback; soliciting, accepting, or attempting to accept any kickback; or including, directly or indirectly, the amount of any kickback in the contract price charged by a prime Vendor to the District or in the contract price charged by a Supplier to a prime Vendor or higher tier Supplier.

D.40 AREA OF OPERATIONS

The Vendor shall limit their services to the locations approved by the Owner.

BOARD OF EDUCATION AGENDA ITEM 7.08

| | |
|---------------------------------------|--|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Nicole Evans, Human Resources Manager |
| TITLE OF AGENDA ITEM: | Human Resources Assistant and Receptionist job description |
| ACTION/INFORMATION/DISCUSSION: | Action |

BACKGROUND INFORMATION, DESCRIPTION OF NEED: This job description was updated with an accurate and appropriate job title and corresponding job duties. In addition, the ESP salary range was listed incorrectly and has been corrected.

RATIONALE: The previous version of the job description had an out dated title of Administrative Secretary and Receptionist. The incumbent in this position has not worked in the capacity of an Administrative Secretary for several years. The HR department has restructured over the years and this job description was not updated to reflect this restructuring of title and job duties.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing this action item, the Board of Education is approving the necessary action to keep this job description current and reflecting an appropriate job title and job duties that the incumbent is actually performing.

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> | Minor 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 launch each student toward success | |

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve revisions to the attached job description as recommended by the administration.

APPROVED BY: Paul Andersen, Director of Human Resources

DATE: January 26, 2017

HUMAN RESOURCES ~~(HR) ADMINISTRATIVE SECRETARY~~ ASSISTANT & AND RECEPTIONIST

| | |
|---------------------|--|
| Job Title: | Human Resources (HR) Administrative Secretary <u>Assistant & and</u> -Receptionist |
| Initial: | May 15, 2010 |
| Revised: | February 9, 2017 |
| Work Year: | 260/261 Days |
| Office: | Business |
| Department: | Human Resources |
| Reports To: | Human Resources <u>Manager</u> |
| FLSA Status: | Non-Exempt |
| Pay Range: | Educational Support Personnel Range 46 <u>11</u> |

Related Organization Chart



SUMMARY: The HR Assistant and Receptionist provides administrative/clerical assistance to the HR department in addition to providing customer service to internal and external stakeholders that call or visit the Education Service Center. Responsible for assisting the Executive Director of HR, including administrative/clerical assistance to HR staff as needed, responsible for handling new hire paperwork processing for classified staff, manage departmental receptionist duties.

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.

Human Resources (HR) Assistant:

- Answers the main phone line for the Human Resources department. Provides exceptional customer service to all callers by answering questions politely and appropriately or directs the caller to the appropriate HR representative or resource.
- Responds to LiveChat conversations regarding Human Resources matters or assigns the ticket to the appropriate person.

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.

- ~~Provide customer service while answering department phones and representing HR Division while greeting guests (answer questions, route calls), scan documents for applicants, assist applicants with on line application process, respond to email inquiries etc.) Assist internal employees with Employee Portal, general HR inquiries. Enters volunteer approval status into Raptor after the background check has been reviewed by a HR Manager. Runs reports out of Raptor as requested.~~
- ~~Assists with fingerprinting individuals for background check purposes, as needed, collects fingerprint money and issues receipts.~~
- ~~Downloads background check results from the Colorado Bureau of Investigations (CBI) for employees and volunteers and archives uploads these documents onto the Google cloud after the background check has been reviewed by a HR Manager.~~
- ~~Reconciles CBI invoices against Google cloud monthly to provide quality control for payment processing. Checks invoice for errors such as name spelling and date of birth. Researches discrepancies. Primary point of contact for CBI. Purges LiveScan each month after the CBI invoice has been reviewed.~~
- ~~Handle verbal~~Processes all requests for verification of employment for active and inactive employees.
- Enters completed training records and continuing education records into Human Resources Information System (HRIS).
- ~~Process employee name change, address, phone number and emergency information changes (send proper packet, make changes in alio, and distribute information accordingly).~~
- ~~Serves as an assistant to the HR Executive Director. Handle any mailings, copying, scanning, preparing monthly Board Meeting packets, interview coordination and scheduling for Administrative positions. Keep Outlook calendar up-to-date.~~
- Maintains hard copies of commonly requested HR and benefit forms for employees that visit the Education Service Center. ~~for classified and benefits departments for employee use to include new employee packets for classified-regular hires, support substitutes, and volunteers.~~
- Files all I-9 forms, tracks re-verification and destroy dates. Audits I-9's as requested. Shreds I-9's based on the destroy date.
- Scans all terminated employee files. Counts and verifies all pages were captured during the scan. Uploads Moves the scanned file to archive location. ~~onto the Google cloud.~~
- Scans corrective actions into the HR shared files and updates the employee relations log.
- Assists the HR staff department with ongoing daily projects, special projects and mass mailings.
- Performs other related duties as assigned.
- ~~Maintain office fax and copy machines. Track copy counts and maintenance on all machines (copy, fax, shredder). Responsible for ensuring copy machines and fax are replenished with paper at all times and reorder toner as needed. Coordinate with warehouse for paper restocking.~~
- ~~Process initial new hire packet paperwork for classified-regular full-time & part-time employees, support substitutes, coaches and volunteer employees to include fingerprints, complete accuracy on I-9's, assuring each form is complete and filled out correctly.~~
- ~~Responsible for monthly general fund deposits of fingerprint payments, lost badge payments.~~
- ~~Handle daily incoming departmental mail: sort, date stamp, distribute to internal staff~~
- ~~Organize front lobby area, making sure all forms are replenished and up-to-date.~~
- ~~Responsible for department office supply ordering.~~
- ~~Cross check Colorado Springs Police Dept. invoices against fingerprint spreadsheet for quality control.~~

Receptionist:

- Answers the main multi-line phone system for the district and greets all visitors at the Education Service Center. Provides exceptional customer service by answering questions politely and appropriately or

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.

directing the caller/visitor to the correct individual, department or resource.

- Maintains and keeps the front office reception area clean and organized.
- Ensures school and ~~Falcon~~ District 49 information is available for visitors, parents and students.
- Maintains the district phone directory for use at the Education Service Center.
- Updates the phone system with appropriate messaging for holidays, delays or closures.
- Sorts all inter-district mail and packages as well as outside deliveries such as USPS, FedEx, and UPS.
- Delivers incoming faxes to the appropriate individual or department.
- Maintains all aspects of the postage meter machine. Assists employees with certified mail and use of the postage meter machine.
- Provides support for all departments in regards to the mail room.
- Maintains a complete record of all purchase requisitions and processed purchase orders for the Education Service Center mail room, Sam's Club orders for the kitchen as well as orders for the Creekside Service Center. Responsible for verification of received merchandise and distribution of orders. ~~Verifies purchase orders to the district budget detail.~~ Obtains appropriate authorization from the HR ~~Executive Director~~ for supply requests. ~~Run monthly expenditure report. Be observant of limiting any overspending while inputting purchase requisitions. Handle p-card transaction processing for HR Executive Director, HR Assistant Director and Administrative Secretary.~~
- Maintains copy and fax machine. Responsible for ensuring copy machine and fax are replenished with paper at all times, reorder toner and waste toner box as needed and keep copier maintained at all times. Schedules repairs as needed. Coordinates with warehouse for paper restocking.
- Monitors the defibrillator device by checking the batteries, ensuring that it is fully stocked and that it is operational.
- Maintains the first aid cabinet ensuring that it is fully stocked.
- Disperses emails and information as appropriate received through the All D49 response distribution list. Notifies appropriate locations when the American flag should be lowered.
- 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:

- High School Diploma or equivalent. ~~with some courses related to accounting or business.~~

Experience:

- ~~Over two years, and up to and including three years of secretarial experience including some accounting in a public education setting. Two or more years of experience in a customer service related position and/or experience~~ working in a human resources department preferred

Knowledge Skills & Abilities:

- Oral and written communication 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.

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

~~• Ability to work with adolescents.~~

Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- ~~• CPR and First Aid certifications preferred at hire.~~
- ~~• Valid Colorado driver's license required for hire~~

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- ~~• Operating knowledge of and experience with various software packages including Microsoft Word, Excel, PowerPoint, and Publisher.~~
- ~~• Operating knowledge of and experience with general office equipment, including multi-line phone systems, copier, fax machine, postage machine equipment etc.~~

SUPERVISION AND TECHNICAL RESPONSIBILITIES:

- ~~• This position has no supervisory responsibilities.~~
- ~~• Acts as a resource for the school as budget coordinator and training staff on phones, voicemail, fax, postage, purchase orders, mileage, electronic attendance system (SEMS).~~

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. 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 below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.~~

Physical Demands: While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands, talk and hear. The employee frequently is required to stand and walk. The employee is occasionally required to climb or balance; stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. ~~Specific vision abilities required by this job include close vision, distance vision, color vision, and ability to adjust focus~~

Work Environment: ~~While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts; outdoor weather conditions. 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 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 compare, analyze, communicate, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile and negotiate.~~ 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: | February 9, 2017 |
| PREPARED BY: | Andy Franko – iConnect Zone Leader |
| TITLE OF AGENDA ITEM: | Adoption of Colorado Military Academy Resolution |
| ACTION/INFORMATION/DISCUSSION: | Action |

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The board of education approved the charter application on January 12, 2017 for the Colorado Military Academy. The board requested administration consider additional conditions of the approved application. The iConnect Zone Leader has added conditions that are appropriate for a successful opening of the school.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES: The approved resolution will allow D49 to negotiate the charter contract with CMA and an agreement with School District 11.

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

| | |
|--|-------------------|
| Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment | Direct connection |
| 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> | Direct 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: N/A

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the resolution for the Colorado Military Academy with the conditions recommended by administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 2, 2017



RESOLUTION

Regarding Colorado Military Academy

The Board of Education is committed to Every Student by supporting the Colorado Military Academy as an avenue of serving student needs, promoting high academic expectations, and embracing a culture of innovation; and

The Board of Education is committed to providing a Portfolio of Schools – to include a charter school with a military educational focus; and

The Board of Education is committed to being the Best District by supporting the diverse needs of students through innovation and specialized programming emphasizing post-secondary readiness; and

The Board of Education is committed to building strong Community partnerships with military agencies; and

The Board of Education is committed to building Trust by offering a quality charter opportunity, which will attract and retain students in D49;

THEREFORE:

We, the members of the board, resolve to support Colorado Military as approved conditionally on January 12, 2017. This application, submitted by the founding board of the Colorado Military Academy and endorsed by the iConnect Zone Superintendent, Chief Education Officer, Chief Business Officer, and Chief Operations Officer, is approved with the following conditions and is subject to approval of the charter contract:

- Secure intents to enroll for 25% of year one projections by February 28, 50% by April 15, and 75% by July 1, 2017.
- Submit a complete list of curriculum programs to be used (including Character Education) that align with budget.
- Submit a revised budget that includes no more than 20% budgeted for facility costs and that does not rely on unsecured funding or comprise the school's mission and vision.
- Submit the proposed plan for mitigating conflicts of interest between School Leaders for America and Colorado Military board, school leadership, and teaching staff.
- Identify a suitable facility with a Letter of Intent from the property owner, including available square footage and estimated annual cost through the term of the agreement.

The Chief Education Officer, through his designees, the iConnect Zone Superintendent and Colorado Military Academy founding board or designee, will be responsible for continued implementation, oversight, monitoring, review, and accountability of the Colorado Military Academy plan.

ADOPTED AND APPROVED this 9th day of February, 2017.

Marie LaVere-Wright, Board President
Falcon School District 49

(SEAL)

ATTEST:

Tammy Harold, Board Secretary
Falcon School District 49

BOARD OF EDUCATION AGENDA ITEM 8.01

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Mary Perez, Director of Concurrent Enrollment |
| TITLE OF AGENDA ITEM: | Process Improvement Update |
| ACTION/INFORMATION/DISCUSSION: | Information |

BACKGROUND INFORMATION, DESCRIPTION OF NEED: With continued growth in D49 Concurrent Enrollment, there is a need to clarify processes and ensure consistent protocols for student access and support. This policy update is in response to clarification inquiries from within our secondary schools.

RATIONALE: Policy has been updated to include clarification for concurrent enrollment deadlines, readiness qualifications, type of coursework (includes career and technical education college courses), protocol for supporting college ready students with accommodative needs and CHSAA eligibility requirements. Policy update also includes clarification regarding online college course fees and related costs, attendance records for off-campus students, and high school credits for college coursework.

RELEVANT DATA AND EXPECTED OUTCOMES: To provide clear guidelines for access to and implementation of concurrent enrollment in D49 high schools.

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> | Clarifies concurrent enrollment guidelines to increase early postsecondary access and support needs of all high school students. Aligns with 49Pathways initiative, providing tuition-free pathways for career and college pathways and professional certifications offered through institutions of higher education. |

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: The revised regulation IHCD-R-1 is provided to the board for their information.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

| | |
|------------------|--|
| Title | Concurrent Enrollment |
| Designation | IHCDA-R-1 |
| Office/Custodian | Education/Director of Concurrent Enrollment |

A student intending to enroll in concurrent enrollment ~~for the fall semester~~ must provide written notice to the high school principal or designee ~~by February 6 prior to the semester in which the student intends to concurrently enroll in postsecondary courses.~~ A student intending to enroll in concurrent enrollment ~~for the spring semester~~ must provide written notice to the high school principal or designee ~~by August 6 prior to the semester in which the student intends to concurrently enroll in postsecondary courses.~~ by the following deadlines:

| Concurrent Enrollment Application Deadlines | |
|---|--|
| <u>Fall Semester Enrollment</u> | <u>1st Friday in February</u> |
| <u>Spring Semester Enrollment</u> | <u>Day after Labor Day</u> |

Concurrent Enrollment Student Request Forms are available online and at high school counseling offices.

The Principal or designee will determine whether the student is eligible for concurrent enrollment based on academic and personal readiness, including, but not limited to student conduct, attendance, and other personal readiness factors. All concurrent enrollment applicants will take a college entrance exam as part of the application process. The Principal or designee may request a meeting with the student and family to discuss the student's eligibility for concurrent enrollment and may delay concurrent enrollment until the student is deemed college ready. The Principal or designee may also deny concurrent enrollment for a period of time if the student is unable to successfully complete postsecondary courses and the Principal or designee determines that additional support is necessary for successful completion of future concurrent enrollment courses.

Postsecondary concurrent enrollment courses requested by the student must align with the student's Individual Career & Academic Plan (ICAP) and may include general education, elective, and career and technical education coursework. The Principal or designee must authorize concurrent enrollment course selections and must confirm course alignment with the student's ICAP. The student must meet the same course prerequisites and course expectations as noted in the current postsecondary course catalog and course syllabus. The student is expected to comply with the policies and procedures in the Student Code of Conduct of the Institution of Higher Education.

For students in need of accommodative services, the high school counselor or concurrent enrollment designee will provide information to, and will follow up with, the parent and student regarding the coordination of an accommodative services intake appointment at the institution of higher education prior to the concurrent enrollment semester in which services are needed.

Eligibility requirements as published by the Colorado High School Activities Association (CHSAA) shall be observed by all high school students. Concurrent enrollment students shall be responsible for reporting in-progress college grades directly to the school athletic director or designee to retain eligibility.

The student, parent, ~~and~~ Principal; and/or concurrent enrollment designee must sign a Concurrent Enrollment Agreement (CEA) prior to postsecondary course registration each semester. All postsecondary course/schedule changes must be communicated in writing immediately and directly to the concurrent enrollment designee. All course/schedule changes must be updated on the CEA prior to the semester Drop Date at the Institution of Higher Education. For online postsecondary courses, parents are responsible for online fees, digital texts or access codes, lab kits, and other associated costs. The District shall not be responsible for course supplies, tools, materials, software, consumables, or other course related costs.

A record of postsecondary attendance for concurrent enrollment students is required for students exclusively attending postsecondary classes at the institution of higher education; concurrent enrollment students ~~may be~~ required to complete and submit an attendance form, with postsecondary instructor signature, for ~~each~~ one postsecondary course each semester.

If the student receives a final grade of "D" or "F," or withdraws from the postsecondary course after the Institution of Higher Education Drop Date, the student's parent or guardian ~~will~~ may be required to pay the school district for the postsecondary course tuition that was paid by the district on the student's behalf.

Note: College courses taught on high school campuses typically begin a few weeks earlier than courses taught on college campuses and therefore have earlier drop dates.

High school credit will be granted for postsecondary courses based on the course credits, according to the following guidelines:

| | |
|---|---|
| <u>Course worth 3+ college credits</u> | <u>= 2 semesters of high school credit (1.0 credit)</u> |
| <u>Course worth 0.5-2 college credits</u> | <u>= 1 semester of high school credit (0.5 credit)</u> |

If the Principal or designee denies credit toward graduation for any of the requested courses, the student will be notified in writing of the reason within 10 working days of receipt of the enrollment notice. The student will have the ability at that time to appeal to the Chief Education Officer or designee.

If the student decides to appeal to the Chief Education Officer or designee, the appeal must be filed in the Chief Education Officer's office within 10 working days after receiving notice of denial of credit.

The Chief Education Officer or designee must notify the student in writing of his/her decision within 30 working days of the filing of the appeal. The decision of the Chief Education Officer regarding approval or denial of high school credit will be final.

- Adopted: November 7, 1991
- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Revised: August 10, 2000
- Revised: May 13, 2010
- Revised: October 27, 2011
- Revised: October 9, 2014
- Revised: XXXXX

LEGAL REF:

- 1 CCR 301-81 (*State Board of Education Rules Governing Standards for Individual Career and Academic Plans*)
- 1 CCR 301-86 (*State Board of Education Rules for the Administration of the Concurrent Enrollment Program*)
- C.R.S. 22-35-101 Concurrent Enrollment Programs Act

CROSS REF:

- IKF, Graduation Requirements
- IHCD A Concurrent Enrollment
- IHCD A-R-2 ASCENT
- IKCA Weighted Grading
- IHBK Preparation for Postsecondary and Workforce Success
- JJJ Extracurricular Activity Eligibility

BOARD OF EDUCATION AGENDA ITEM 8.02

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| 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 January 2017.

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: January 27, 2017

BOARD OF EDUCATION AGENDA ITEM 8.03

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Barbara Austin-Seeley, Executive Assistant to CEO |
| TITLE OF AGENDA ITEM: | Student Study Trips |
| ACTION/INFORMATION/DISCUSSION: | Information |

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

FHS

Abraham Lincoln Wrestling Trip to Denver, CO

Depart-1/27/17 Return-1/28/17

15 Students will attend this trip.

Cost of trip will include transportation and lodging.

This trip will allow the teams to wrestle against new competition.

Fundraising will be part of this trip.

VRHS

FCCLA State Leadership Conference in Denver

Depart-4/13/17 Return-4/15/17

10 Students will attend this trip.

Cost of trip will be \$190 per students and includes transportation, meals and lodging.

This is the state competition conference for students in fccla. Students have been working all year on service and individual projects to compete at the state level in hopes of representing our state at the national conference.

Fundraising will be part of this trip.

WHES

4th & 5th Grade Ski Trip to Monarch Ski Area

Depart-2/17/17 Return-2/17/17

45 Students will attend this trip.

Cost of trip will be \$100 per student and will include transportation, lift tickets and lessons.

This trip will develop personal physical goals and encourage life-long physical activities.

Fundraising will not be part of this trip.

FHS - REVISED

Adams State Top of the Nation Honor Choir trip to Alamosa, CO

Departure-2/18/167 Return-2/20/167

15 students will attend this trip.

Cost of trip will be \$100 per student and includes transportation, meals and lodging.

Students are selected by the choral staff at Adams State University through an audition process. This honor choir represents the top performing choral students at high schools around Colorado. Students prepare their music ahead of time, rehearse with other top choral students, professors, and other high school directors. The culminating event is a combined concert on Saturday afternoon.

Fundraising will not be part of this program.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

BOE Regular Meeting February 9, 2017
Item 8.03 continued

| | |
|---|--|
| 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: February 1, 2017

BOARD OF EDUCATION AGENDA ITEM 9.01

| | |
|---------------------------------------|-------------------------------------|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Dr. Julia Roark, Falcon Zone Leader |
| TITLE OF AGENDA ITEM: | Falcon Zone Performance Report |
| ACTION/INFORMATION/DISCUSSION: | Discussion |

BACKGROUND INFORMATION, DESCRIPTION OF NEED: As one of the innovation zones in District 49, the performance of the Falcon Zone is critical to the peak performance of the district.

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

RELEVANT DATA AND EXPECTED OUTCOMES: Relevant data includes assessment results related to the district initiatives of Primary Literacy and 49 Pathways. In addition, the Board of Education will be informed of the goals and current activities within the Falcon Zone Improvement Plan.

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

| | |
|---|--|
| Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment | The work of the Falcon Zone Coalition, along with that of School Accountability Committees, increases parent and community trust. |
| Rock #2 —Research, design and implement programs for intentional <u>community</u> participation | The Falcon Zone Improvement Plan incorporates community engagement through the ongoing meetings regarding a proposed new organizational plan and the continuing work of the Falcon Zone Coalition. |
| Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> | Data analysis from DIBELS Next and ACT Aspire results affects efforts in continuous improvement for the zone, leading to higher achieving schools. |
| Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive | By concentrating on Primary Literacy, Falcon Zone schools continue to grow towards higher performance. |
| Rock #5 — Customize our educational systems to <u>launch each student toward success</u> | Goals for Primary Literacy and 49 Pathways include strategies for monitoring progress of students as individuals with unique strengths, interests and needs. |

FUNDING REQUIRED: None

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 27, 2017



Falcon Zone Performance Report

Regular Board of Education Meeting

February 9, 2017

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

Falcon Zone Performance Goals Spring 2017



- Primary Literacy *Percentage of students meeting or exceeding grade level DIBELS Next Benchmark:*
 - 3rd Grade: 92%
 - 2nd Grade: 90%
 - 1st Grade: 90%
 - Kindergarten: 90%
- 49 Pathways *The SAT Composite average will be at least 1060 for 11th grade students at Falcon High School. ACT Aspire scores for 6th-9th grade students will average 21-22*

Primary Literacy

Falcon Zone K-3

DIBELS BOY – MOY 2016-17



| School | Student Count | BOY% at benchmark | MOY% at benchmark | Change in % | Progress |
|--------|---------------|-------------------|-------------------|-------------|--------------------|
| FESoT | 189 | 60 | 61 | 1 | Average |
| MRES | 462 | 73 | 82 | 9 | Well above average |
| WHES | 476 | 68 | 79 | 11 | Well above average |

Primary Literacy

Falcon Zone 3rd Grade

DIBELS BOY – MOY 2015-16



| School | Student Count | BOY% at benchmark | MOY% at benchmark | Change in % |
|-------------|---------------|-------------------|-------------------|-------------|
| FESoT | 49 | 63 | 70 | 7 |
| MRES | 131 | 79 | 84 | 5 |
| WHES | 102 | 76 | 75 | -1 |
| Falcon Zone | 282 | 75 | 78 | 3 |

ACT Aspire Interim Results

Falcon High School

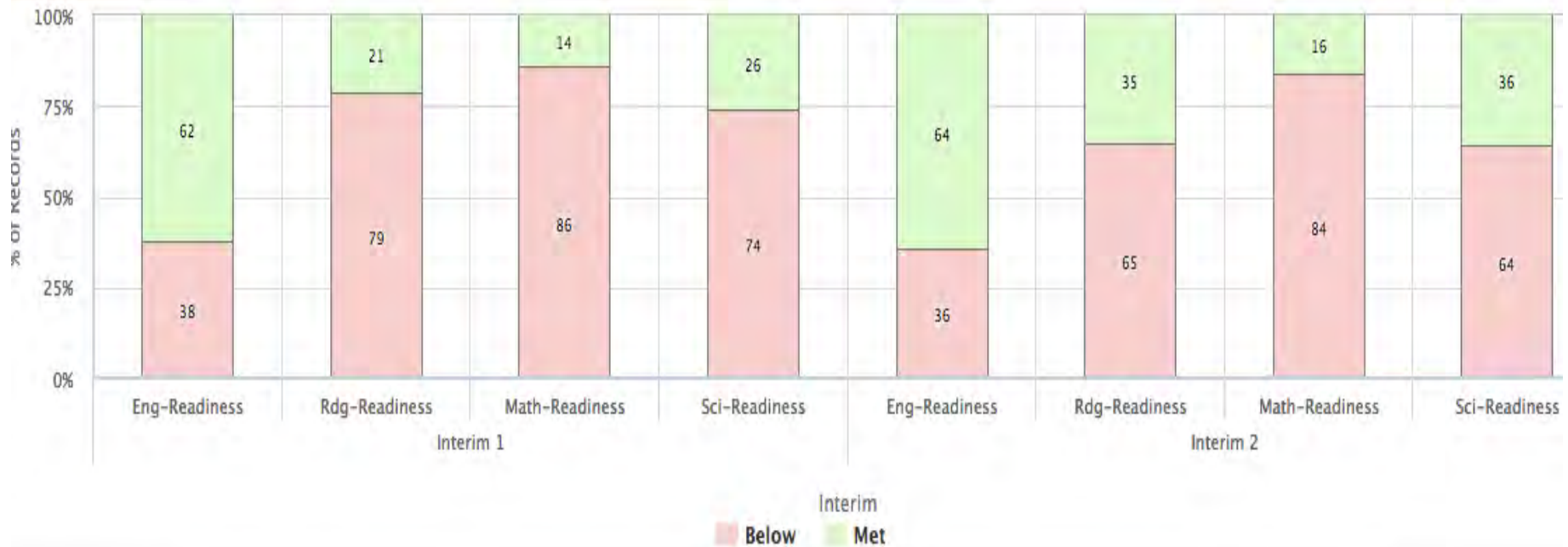


Readiness Benchmark by Content and Interim - % of Records



Falcon High School

-- Grade --



The Best Choice to Learn, Work and Lead

ACT Aspire Interim Results



Falcon Middle School

Readiness Benchmark by Content and Interim - % of Records



Falcon Middle School

-- Grade --



Classroom Instruction That Works (CITW)



2016-17 Super Six Goal: Create a Falcon Zone classroom observation tool, conduct zone-wide observations and calibrate ratings with an overriding emphasis on continuous improvement.

The Super Six Team conducted walk-throughs at all Falcon Zone schools between August 2016 and January 2017, and is now analyzing data from the observation tool used in all classrooms.

Notable Trends in Observation Data



| Research Based Strategy or Action | Average % of Times Observed | Range in % across schools |
|--|-----------------------------|---------------------------|
| Student friendly objective posted according to building protocol | 91 | 84 - 98 |
| Student friendly objective relentlessly referenced during lesson | 37 | 9 - 59 |
| Providing academic feedback | 85 | 73 - 97 |
| Evidence of student goal setting | 16 | 0 - 32 |
| Differentiation | 49 | 46 - 51 |

Falcon Zone Improvement Plan



- ❖ Master Literacy Teacher Initiative
- ❖ Modern Teacher/Digital Convergence
- ❖ Graduation Requirements
- ❖ ICAP Completion
- ❖ Falcon Zone Coalition

Falcon Zone Mission



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



The Best Choice to Learn, Work and Lead

BOARD OF EDUCATION AGENDA ITEM 9.02

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 09, 2017 |
| PREPARED BY: | Matt Meister, Director of Communications |
| TITLE OF AGENDA ITEM: | 9.02 a. Internal Communications Manager 9.02 b. Digital Communications Manager |
| ACTION/INFORMATION/DISCUSSION: | Discussion |

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The communications department has increased the number of communication processes and products to external stakeholders since April 2014. The department has also increased the support to district departments and schools in that time frame. As previously presented to the BOE, the department has been operating over the human capacity of the department for more than a year.

As part of the district's continuing commitment to continuous improvement, the 2016 voice of the workforce annual survey identified a need to increase the amount of internal communication to make District 49 the best choice to work. An internal communications manager will increase the capacity of the communications department to address this important need.

Existing 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: Appropriate staffing levels for the amount of required work and 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 similar communication department positions at rates higher than District 49. Similar positions compensate at \$60-80K.

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 communications department serves every stakeholder group in the district, from those receiving educational services to taxpayers providing the resources to sustain those services. |
| 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> | A robust portfolio of schools is created through an exceptional workforce. Improved internal communications will help provide missional and cultural clarity to the workforce. |
| Rock #4 — Build <u>firm foundations of</u> knowledge, skills and experience so all learners can thrive. | |
| Rock #5 — Customize our educational systems to <u>launch each student toward success</u> | |

BOE Regular Meeting February 9, 2017
Item 9.02 continued

FUNDING REQUIRED: Yes **AMOUNT BUDGETED:** 9.02a \$79,000 total of salary and benefits
9.02b \$8,976 total of salary and benefits

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to action item at March regular board meeting.

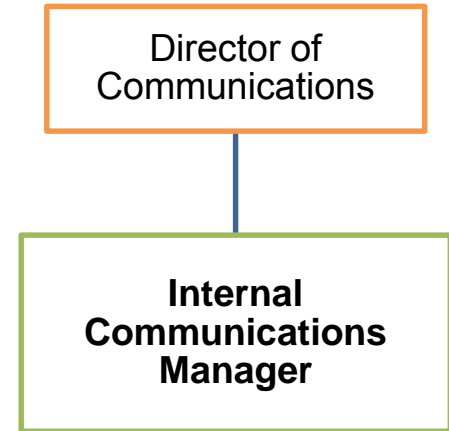
APPROVED BY: Peter Hilts, CEO

DATE: February 01, 2017

INTERNAL COMMUNICATIONS MANAGER

| | |
|---------------------|--|
| Job Title: | Internal Communications Manager |
| Initial: | |
| Revised: | |
| Work Year: | 261 Days |
| Office: | Education |
| Department: | Communications |
| Reports To: | Director of Communications |
| FLSA Status: | Exempt |
| Pay Range: | Professional/Technical Salary Schedule |

Related Organization Chart



SUMMARY: The internal communications manager will work with the communications department and human resources team to engage the workforce by managing and delivering an effective internal communications strategy. The successful candidate will use a combination of communication channels and techniques, to create missional and cultural clarity for all segments of the workforce, helping to make District 49 the best choice to work. The internal communications manager must have strong writing and editing skills to create materials and organize events to inform employees about strategic initiatives, Board of Education policies, and applicable federal and state regulations. The position requires strong planning skills to organize events meeting the same objectives, engaging employees together to bolster work performance.

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.

- Manages monthly communication efforts, called the coordinated communications check, between district and school leaders, including email and website hosted content.
- Manages the voice of the workforce monthly and annual surveys in coordination with the communications director, human resources director and other senior leadership team personnel.
- Manages existing employee recognition programs including teacher of the year, “Staff Saturday,” “Fantastic 49,” and coordinates teacher appreciation week activities. Develops and implements additional employee recognition programs to help grow the culture of care across all departments, zones and schools.
- Supports the Board of Education by providing technical support during monthly meetings, including onscreen presentation of meeting agenda items. Creates email newsletter using Bronto software to communicate with multiple audiences regarding BOE decisions, new policies and important discussions.

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.

-
- Organizes back to school events and town hall activities to facilitate internal communication to bring missional and cultural clarity to all segments of the workforce.
 - Oversees and coordinates the administration of surveys to different segments of the workforce, student population and larger communities to reduce survey fatigue and ensure the gathering of necessary data by departments and schools. Works with the digital communications manager to test surveys for accessibility and user-friendliness. Coordinates with data analysts to create engaging visuals for published materials to report back to different stakeholder groups.
 - Gathers and analyzes information to write and edit various print and electronic communications such as newspapers, brochures, news releases, news tips, web content, social media content, marketing materials, reports, and others as required.
 - Supports the district's ongoing continuous improvement efforts by serving as a lead writer and editor for any and all performance excellence applications. Embraces the continuous improvement culture by serving as an application reviewer for other performance excellence applicants.
 - Supports school, departmental and program staff in developing and implementing communication strategies for programs and events through collaboration with other members of the communications department.
 - Available to take and edit photos or video from district events and activities for website, social media posts, and marketing materials.
 - Performs other related duties as assigned.

Supervision & Technical Responsibilities: This position does not directly supervise any district employees. However, the employee may be called on as a resource for various communication issues, including training, demonstrating and answering questions.

Budget Responsibility: This position does not have any direct budget responsibility.

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 Journalism, Communications, Public Relations or a related field.

Experience:

- Five-ten years of relevant experience in communications, marketing, management or public relations.

Knowledge, Skills & Abilities:

- Must be a motivated creative thinker who can multi-task at a high level and can work both independently and in a team environment.
- Excellent writing, proofreading and editing skills; attention to details is essential
- Strong speaking and presenting skills; presentations to staff required
- Customer service and public relations skills
- Must be able to repurpose content for multiple platforms
- Ability to meet deadlines
- Ability to effectively use shared decision making in a spirit of collaboration
- Experience in survey design and analysis a plus

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.

-
- Candidate must have the ability to use Adobe Creative Suite (Photoshop, Illustrator, InDesign, or similar) to independently design digital and print-ready brochures, flyers, annual reports and other communications.
 - Must be proficient in the use of personal computers and common software applications including Microsoft Office Suite, Google Docs or similar software
 - Experience in forecasting changes in the digital communication space to effectively use district resources
 - Experience in brand marketing or marketing preferred.
 - An understanding of and interest in the field of education is desired.

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

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

Physical Demands:

While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to use hands to finger, handle or feel; reach with hands and arms; and communicate. The employee is occasionally required to stand; walk, climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

Work Environment:

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

Mental Functions:

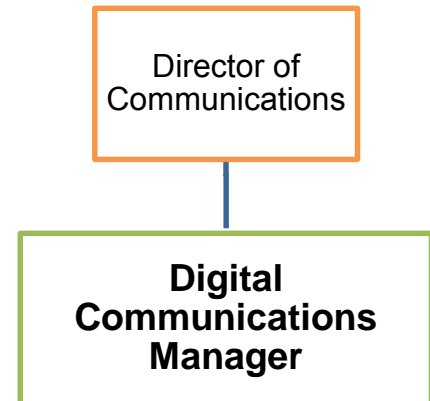
While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

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.

DIGITAL COMMUNICATIONS ~~MANAGER~~ SPECIALIST

| | |
|---------------------|--------------------------------|
| Job Title: | Digital Communications Manager |
| Initial: | December 15, 2016 |
| Revised: | |
| Work Year: | 261 |
| Office: | Education |
| Department: | Communications |
| Reports To: | Director of Communications |
| FLSA Status: | Exempt |
| Pay Range: | Professional/Technical |

Related Organizational Chart



POSITION SUMMARY: The ~~Digital Communications Specialist~~ digital communications manager will work with the ~~c~~Communications ~~d~~Department to build relationships, engage the community and share ~~Falcon School~~ District 49's stories through effective digital and interactive communication. The ~~Digital Communications Specialist~~ digital communications manager will manage the district's online presence, including website, social media, ~~staff intranet~~ and other online publications and. ~~The successful candidate will manage integration and automation between existing digital platforms to create effective communication channels and customer service experiences.~~ The ~~successful candidate~~ digital communications manager will have a strong understanding and expertise in digital content, accessibility, usability, architecture, development and social media, as well as a proven understanding of traditional marketing, search engine optimization SEO, brand management, and online measurement tools. ~~The perfect candidate is a motivated 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 zone assignment and other factors.
- Manages ~~Falcon School D~~ District 49's ~~'s~~ online presence, including online ~~imag~~ customer and community ~~engagement management~~. ~~Coordinate with the director of communications to~~ and the development and ~~implement~~ of strategies to build and strengthen the ~~online brand~~ district's brand in the digital space.
- Manages and maintains the district's digital home at D49.org. Develops and implements a coordinated training program for school and department level site directors. Provides daily ~~the staff intranet site and support~~ support to all segments of the workforce ~~staff district-wide on~~ digital content creation through LiveChat and other customer service tools.

website

- Develops and produces social media communications ~~ications through development of~~ content for district

Facebook, ~~and~~ Twitter and Google Plus pages.; Monitors social media and responds to community questions and concerns, supporting the district's strategic priorities of increasing trust in the community through clear and engaging dialogue.

- Supports ~~monitoring relevant blogs, launching district school related interactive platforms and assisting~~ staff with social media needs, including individual school pages by adhering to all applicable ~~board BOE~~ policies governing social media and digital communications.
- Manages suite of digital communication tools to create and maximize efficiency and customer service experiences, including LiveChat, Bronto, ESRI, Knack, SurveyGizmo and Zapier.;
- Gathers and analyzes information to write and edit various print and electronic communication vehicles such as ~~newsletters~~ newspapers, brochures, news releases, news tips, web content, social media content, marketing materials, reports, and others as required.

- ~~materials, reports, and others as required.~~
- Uses contemporary design theory to deliver strategic messages on all platforms. Identifies target audiences, tone, and purpose of each product.
- ~~Create and install videos, audio slideshows, QR codes, wallpapers, and other multimedia items; assist with departmental presentations, as needed.~~
- Assists in producing marketing materials for print and online use.
- Supports school, departmental and program staff in developing and implementing communication strategies for programs and events through collaboration with other members of the communications department.
- Manages and produces components of community and staff newsletters, both online and print materials, emails through Bronto email marketing system. Facilitates integration of Bronto workflows with other digital communication tools.
- 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 via interactive media platforms.
- ~~Develop and implement outreach strategies to build a presence for the district in the community, connecting with new organizations, expanding the reach of our message.~~
- Available to take and edit photos from district events and activities for website, social media posts, and marketing materials.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities: This position does not directly supervise any other district employees.

However, the candidate may be called on as a resource for various communication issues, including training, demonstrating and answering questions.

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

Judgment and Decision Making: Work is assigned by ~~dDirector of cCommunications~~ and other senior ~~staff leadership team staff~~. This position requires application of domain knowledge to efficiently assist others with accounting issues and follow/comply with state and federal guidelines. Work is guided by ~~Falcon School District 49~~ policies and procedures. Decision-making requires collaboration with education office, business office and operations office staff, including other members of the communications department, grant writers and teachers. ~~other Finance Staff, Director of Finance, grant writers, teachers and co-workers.~~

QUALIFICATIONS

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

Education & Training:

- Bachelor's dDegree in Digital Media, Journalism, Communications, Marketing or a related field.

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.

- ~~Five~~Two-ten~~five~~ years of relevant experience in communications, marketing, digital content management or public relations.

Knowledge Skills & Abilities:

- ~~The perfect~~ Candidate must be a motivated creative thinker who can multi-task at a high level and can work both independently and in a team environment.
- Excellent writing and editing skills; attention to details is essential
- Must be able to repurpose content for multiple platforms
- Ability to meet deadlines
- Ability to effectively use shared decision making in a spirit of collaboration
- Candidate must have experience in website/content management; ~~SchoolFusion and Sharepoint~~Blackboard/SchoolWires systems a plus.
- Candidate must have the ability to use Adobe Creative Suite (Photoshop, Illustrator, InDesign, or similar) to independently design digital and print-ready brochures, flyers, annual reports and ~~newsletters~~other communications.
- Proficient with Microsoft Office (Excel), Adobe Creative Suite/CloudSuite, ~~iContact (or similar)~~, CMS, HTML, CSS design, video and editing tools, ~~flash rich~~various internet applications, web tools, analytics, and new media platforms.
- Experience in forecasting changes in the digital communication space to effectively use district resources
- Experience in brand marketing or marketing preferred.
- Experience with Bronto software or similar email marketing platform a plus
- An understanding of and interest in the field of education is desired.

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to use hands to finger, handle or feel; reach with hands and arms; and communicate. The employee is occasionally required to stand; walk, climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

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

Mental Functions: While performing the duties of this job, the employee is frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills and compile. Occasionally required to copy 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 9.04

| | |
|---------------------------------------|---|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Brett Ridgway, Chief Business Officer Jack Bay, Chief Operations Officer |
| TITLE OF AGENDA ITEM: | 2016 3B Projects Update |
| 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. During this update the COO will propose some facilities staffing changes requested to provide construction oversight for the 3B MLO capital construction projects. This requested organizational change is requested to ensure the successful completion and delivery of the 145 D49 capital projects that are encompassed in the 3B MLO priorities 2, 3 & 4 capital projects.

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 of</u> 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 capital projects
\$1mm teacher comp.



BOE Regular Meeting February 9, 2017
Item 9.04 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

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

DATE: February 2, 2017

D49 Mill Levy Oversight

November 2016 3B MLO

Site: SAAC Committee School Priority #2 (Refresh and Refurbish) Projects
Revisit, Refresh and Final Approval

As part of the oversight for the November 2016 3B MLO initiative the operations staff desires to meet with each of the D49 School Accountability – Assessment Committee in the first quarter of 2017 in order to thank them for their support during the 2016 election and to summarize the intent of Priority #2 (refresh & refurbish), Priority #1 (Balance the three D49 high schools), if applicable.

It is our desire to ensure efficient communication and collaboration throughout the planning, construction, building commissioning process and the first year of operation.

Jack Bay
Chief Operations Officer

We the site accountability & assessment committee at EIES have met and discussed the November 2016 3B MLO project list attached as exhibit 1. After deliberation and further discussion we have concluded that the following list of projects have been approved by committee and the school leadership. We believe these projects will provide value to the school and will allow the school to efficiently operate safely, allow it to remain aesthetically pleasing to staff/community patrons, and operating efficiently for until the next refresh and refurbish cycle will occur in November 2026.

This ratification occurred on 1/23/17

SAAC Committee Chairperson

Luca M. Eschle

Principal

Michelle Plyter

D49 Mill Levy Oversight

November 2016 3B MLO

Site: SAAC Committee School Priority #2 (Refresh and Refurbish) Projects
Revisit, Refresh and Final Approval

School 3B Priority Allocation

\$ _____

November 2016 3B priority #2 (refresh and refurbish) preliminary project list for

1 Safe entry

2 Safety + Security Package

3 HVAC System Improvements

4 Fire System Upgrade

5 Building Automation Upgrade

6. Contingency

\$ _____

Total projects

\$ _____

Evans Elementary

| | | |
|-----------------|----|---|
| \$ 40,000.00 | 1 | Secure front entry |
| | 2 | Safety and Security Package |
| \$ 10,200.00 | | Interior and exterior cameras |
| \$ 10,000.00 | | Capacity/ storage and exterior lighting if needed for cameras |
| \$ 71,000.00 | | Intercom System |
| \$ 75,000.00 | 3 | HVAC System Improvements |
| \$ 25,000.00 | 4 | Fire system upgrade |
| \$ 25,000.00 | 5 | Building automation upgrade |
| | 6 | Exterior landscaping and play area upgrade |
| \$ 50,000.00 | | Pour in place |
| \$ 25,000.00 | | Turf play area |
| \$ 25,000.00 | | Resolve Drainage issues |
| \$ 215,000.00 | 7 | Flooring refresh |
| \$ 62,500.00 | 8 | Restroom refresh |
| \$ 104,000.00 | 9 | LED lighting upgrade |
| \$ 115,000.00 | 10 | Fixed furnishing update |
| \$ 15,000.00 | 11 | Weatherproof south west exterior false wall |
| | 12 | Paint refresh |
| \$ 75,000.00 | | Interior |
| \$ 30,000.00 | | Exterior |
| \$ 61,525.00 | ** | Contingency |
| \$ 1,034,225.00 | | Total Spend |
| \$ 1,230,500.00 | | Total Allocation |
| \$ 196,275.00 | | Difference |

FHS

| School | Cost | Project | | New Priority |
|--------------------|-----------------|----------|---|-----------------|
| | | Priority | Project | |
| Falcon High School | | 1 | Safety package | 1 |
| | \$ 18,500.00 | | Interior and exterior cameras | |
| | \$ 40,000.00 | | Capacity/ storage and exterior lighting if needed for cameras | |
| | \$ 2,000.00 | | Safety Gate and Bollards | |
| | \$ 200,000.00 | 2 | HVAC System upgrade | 2 |
| | \$ 125,000.00 | 3 | LED Lighting | 7 |
| | | 4 | Paint Refresh | 3 |
| | \$ 100,000.00 | | 25 interior classrooms and gym | |
| | \$ 15,000.00 | | Exterior doors trim | |
| | \$ 500,000.00 | 5 | Turf Baseball Field | 5 |
| | \$ 325,000.00 | 6 | Pave Student Lot | 6 |
| | \$ 68,900.00 | ** | Contingency | |
| | \$ 1,394,400.00 | | Total Spend | |
| | \$ 1,378,000.00 | | Total Allocation | |
| | \$ (16,400.00) | | Difference | |
| | | | Auditorium Lights and Sound | 4 |

All costs are estimated

** Items in Blue represent approximately 60% of the budget and will be completed first to see how the fund balance is looking before moving into the remaining projects

Charles R. DeLoach
Principal

[Signature]
SAC President

| | | | |
|--------------------|-----------------|----|---|
| Falcon High School | | 1 | Safety and security package |
| | \$ 18,500.00 | | Interior and exterior cameras |
| | \$ 40,000.00 | | Capacity/ storage and exterior lighting if needed for cameras |
| | \$ 2,000.00 | | Safety Gate and Bollards |
| | \$ 200,000.00 | 2 | HVAC system |
| | | 3 | Paint refresh |
| | \$ 100,000.00 | | Classrooms and gym |
| | \$ 15,000.00 | | Exterior doors/ trim |
| | TBD | 4 | Auditorium Lights and Sounds |
| | \$ 500,000.00 | 5 | Turf baseball field |
| | \$ 325,000.00 | 6 | Pave student lot |
| | \$ 125,000.00 | 7 | LED lighting |
| | \$ 68,900.00 | ** | Contingency |
| | \$ 1,394,400.00 | | Total Spend |
| | \$ 1,378,000.00 | | Total Allocation |
| | \$ (16,400.00) | | Difference |

D49 Mill Levy Oversight

November 2016 3B MLO

Site: SAAC Committee School Priority #2 (Refresh and Refurbish) Projects
Revisit, Refresh and Final Approval

As part of the oversight for the November 2016 3B MLO initiative the operations staff desires to meet with each of the D49 School Accountability – Assessment Committee in the first quarter of 2017 in order to thank them for their support during the 2016 election and to summarize the intent of Priority #2 (refresh & refurbish), Priority #1 (Balance the three D49 high schools), if applicable.

It is our desire to ensure efficient communication and collaboration throughout the planning, construction, building commissioning process and the first year of operation.

Jack Bay
Chief Operations Officer

We the site accountability & assessment committee at Bemington have met and discussed the November 2016 3B MLO project list attached as exhibit 1. After deliberation and further discussion we have concluded that the following list of projects have been approved by committee and the school leadership. We believe these projects will provide value to the school and will allow the school to efficiently operate safely, allow it to remain aesthetically pleasing to staff/community patrons, and operating efficiently for until the next refresh and refurbish cycle will occur in November 2026.

This ratification occurred on 12/6/2016

SAAC Committee Chairperson

Principal

Ann East
Risa Fille

| | | | |
|----------------------|----------------|---|---|
| Remington Elementary | | 1 | Play area upgrade |
| | \$ 140,000.00 | | Pour in place northand West play ground |
| | \$ 200,000.00 | | Replacement of playground equipment |
| | \$ 200,000.00 | 2 | Flooring refresh |
| | | 3 | Safety and Security Package |
| | \$ 10,200.00 | | Interior and exterior cameras |
| | \$ 10,000.00 | | Capacity/ storage and exterior lighting if needed for cameras |
| | \$ 71,000.00 | | Intercom System |
| | \$ 65,000.00 | 4 | Secure front entry |
| | \$ 55,000.00 | 5 | Building automation upgrade |
| | \$ 60,000.00 | 6 | HVAC System Improvements (Cafeteria, Gym & Office) |
| | \$ 39,575.00 | | Contingency |
| | \$ 850,775.00 | | Total Spend |
| | \$ 791,500.00 | | Total Allocation |
| | \$ (59,275.00) | | Difference |

D49 Mill Levy Oversight

November 2016 3B MLO

Site: SAAC Committee School Priority #2 (Refresh and Refurbish) Projects
Revisit, Refresh and Final Approval

As part of the oversight for the November 2016 3B MLO initiative the operations staff desires to meet with each of the D49 School Accountability – Assessment Committee in the first quarter of 2017 in order to thank them for their support during the 2016 election and to summarize the intent of Priority #2 (refresh & refurbish), Priority #1 (Balance the three D49 high schools), if applicable.

It is our desire to ensure efficient communication and collaboration throughout the planning, construction, building commissioning process and the first year of operation.

Jack Bay
Chief Operations Officer

We the site accountability & assessment committee at SAND CREEK HS have met and discussed the November 2016 3B MLO project list attached as exhibit 1. After deliberation and further discussion we have concluded that the following list of projects have been approved by committee and the school leadership. We believe these projects will provide value to the school and will allow the school to efficiently operate safely, allow it to remain aesthetically pleasing to staff/community patrons, and operating efficiently for until the next refresh and refurbish cycle will occur in November 2026.

This ratification occurred on 1/24/17

SAAC Committee Chairperson

Spencer Stew

Principal

[Signature]

D49 Mill Levy Oversight

November 2016 3B MLO

Site: SAAC Committee School Priority #2 (Refresh and Refurbish) Projects

Revisit, Refresh and Final Approval

School 3B Priority Allocation

\$ _____

November 2016 3B priority #2 (refresh and refurbish) preliminary project list for _____

- 1 ~~ARTISTIC~~ PACKAGES
- 2 FLOORING THROUGHOUT
- 3 SAFE ENTRY
- 4 LED UPGRADE
- 5 PAINT REFRESH
- 6, Contingency

\$ _____

Total projects

\$ _____

Sand Creek High School

| | | |
|-----------------|----|---|
| | 1 | Athletic Package |
| \$ 700,000.00 | | Stadium field |
| \$ 190,000.00 | | Resurface track |
| \$ 500,000.00 | 2 | Flooring refresh |
| \$ 100,000.00 | 3 | Secure front entry |
| \$ 125,000.00 | 4 | LED lighting upgrade |
| | 5 | Paint refresh |
| \$ 200,000.00 | | Interior |
| \$ 125,000.00 | | Exterior |
| | 6 | Refresh the auditorium |
| \$ 50,000.00 | | Stage curtain |
| \$ 20,000.00 | | Lighting |
| \$ 20,000.00 | | Sound system |
| \$ 5,000.00 | | Resurface stage |
| \$ 65,000.00 | 7 | Fire Safety and Electrical upgrades |
| \$ 10,000.00 | 8 | Remove Modular next to field house |
| | 9 | Scoreboards |
| \$ 9,000.00 | | Baseball |
| \$ 7,500.00 | | Softball |
| \$ 5,500.00 | | JV Soccer |
| | 10 | Classroom Furniture |
| \$ 11,500.00 | | Chairs |
| \$ 20,000.00 | | Desks |
| \$ 150,000.00 | 11 | Replace gym bleachers |
| | 12 | Safety and Security Package |
| \$ 18,500.00 | | Interior and exterior cameras |
| \$ 40,000.00 | | Capacity/ storage and exterior lighting if needed for cameras |
| \$ 20,000.00 | | Clocks |
| \$ 165,000.00 | | Intercom System |
| \$ 75,000.00 | | Bell System |
| \$ 135,575.00 | ** | Contingency |
| \$ 2,767,575.00 | | Total Spend |
| \$ 2,711,500.00 | | Total Allocation |
| \$ (56,075.00) | | Difference |

D49 Mill Levy Oversight

November 2016 3B MLO

Site: SAAC Committee School Priority #2 (Refresh and Refurbish) Projects
Revisit, Refresh and Final Approval

As part of the oversight for the November 2016 3B MLO initiative the operations staff desires to meet with each of the D49 School Accountability – Assessment Committee in the first quarter of 2017 in order to thank them for their support during the 2016 election and to summarize the intent of Priority #2 (refresh & refurbish), Priority #1 (Balance the three D49 high schools), if applicable.

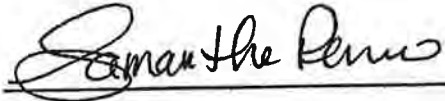
It is our desire to ensure efficient communication and collaboration throughout the planning, construction, building commissioning process and the first year of operation.

Jack Bay
Chief Operations Officer

We the site accountability & assessment committee at Vista Ridge High School have met and discussed the November 2016 3B MLO project list attached as exhibit 1. After deliberation and further discussion we have concluded that the following list of projects have been approved by committee and the school leadership. We believe these projects will provide value to the school and will allow the school to efficiently operate safely, allow it to remain aesthetically pleasing to staff/community patrons, and operating efficiently for until the next refresh and refurbish cycle will occur in November 2026.

This ratification occurred on 1 / 11 / 17

SAAC Committee Chairperson



Principal



D49 Mill Levy Oversight

November 2016 3B MLO

Site: SAAC Committee School Priority #2 (Refresh and Refurbish) Projects
Revisit, Refresh and Final Approval

School 3B Priority Allocation

November 2016 3B priority #2 (refresh and refurbish) preliminary project list for Vista Ridge High School

- 1 Safety & Security Package
- 2 ADA Accessibility to Stadium
- 3 Parking & curb cuts between soccer field & Stadium
- 4 Retaining walls & VR logo landscaping
- 5 Improve concessions ground surface

Contingency

Total projects

\$ 1,167,500

\$ 58,375

\$ 728,500

6. Site Circulation

Total + Contingency

\$ 786,875

also approve after 60%

HVAC System (200,000)

Custodial (60,000)

Vista Ridge High School

| | | |
|-----------------|---|--|
| | 1 | Safety and Security Package |
| \$ 18,500.00 | | Interior and exterior cameras |
| \$ 40,000.00 | | Capacity/ storage and exterior lighting if needed for cameras |
| | 2 | ADA accessibility to the stadium and drainage |
| \$ 50,000.00 | | Walk path to baseball |
| \$ 40,000.00 | | Pave access road |
| \$ 180,000.00 | 3 | Parking & curb cut between soccer field and stadium |
| | 4 | Retaining walls and VRHS Logo landscaping in stadium |
| \$ 15,000.00 | | Retaining walls |
| \$ 10,000.00 | | Landscaping logo |
| \$ 15,000.00 | 5 | Improve concession ground surface (Concrete) |
| \$ 360,000.00 | 6 | Site circulation – Includes bus loop, paving and student parking |
| \$ 200,000.00 | 7 | HVAC System Improvement - remainder of building and gym |
| \$ 60,000.00 | 8 | Custodial |
| \$ 58,375.00 | | Contingency |
| \$ 1,046,875.00 | | Total Spend |
| \$ 1,167,500.00 | | Total Allocation |
| \$ 120,625.00 | | Difference |

BOARD OF EDUCATION AGENDA ITEM 9.04

| | |
|---------------------------------------|-------------------------------|
| BOARD MEETING OF: | February 9, 2017 |
| PREPARED BY: | Marie La Vere-Wright |
| TITLE OF AGENDA ITEM: | Board of Education Evaluation |
| ACTION/INFORMATION/DISCUSSION: | Discussion |

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In accordance with policy BAA, Board of Education Evaluation and Professional Development, the Board completed an annual self-evaluation instrument and sought feedback through an anonymous instrument administered by a third party aligned with the same criteria. This feedback was used during the Annual Peak Planning Workshop to develop annual goals for improvement

RATIONALE: The Board evaluation summative report and goals for improvement will be discussed at a public meeting.

RELEVANT DATA AND EXPECTED OUTCOMES: At the Board's Annual Peak Planning Workshop the Board discussed the summative report and other relevant data, and identified 3 areas for improvement. Goals and plans for implementation will be finalized

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

| | |
|--|--|
| Rock #1 —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment | A high performing Board of Education will earn the trust and respect of our community, which will in turn increase community support for our district. This support is key to providing the resources needed to achieve rocks 2-5. |
| 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:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Revise or accept goals and action plans as presented.

APPROVED BY: Marie LaVere-Wright, Board President

DATE: February 1, 2017



Board Evaluation and Goal Review

Process Review



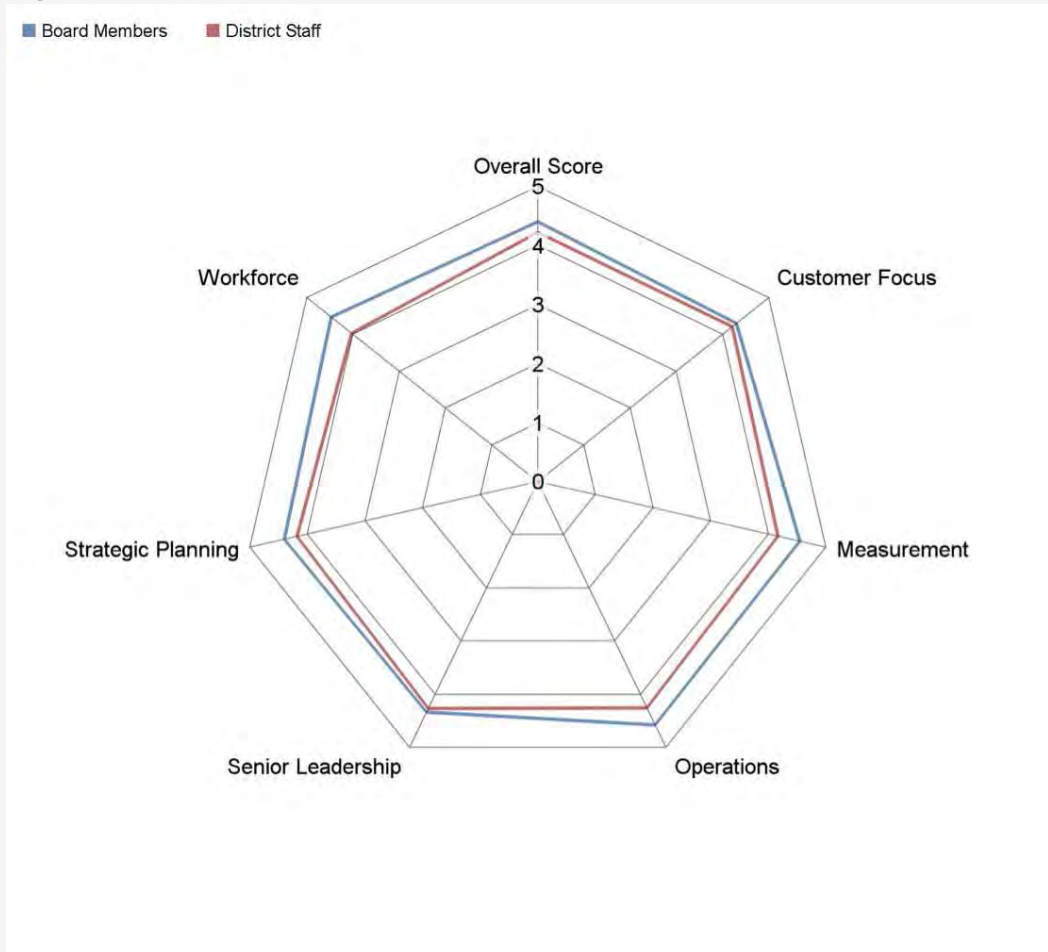
- Board completed self-evaluation
- 360 evaluation/survey administered to senior leadership
- RMPEx results
- Voice of Workforce surveys
- Discussed at Peak Planning Workshop
- Finalize at February meeting

Future process improvement



- Expand 360 survey participants
- Include opportunity for comments

Survey Results



Full survey results available in packet

Senior Leadership



Proposed Goal: Develop and implement formal orientation and mentoring program for new Board members

Expected Outcome: New Board members will have support needed to be effective

Workforce



Proposed Goal: Board will review annual Human Resources report to include metrics on effective employee evaluations

Expected Outcome: Improved quality of employee evaluation and feedback as indicated on survey data

Workforce



Proposed Goal: Develop and implement employee outreach plan

Expected Outcome: Improved relationship as indicated on Voice of Workforce and Board Evaluation surveys

DRAFT of Board 2017 goals and action plan

Goal 1: The Board will develop a formal orientation and mentoring program for new Board Members.

Category Addressed: Senior Leadership

Plan: Board members will generate a list of information and supports that would have helped when first on boarded. Training and information items will be developed from this list, to include resources available (ex. CASB materials). Process for pairing with veteran board members for mentorship will also be developed.

Expected outcome: New Board members will have support needed to be effective in their roles.

Goal 2: The Board will review an annual Human Resources report which will include metrics regarding completion and effectiveness of employee evaluations.

Category Addressed: Workforce

Plan: Human Resources will develop the report including the above metrics. The Board will review the report and results will be reflected in part of Chief Officer Evaluations.

Expected Outcome: This year will provide baseline data which can be used to improve the quality of evaluations for district employees. Measurement should demonstrate improvement in Board and Voice of Workforce surveys regarding meaningful evaluation and feedback.

Goal 3: The Board will develop and implement a formal employee outreach process and structure.

Category Addressed: Workforce

Plan: Designated Board member will work with Chiefs to develop guidelines and expectations for formal opportunities for employee/Board member interaction. This will include expectations for appropriate interaction, guidelines for number of interactions scheduled per year, recommended types of engagement, as well as a structure for scheduling and tracking. Training around this will be incorporated into annual Board training.

Expected Outcome: Improved relationship between Board and frontline workforce as evidenced in Voice of Workforce survey and Board evaluation survey.

Adopted:



Multi-Rater Feedback Report Board of Education

December 13, 2016

About Your Report

Presented on the following pages are the results of the multi-rater feedback process completed by you and your raters. The use of multiple raters increases the reliability and validity of the conclusions of this report. This report can help you to:

- Encourage candid and honest communication between you and your colleagues
- Help you identify your professional strengths and developmental opportunities
- Give you the opportunity to improve your skills by being more aware of others' perceptions and observations of your performance
- Guide your conversations with your colleagues to ensure you remain informed of their observations and suggestions

Your Respondents

The following respondents were invited to participate in your multi-rater feedback process.

| | |
|-------------------|----|
| Total Respondents | 25 |
| Board Members | 5 |
| District Staff | 20 |

Rating Scale

This assessment used the following rating scale when raters provided their feedback.

| | |
|----------------------------|---|
| Strongly Disagree | 1 |
| Disagree | 2 |
| Neither Agree nor Disagree | 3 |
| Agree | 4 |
| Strongly Agree | 5 |
| Not Applicable | |

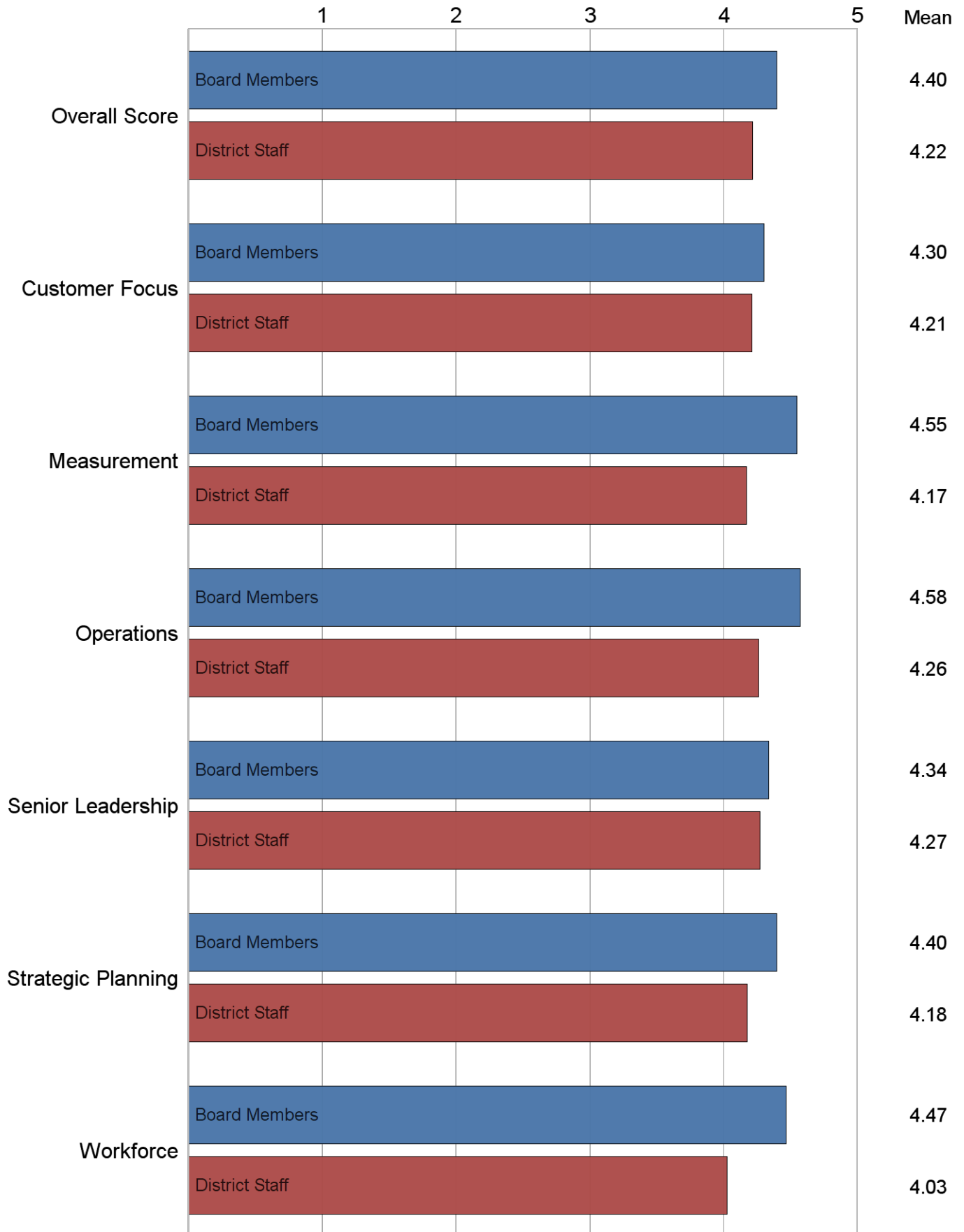


Scoring Radar

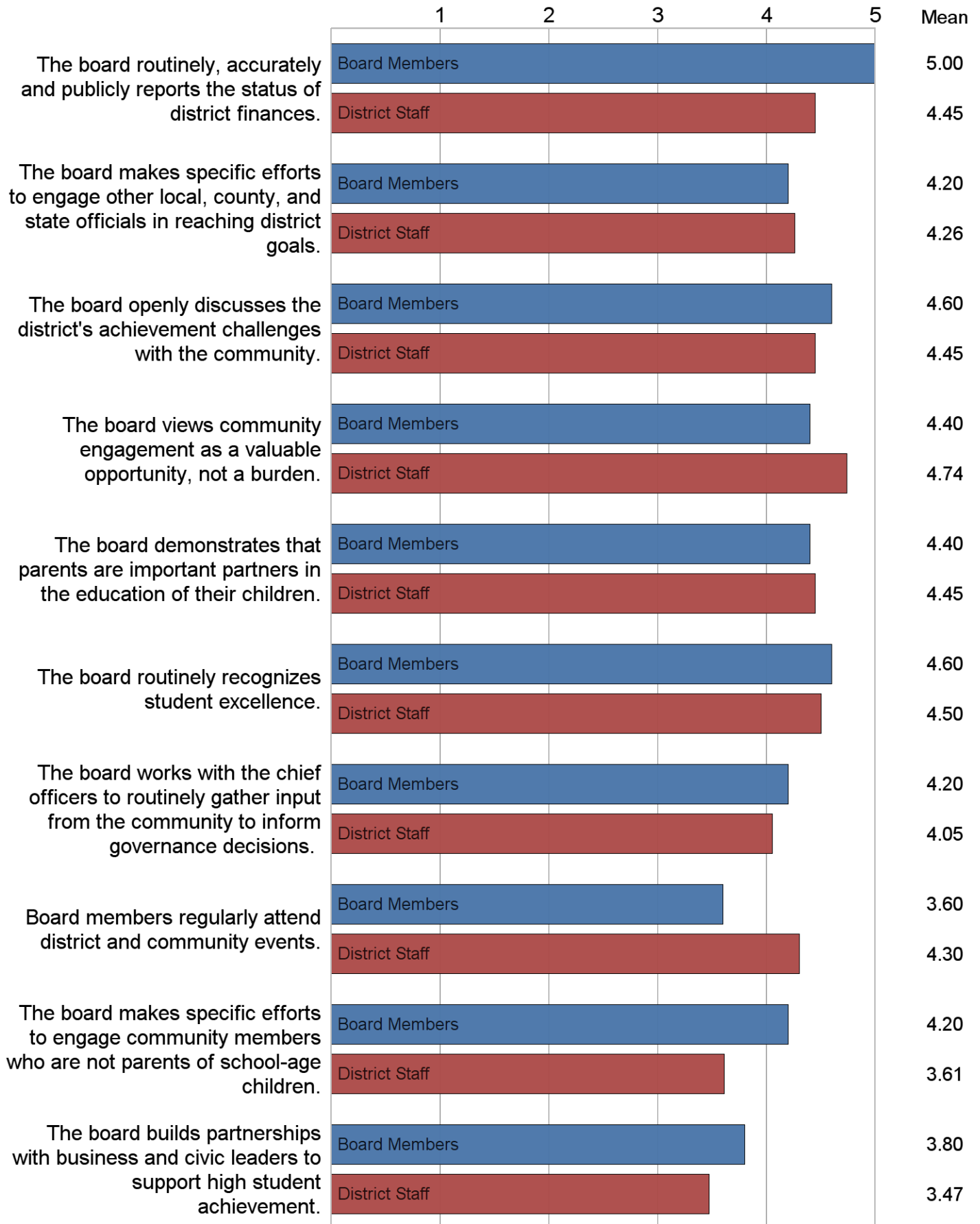
■ Board Members ■ District Staff



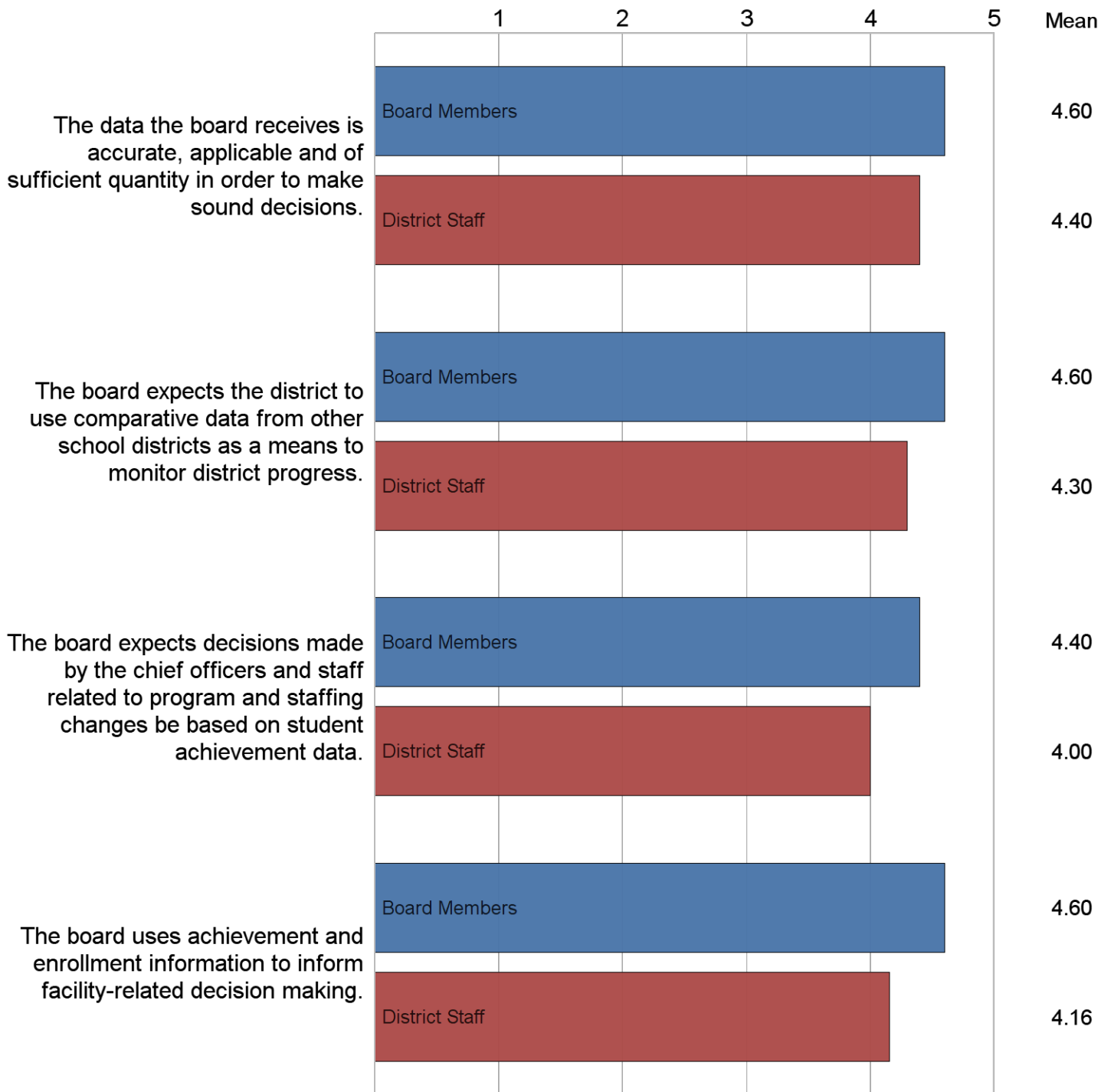
Scoring Overview



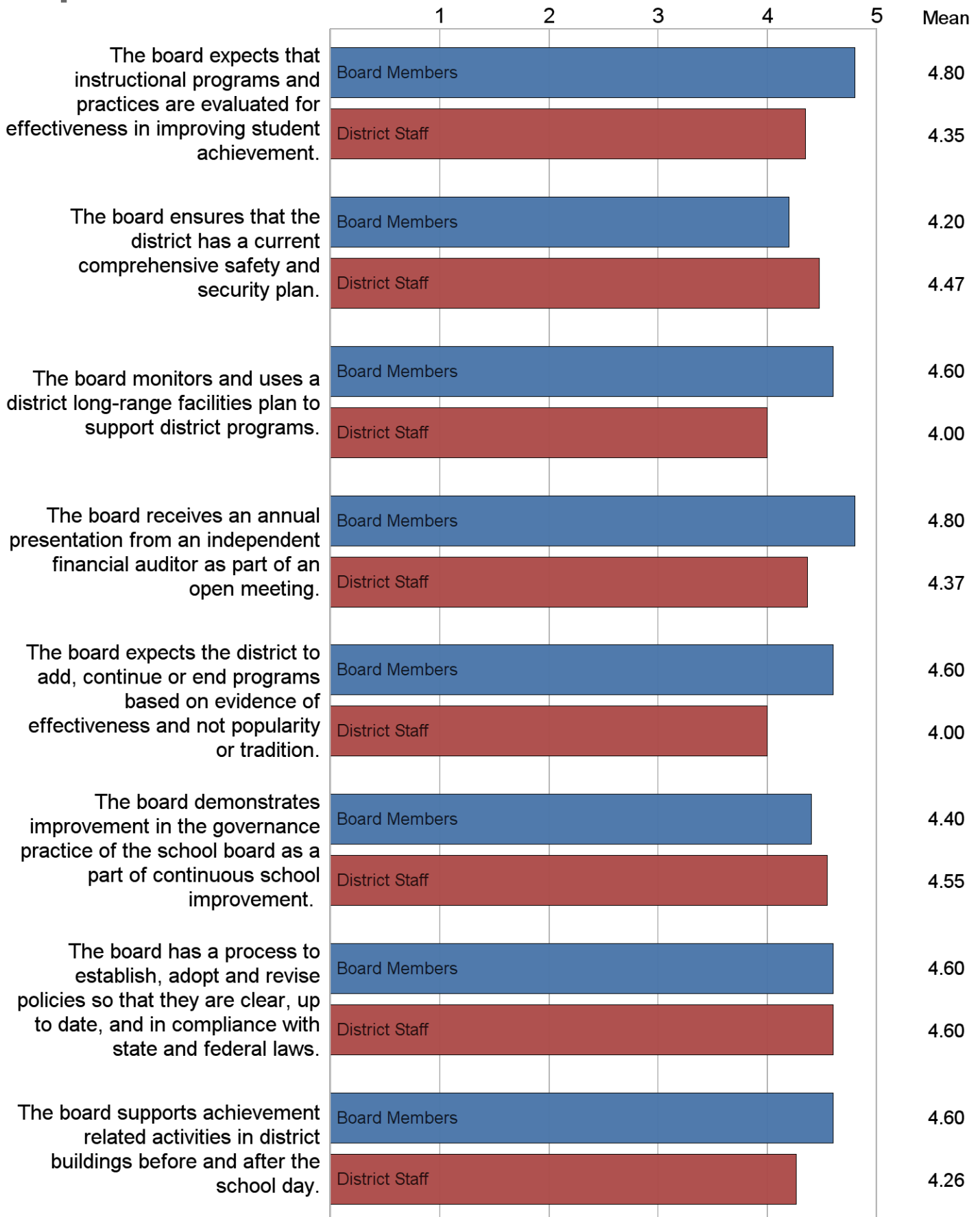
Customer Focus



Measurement

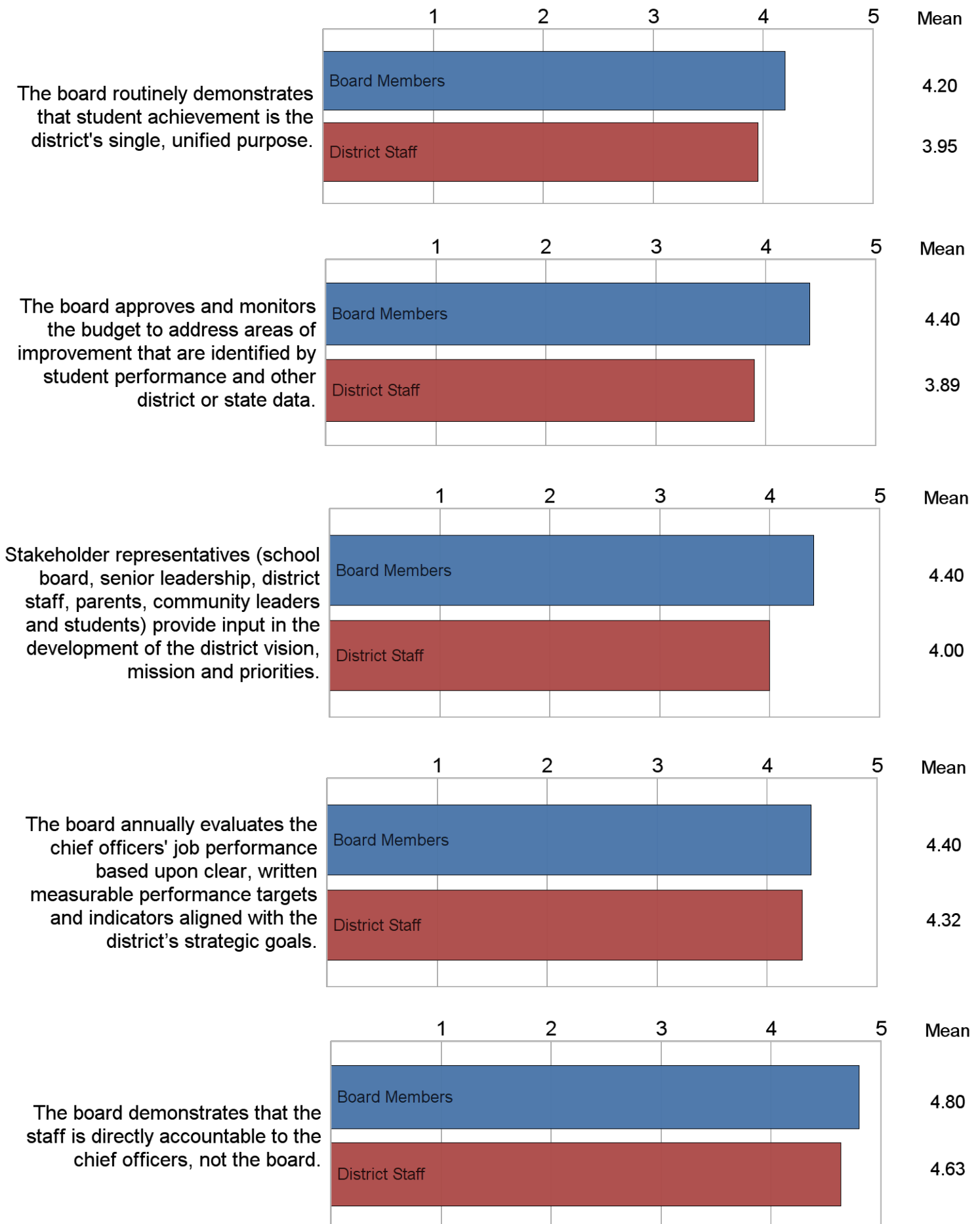


Operations



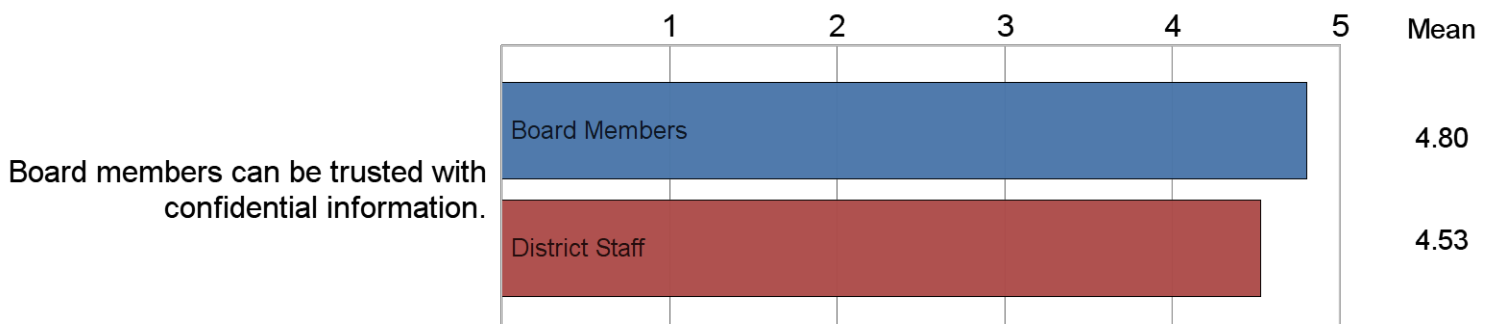
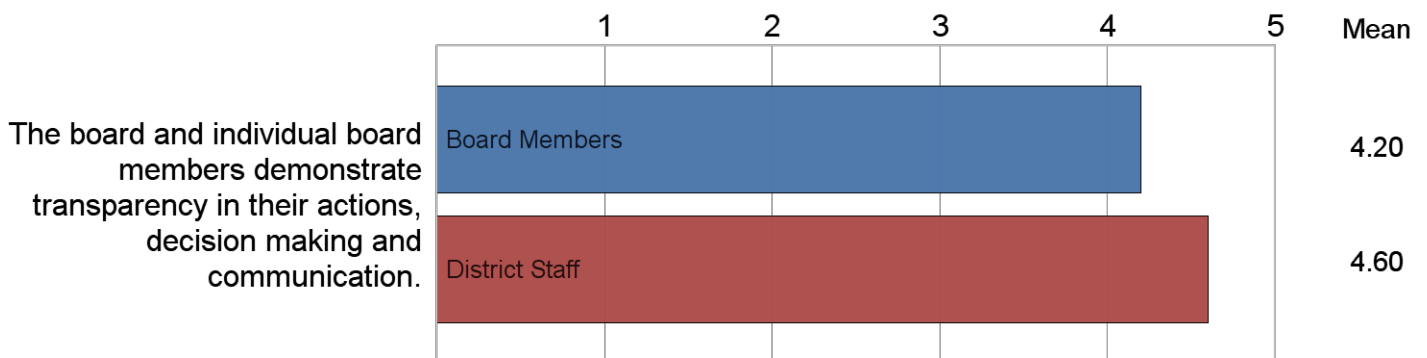
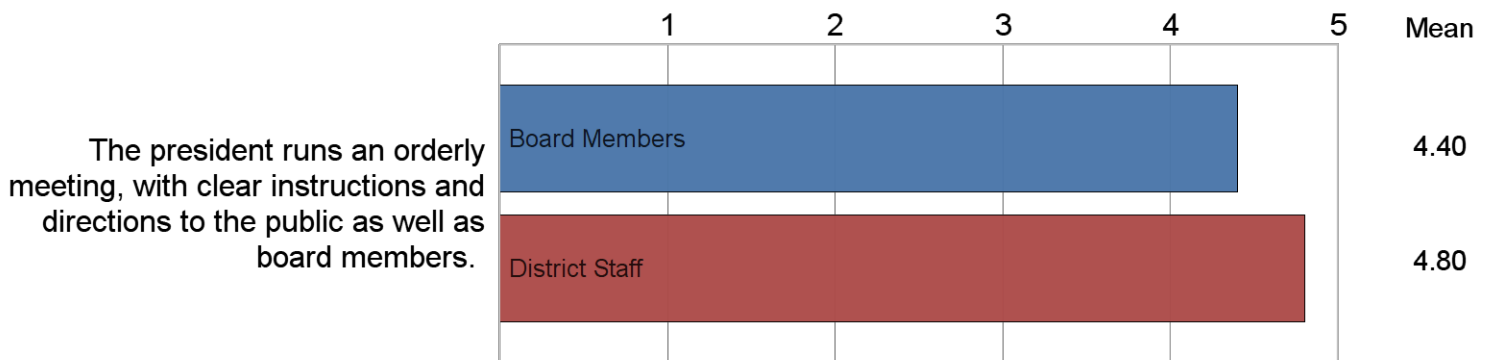
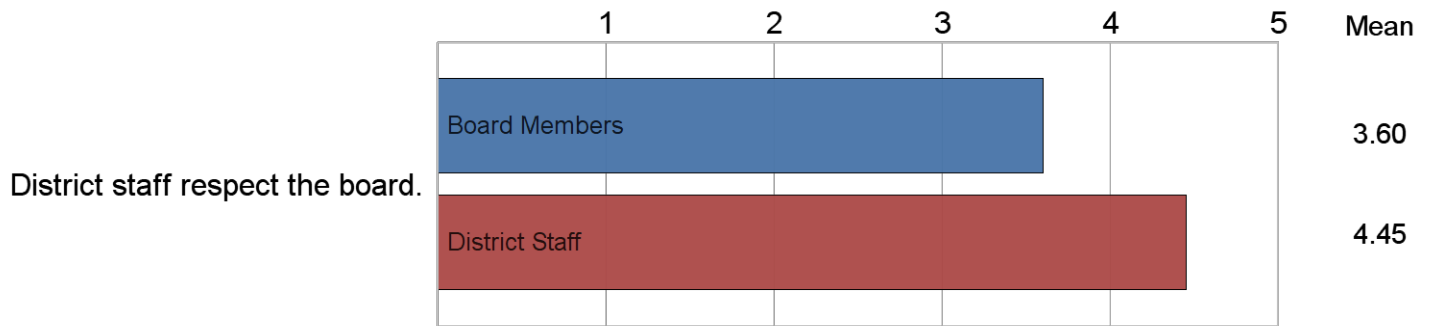
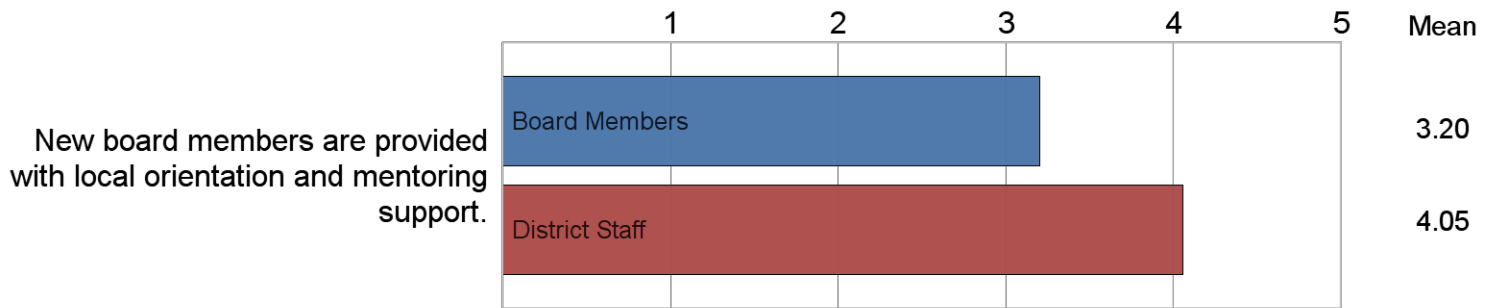
Senior Leadership

Board of Education, December 13, 2016



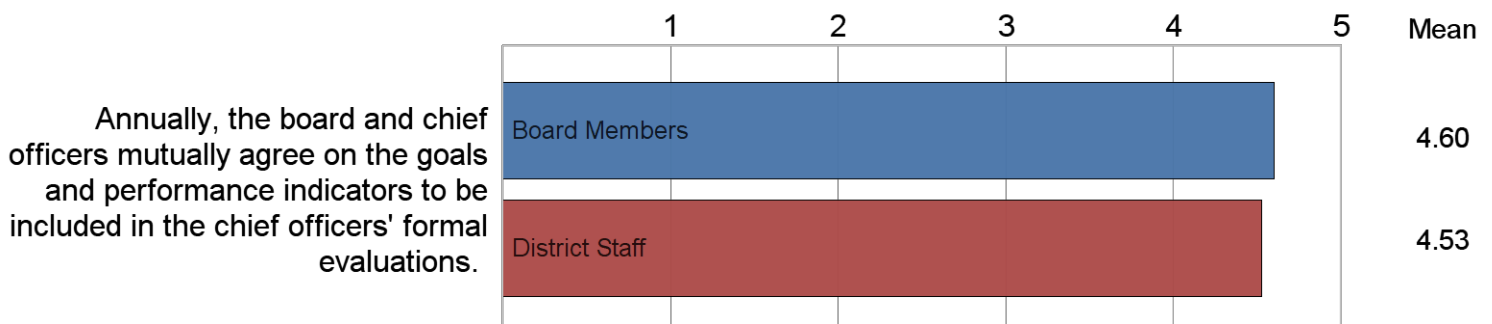
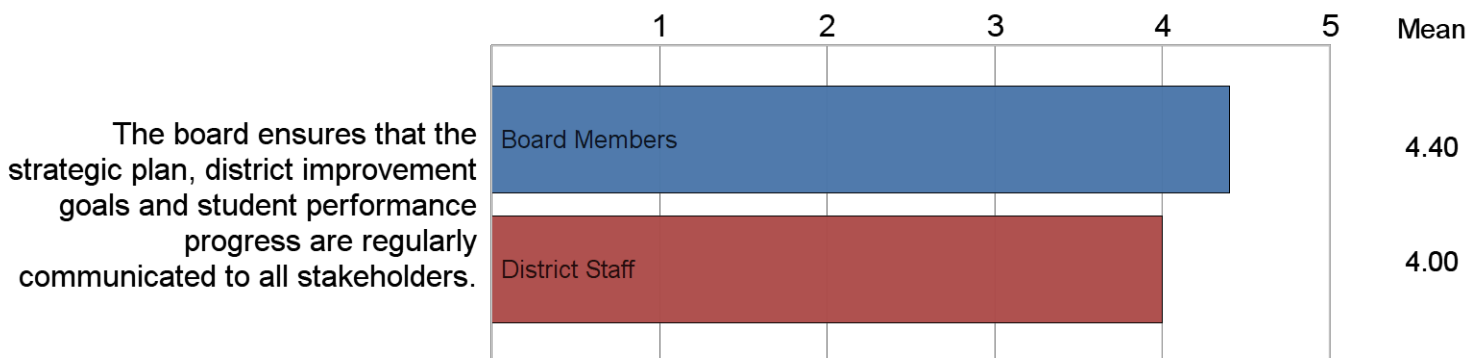
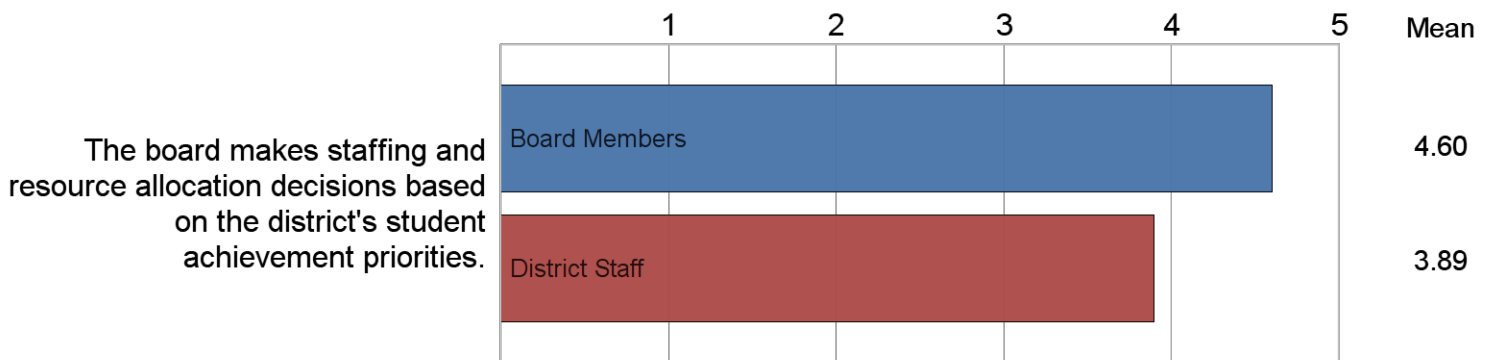
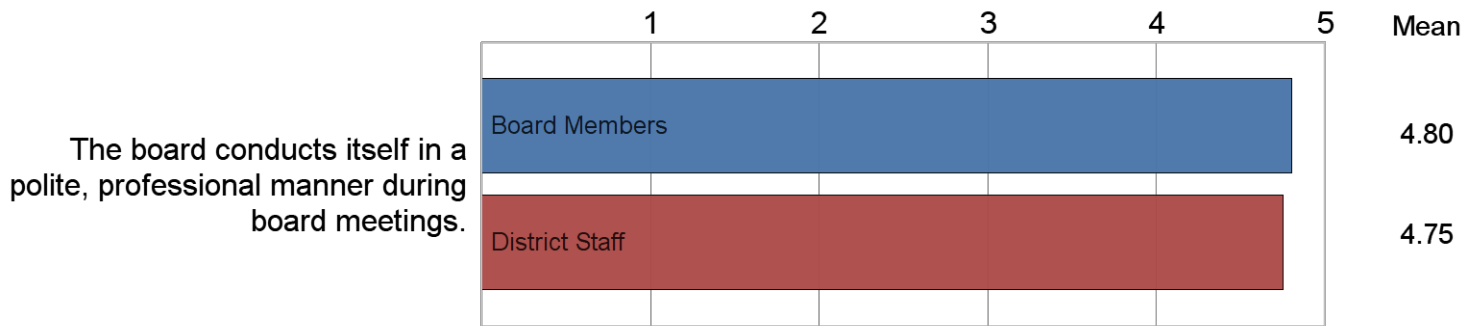
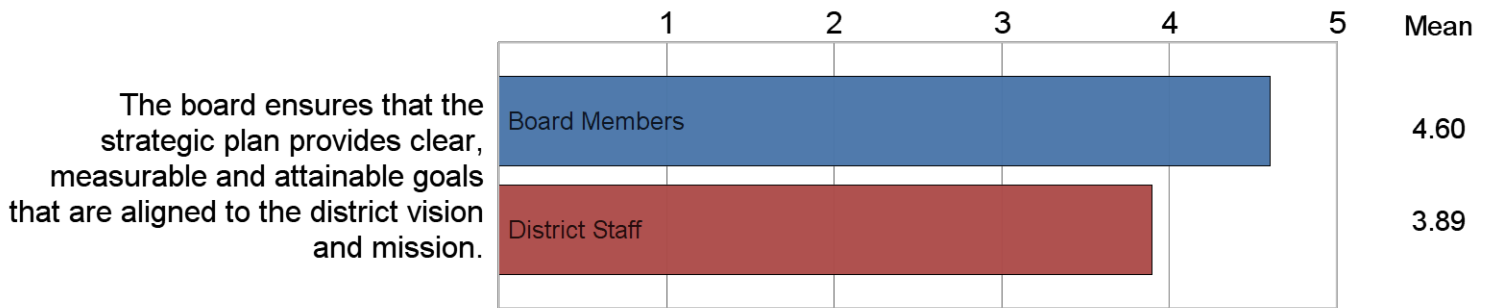
Senior Leadership (continued)

Board of Education, December 13, 2016



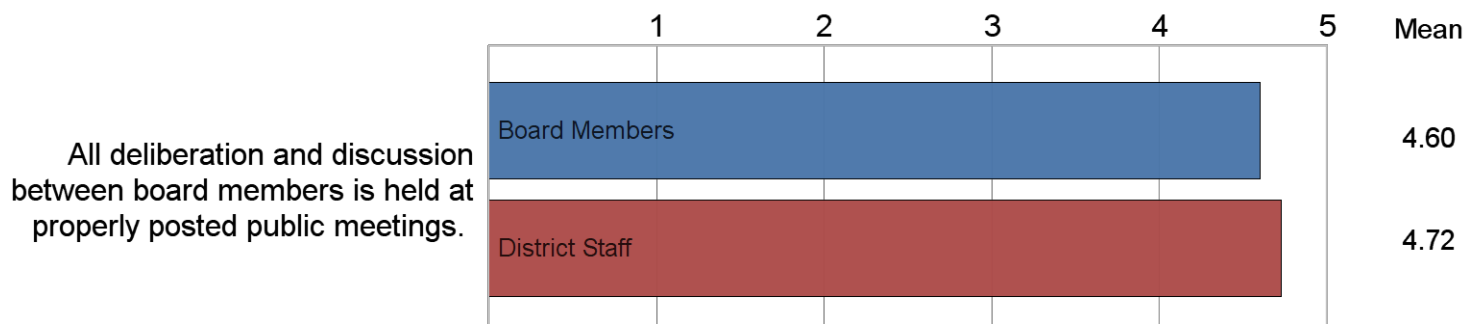
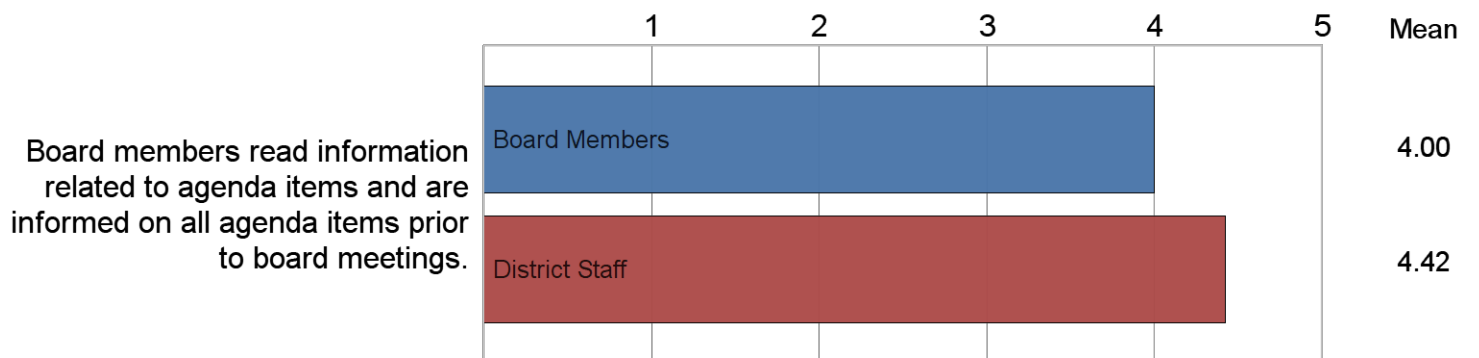
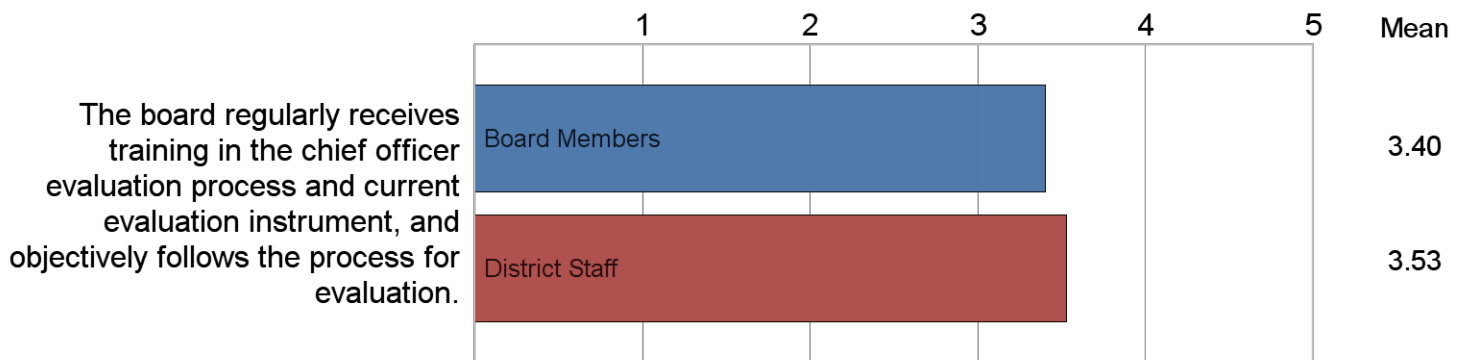
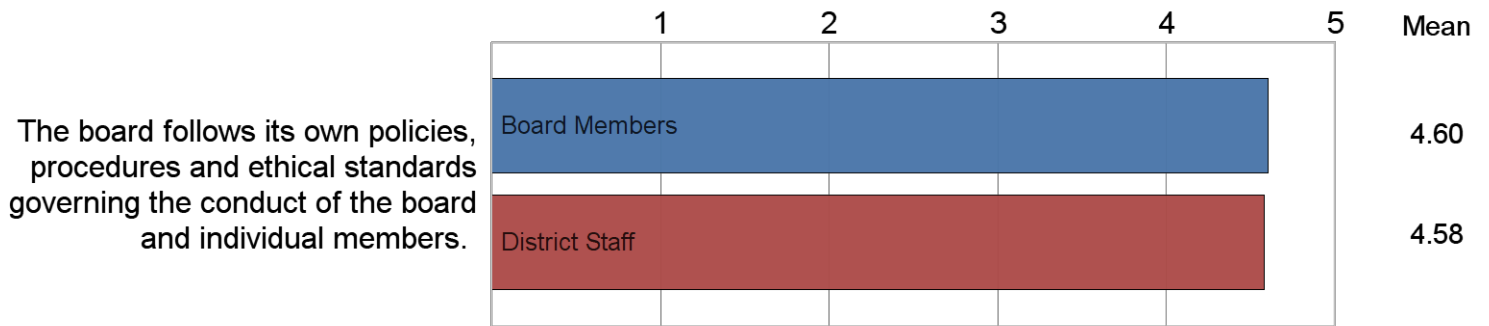
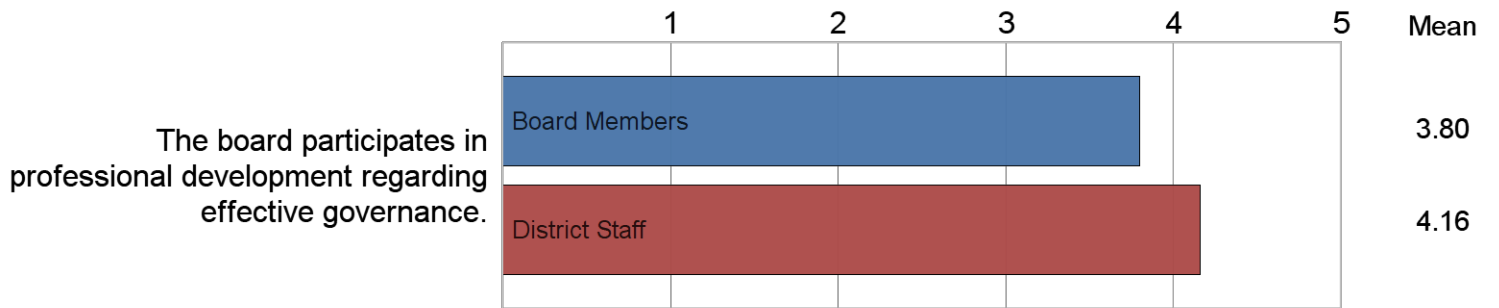
Senior Leadership (continued)

Board of Education, December 13, 2016



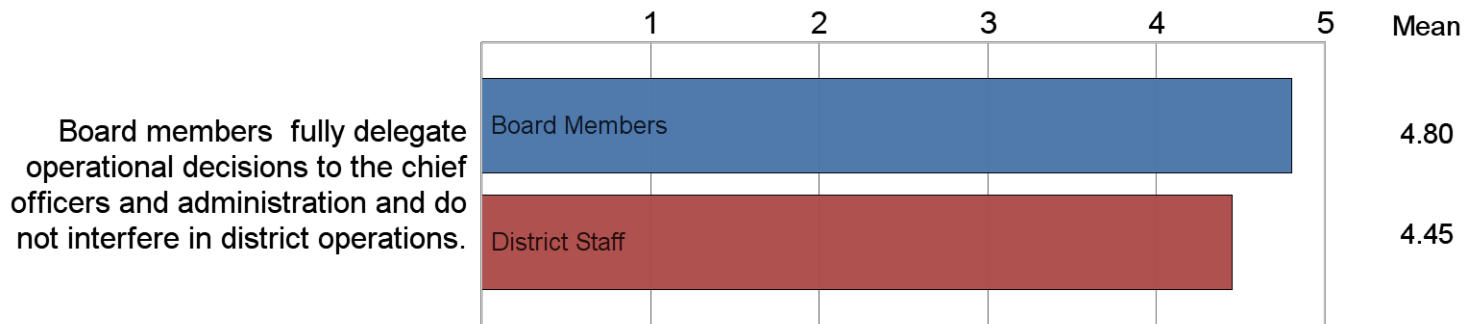
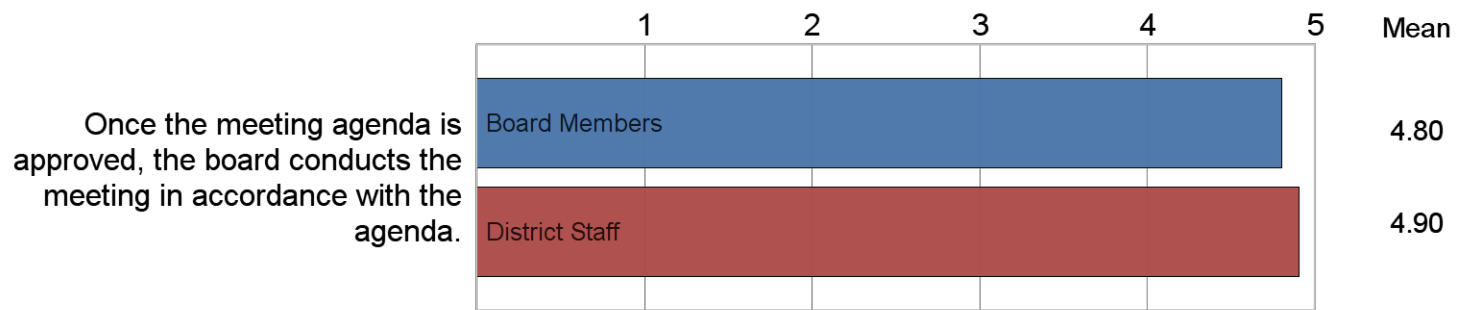
Senior Leadership (continued)

Board of Education, December 13, 2016

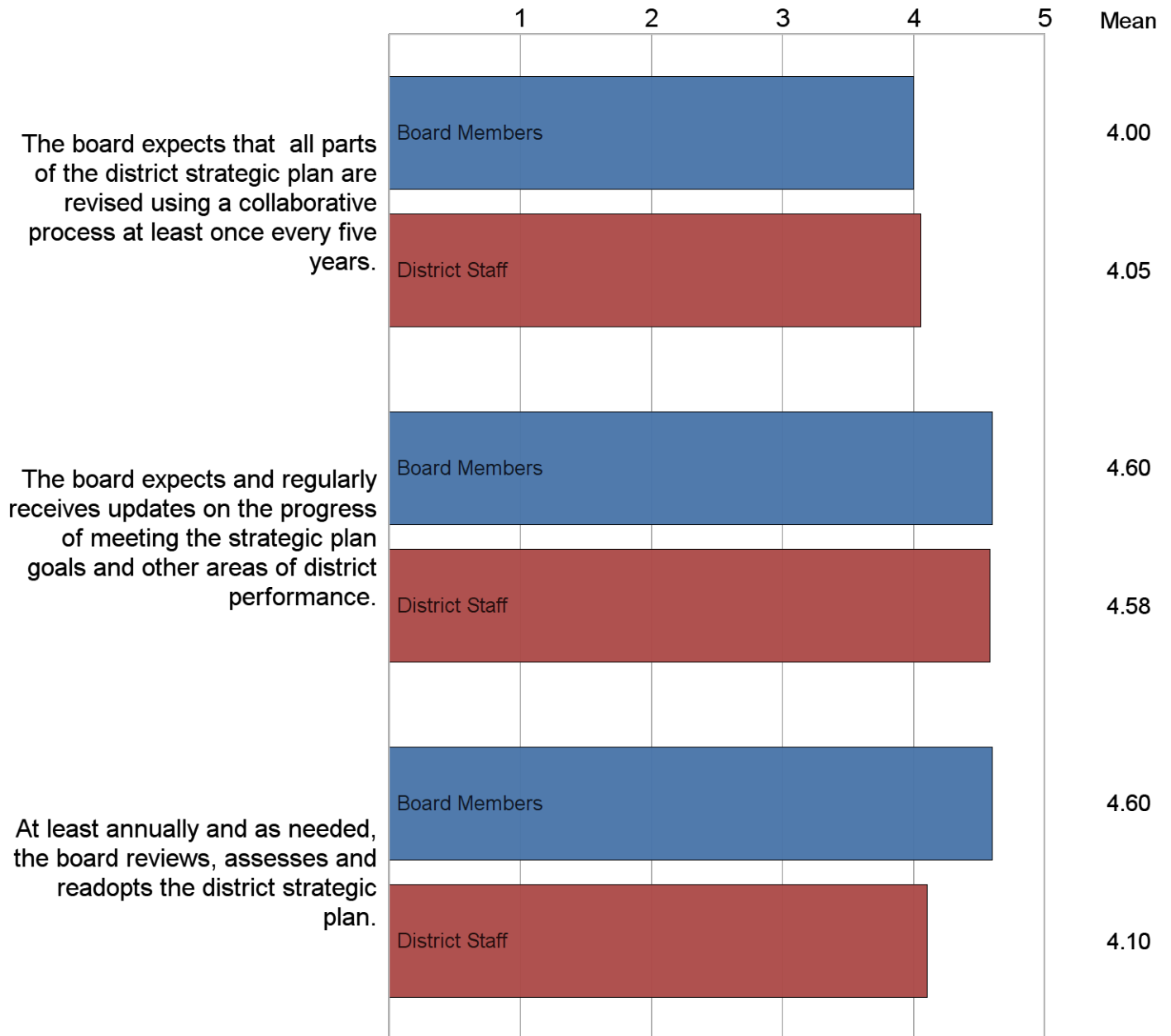


Senior Leadership (continued)

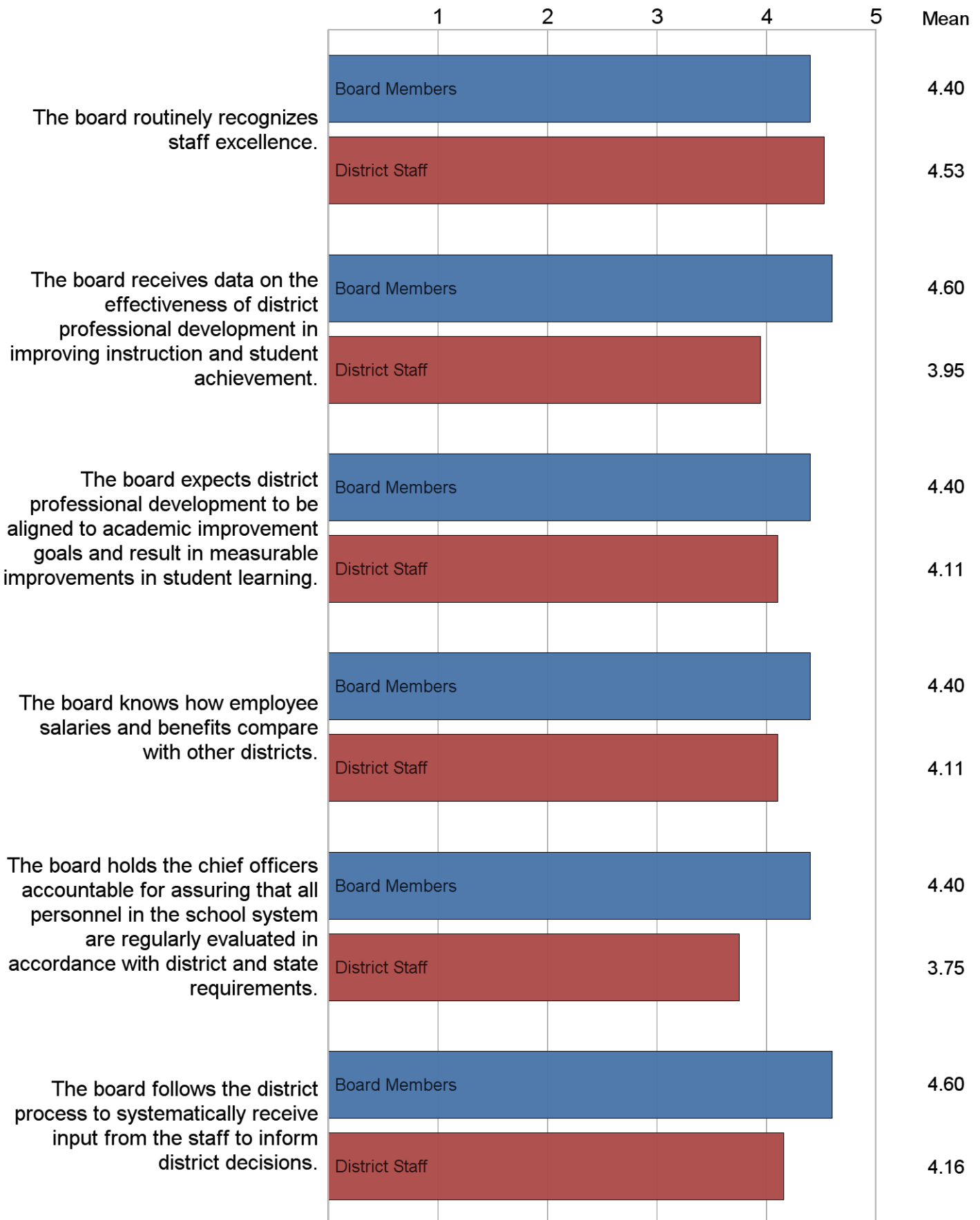
Board of Education, December 13, 2016



Strategic Planning



Workforce



Development Planning Preparation

After reviewing your multi-rater feedback report, use the following general guidelines to help you identify and prioritize steps toward improvement.

Improvement may come from building on your areas of strength, working on your opportunity for improvement areas, or focusing on high gap or difference scores identified in particular competency areas.

Reflect on the Data

What is my reaction to these ratings? Do I agree with them? What specific items are of greatest concern?

What specific behaviors might lead raters to rate me this way?

Consider the Implications

What might be the consequences if I don't address the gaps and opportunities for improvement? (short and long-term)

What might be the impact if I am able to improve in these areas? (Consider the impact on staff/department and career.)

How important are these gaps to my personal and professional goals?

How important are these gaps to the organization?

How can I build on my identified strengths?

Assess the Potential for Success

What are some other possible development options?

What obstacles (internal and external) am I likely to encounter as I try to improve in any of these areas? How will I overcome those obstacles?

What support is available to me? (e.g. people, resources, etc.)

How will I know if I'm making progress? How will I measure success?

Determine What Action to Take

Considering my answers to the questions above, what do I want to do?

Why do I want to do it?

What will I do and when will I start?

The following allows you to identify your strengths and opportunities for improvement as indicated by your 360 degree feedback. Based on these strengths and development areas, use the form on the next page to create an action plan. Once your plan is developed, please share it with your manager/supervisor so it becomes part of your overall development planning.

Strengths:

Areas for Improvement:

Questions/Areas Needing Further Clarification:

Action Plan for Development

Use the chart below to plan for your development. Use the information from your report along with other feedback, information and knowledge you have about your skills and competencies. Note any key skills/knowledge you would like to gain, along with options for accomplishing the learning. Establish plans that balance the needs and resources of the organization with your personal goals. Share the completed plan with your manager/supervisor.

| Development Goals (Skills/Knowledge I Plan to Improve or Develop) | Action Plan and Timeframe (e.g. on-the-job training, job rotation/cross-training, committee or project work, formal training and education, conferences, self-study, job shadowing, mentoring, job enlargement, customer/client visits, talking with employees in desired position(s), etc.) | Resources and/or Support Needed for Success (e.g., money, people, time) | Measures of Progress or Success |
|---|--|---|--|
| | | | |

Personal Leadership

| | | | | | | | | | |
|-------------|-------------------------------------|--|---|--------------------------------------|---|---------------------|---|-------------------------|---|
| Data Source | The board routinely, accurately and | The board makes specific efforts to engage other | The board openly discusses the district's | The board views community engagement | The board demonstrates that parents are important | The board routinely | The board works with the chief officers to routinely gather | Board members regularly | 1 |
|-------------|-------------------------------------|--|---|--------------------------------------|---|---------------------|---|-------------------------|---|

Strategic Leadership

| | | | | | |
|-------------|--|---|--|---|---|
| Data Source | The data the board receives is accurate, applicable and of sufficient quantity in order to make sound decisions. | The board expects the district to use comparative data from other school districts as a means to monitor district progress. | The board expects decisions made by the chief officers and staff related to program and staffing changes be based on student achievement data. | The board uses achievement and enrollment information to inform facility-related decision making. | - |
| Self | - | - | - | - | - |

Leadership Development

| | | | | | | | | |
|-------------|---|---|---|---|---|---|--|--------------------------------------|
| Data Source | The board expects that instructional programs and practices are | The board ensures that the district has a current | The board monitors and uses a district long-range | The board receives an annual presentation from an independent | The board expects the district to add, continue or end programs | The board demonstrates improvement in the governance practice of the school | The board has a process to establish, adopt and revise policies so that they | The superintendent achieves relative |
|-------------|---|---|---|---|---|---|--|--------------------------------------|

Cultural Leadership

| | | | | | | | | |
|-------------|---|--|--|--|---|--------------------------------|----------------|---|
| Data Source | The board routinely demonstrates that student achievement | The board approves and monitors the budget to address areas of | Stakeholder representatives (school board, senior leadership, district staff, parents, community | The board annually evaluates the chief officers' job performance based upon clear, | The board demonstrates that the staff is directly | New board members are provided | District staff | The president runs an orderly meeting with clear instructions |
|-------------|---|--|--|--|---|--------------------------------|----------------|---|

Leadership through Communications

| | | | | |
|-------------|---|---|--|---|
| Data Source | The board expects that all parts of the district strategic plan are revised using a collaborative process at least once every five years. | The board expects and regularly receives updates on the progress of meeting the strategic plan goals and other areas of district performance. | At least annually and as needed, the board reviews, assesses and readopts the district strategic plan. | - |
| Self | - | - | - | - |

Leadership through Personnel Management

| | | | | | | |
|-------------|---|---|---|--|---|--|
| Data Source | The board routinely recognizes staff excellence | The board receives data on the effectiveness of district professional development | The board expects district professional development to be aligned to academic improvement goals and | The board knows how employee salaries and benefits compare | The board holds the chief officers accountable for assuring that all personnel in the school system are | The board follows the district process to systematically receive input from the staff to |
|-------------|---|---|---|--|---|--|

