



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

Fantastic 49

- Extraordinary Support in Learning Services
- Local Safeways Support District 49
- Falcon High School Colorado Cheer Coach of the Year

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 2/9/2017

4.02 Approval of Matters Relating to Administrative Personnel

4.03 Approval of Matters Relating to Licensed Personnel

4.04 Approval of Matters Relating to Educational Support Personnel

4.05 Approval of Matters Relating to Schedule B Personnel

4.06 Approval of Matters Relating to Continuing Special Services Providers

4.07 Approval of District Accountability Advisory Committee (DAAC) Membership

4.08 **Approval of Matters Relating to Professional Technical Personnel**

5.00 Board Update

5.01 Chief Officer Update

5.02 Student Board of Representatives Update

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

7.00 Action Items

7.01 Action on New/Revised Job Descriptions

a. Internal Communications Manager

b. Digital Communications Manager

c. Accompanist

d. Home Based Education Specialist

7.02 Action on Course Proposals at Vista Ridge High School

a. Applied Algebra 1

b. Applied Algebra 2

c. Applied Geometry

d. Basic Statistics

e. Business Math

f. Conceptual Physics

g. Russian Language & Culture

7.03 Action on Policy Revisions

a. BCB Board Member Conflict of Interest

- b. BEDF Voting Method
- c. BID/BIE Board Member Compensation & Expenses/Insurance/Liability
- d. EHB Records Retention
- e. IFKA Early Graduation
- f. IHBAE Response to Intervention
- g. JLCD Administering Medications to Students
- h. JLCE First Aid and Emergency Medical Care
- i. KFA Public Conduct on District Property
- 7.04 Action on Course Proposals at Sand Creek High School
 - a. IB Chemistry SL
 - b. IB Physics SL
- 7.05 Action on 2018-2019 Board of Education Meeting Dates
- 7.06 Items Removed from Consent Agenda
- 8.00 Information Items**
- 8.01 Process Improvement Update
 - a. IHBAE-E, IHBAE-R Response to Intervention
 - b. JLJ-E Physical Activity
 - c. JLCD-R, JLCD-E Administering Medications to Students
 - d. JLCE-R First Aid and Emergency Medical Care
- 8.02 Expulsion Information
- 8.03 Student Study Trips
- 9.00 Discussions Items**
- 9.01 iConnect Zone Performance Report (10 minutes)
- 9.02 2017-2018 Budget Focus and Legislative Update (10 minutes)
- 9.03 2016 3B Projects Update (10 minutes)
- 9.04 Board of Education Goals (10 minutes)
- 10.00 Other Business**
- 11.00 Adjournment**

DATE OF POSTING: March 2, 2017

Donna Richer
Executive Assistant to the Board of Education

BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 2/9/2017
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 MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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 February 9th regular board of education meeting.

APPROVED BY: Tammy Harold, Board Secretary

DATE: February 20, 2017

BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Administrative 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 MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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: February 24, 2017

BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF:	March 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 MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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: February 24, 2017

BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF:	March 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 MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	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: February 24, 2017

BOARD OF EDUCATION AGENDA ITEM 4.05

BOARD MEETING OF:	March 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 MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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: February 24, 2017

BOARD OF EDUCATION AGENDA ITEM 4.06

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Sally McDermott, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Special Services Providers Being Recommended for Continuation
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

RATIONALE: The contract renewal actions on attached roster are to meet Board of Education objectives in student achievement.

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 MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	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: February 24, 2017

BOARD OF EDUCATION AGENDA ITEM 4.07

BOARD MEETING OF:	March 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 three 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: David Rex- Chairperson, Heather Tambria Miller- VRHS, and Jimmi Wright- PPEC. 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:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	The DAAC is the primary system of formal accountability to our community.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Community participation on the DAAC gives senior leaders input from all stakeholders.
	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>	

BOE Regular Meeting March 9, 2017
Item 4.07 continued

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

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 28, 2017

BOARD OF EDUCATION AGENDA ITEM 4.08

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Sally McDermott, Human Resources Manager
TITLE OF AGENDA ITEM:	Approval of Matters Relating to Professional Technical Personnel
ACTION/INFORMATION/DISCUSSION:	Consent - Action

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

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

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

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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: March 6, 2017

BOARD OF EDUCATION AGENDA ITEM 7.01a, 7.01b

BOARD MEETING OF:	March 09, 2017
PREPARED BY:	Matt Meister, Director of Communications
TITLE OF AGENDA ITEM:	7.01a Internal Communications Manager 7.01b Digital Communications Manager
ACTION/INFORMATION/DISCUSSION:	Action

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:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	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</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:** 7.01a \$79,000 total of salary and benefits
7.01b \$8,976 total of salary and benefits

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the two job descriptions in item 7.01.

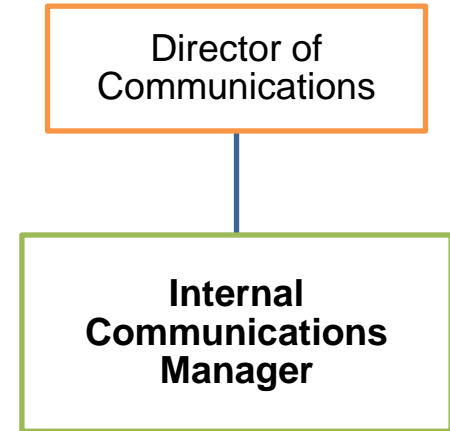
APPROVED BY: Peter Hilts, CEO

DATE: February 24, 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 Range 3

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.

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- 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.

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- 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:

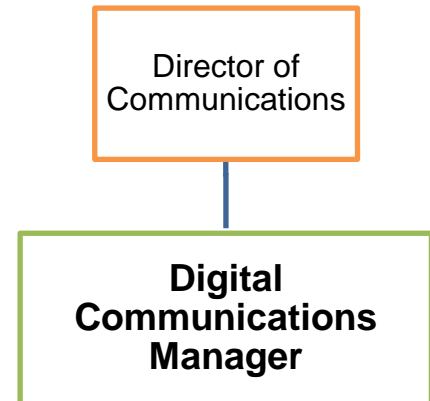
While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

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 <u>Range 3</u>

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: ~~This position has no direct~~ Direct budget responsibilities. ~~determined by the Director of Special Education and may vary year to year.~~

Judgment and Decision Making: Work is assigned by ~~d~~Director of ~~c~~Communications 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 ~~d~~egree 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~~ is 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 7.01c

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Bruce Grose, Principal
TITLE OF AGENDA ITEM:	Job Description: Accompanist
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: It was discovered that the Accompanist job description does not exist however there is an incumbent currently in this job.

RATIONALE: It is important that employees know the essential functions of their jobs and what they will be evaluated against. The job description provides these items to the employee.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing this action item, the Board of Education is approving the necessary tool to allow the employee to be aware of the expected job duties.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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	Minor Impact
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No – already funded

AMOUNT BUDGETED: N/A

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

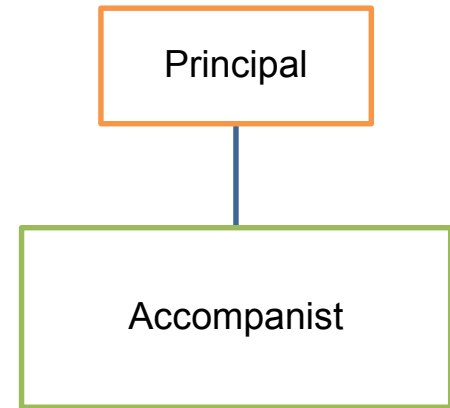
APPROVED BY: Peter Hilts, Chief Education Officer,
Brett Ridgway, Chief Business Officer

DATE: February 24, 2017

ACCOMPANIST

Job Title:	Accompanist
Initial:	March 9, 2017
Revised:	
Work Year:	10 months
Office:	Education
Department:	Assigned Building
Reports To:	Principal
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 11

Related Organization Chart



SUMMARY:

Assists the classroom teacher to provide piano or other specified instrumental accompaniment for music classes, choral groups, vocal ensembles and soloists, rehearsals, performances, and other school activities; improvising or playing from scores as necessary.

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.

- Plays piano and/or other specified instrument and assists with other forms of accompaniment for school-related concerts, programs, and other activities.
- Accompanies choral groups, vocal ensembles, soloists, dance groups, etc., as assigned - may involve night and weekend performances/assignments.
- Plays choral parts singly and together.
- Prepares and arranges piano accompaniments as necessary.
- Conducts sectional rehearsals.
- Plays for musical rehearsals and productions.
- Plays for concerts, programs, and tours both during and in addition to regular school schedule.
- Assists in choral activities; coaching soloists advising in various aspects of musical methods and techniques, etc..
- Improvises music for show choir as necessary for interpretive dancing and other choreography to meet the requirement of mood, quality, and rhythm.

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.

-
- Confers with music teacher on the most appropriate selection and arrangement of music for special classes and programs such as CHSAA Solo Ensemble, Large Group, and Men/Women's ensemble.
 - Establishes and maintains records and files for sheet music.
 - Performs other related duties as assigned.

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:

- One year of experience as a professional accompanist for soloists, choruses, dance groups, or as a pianist with a recognized musical organizational (Graduation from an accredited school of music with specialization in piano may be substituted for the desired experience.)

Knowledge Skills & Abilities:

- Basic music theory including the fundamentals of harmony and notation.
- Effective methods and techniques of piano accompaniment.
- Fundamentals of proper musical sight reading techniques and methods.
- Effectively play a variety of musical forms on the piano including classical, popular, jazz, and folk music.
- Successfully sight read, transpose, and improvise music.
- Sensitively reflect the mood, character, and tempo of creative dance patterns.
- Understand and follow a variety of complex and technical oral and written instructions.
- Establish and maintain routine records and files.
- Establish and maintain effective work relationships with those contacted in the performance of required duties.
- Excellent oral and written communication and interpersonal relation skills.
- Manage multiple priorities and tasks with frequent interruptions.
- Communicate effectively with various stakeholders.
- Understand and follow complex oral and written instructions.
- Perform responsibilities without the necessity of close supervision.

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

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

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.

Physical Demands:

While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently. Must have the physical ability to play the piano and other musical instruments.

Work Environment:

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

Mental Functions:

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

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

BOARD OF EDUCATION AGENDA ITEM 7.01d

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Jessica McAllister, Falcon Homeschool Program Administrator
TITLE OF AGENDA ITEM:	Revised Job Description: Home Based Education Specialist
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Revisions to the job duties.

RATIONALE: It is important that employees know the essential functions of their jobs and what they will be evaluated against. The job description provides these items to the employee.

RELEVANT DATA AND EXPECTED OUTCOMES: By addressing this action item, the Board of Education is approving the necessary tool to allow the employee to be aware of the expected job duties.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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	Minor Impact
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No – already funded

AMOUNT BUDGETED: N/A

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

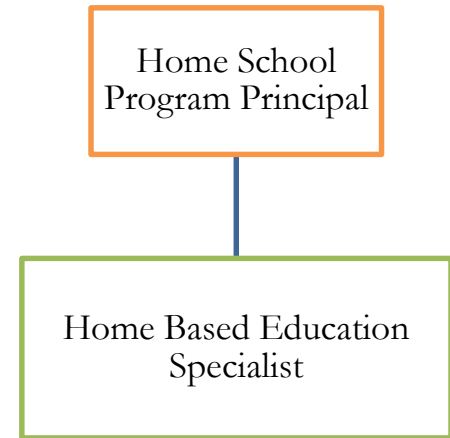
APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

HOME BASED EDUCATION SPECIALIST

Job Title:	Home Based Education Specialist
Initial:	September 2012
Revised:	March 9, 2017
Work Year:	10 months
Office:	Education
Department:	Home School iConnect Zone
Reports To:	Home School Program Manager <u>Principal</u>
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 16

Related Organization Chart



SUMMARY: Responsible for working with ~~the Home-home~~-school population, coordinating with ~~D~~district staff and students. ~~Monitor the behavior and well-being of students in the classroom, in the school office and in the health clinics. Act as a resource for at risk students by answering questions and handling concerns. Fulfill assigned tasks of administrative secretary for the Falcon Homeschool Program Principal. Provide a means of connection to the homeschool community to include individualized support, compliance measures with state law and advocacy of options that exist within District 49.~~

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.

- Fulfill secretarial duties for Falcon Homeschool Program Principal, to include budgetary reconciliation efforts, website maintenance and enrollment processes.
- Receive and acknowledge receipt of required home-school paperwork, create and maintain a filing system for paperwork. Compile and maintain all data on ~~home-home~~-school population.
- Coordinate the creation and publication of relevant information to the home school community, including ~~monthly calendar of events, quarterly newsletter and the home-home~~-school web page and social media site.
- ~~Offer Curriculum planning assistance to families.~~
- ~~Coordinate the development of services to support homeschool families: this may include a resources center, community building events, proactive and reactive curriculum/transcript support, curriculum and information fairs, resource database maintenance and optional state mandated testing for students.~~
- ~~Assist program manager and teachers at Falcon Homeschool Enrichment Program as needed.~~

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.

- Facilitate the Concurrent Enrollment (CE) process for eligible homeschool students, to include career & college advising and student record maintenance in coordination with district practices and school funding capabilities.
- Serve as lead contact for Concurrent Enrollment (CE) at the building level through acting in an advisory capacity to Falcon Homeschool Program principal.
- Support students regarding service and leadership, workplace experiences, athletics and activities, and blended and online learning opportunities.
- Coach students and parents with navigation and use of financial aid, scholarship, and career and college preparation and application resources.
- ~~Work with school counselors to develop new part time programs and options.~~
- ~~Support students and families by working with students in danger of dropping out to develop school strategies; assist with student re-entry; help students and families acclimate.~~
- Perform other duties as assigned.

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:

- Associates degree, 48 semester credits, or pass district approved para test.

Experience:

- Experience working with adolescents preferred.
- Personal home education experience preferred.
- A working knowledge and/or experience of several alternative education methods preferred.
- Experience coordinating and communicating with groups of all sizes of home based educators preferred.

Knowledge Skills & Abilities:

- Understanding of the unique needs and desires of home schooling families.
- Innovative, creative, problem solver.
- Ability to maintain effective working relationships with supervisors, other administrators, teachers other staff members, students and parents.
- Ability to effectively direct and supervise a variety of activities and programs.
- Possess strong planning, prioritization and implementation skills.
- Effective oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Basic math and accounting 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.

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

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

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

Physical Demands:

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

Work Environment:

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

Mental Functions:

While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile 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 7.02a

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Amy Rogers/Curtis Turner
TITLE OF AGENDA ITEM:	VRHS Course Name Change: Changing “Beginning Algebra” to “Applied Algebra 1”
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Beginning Algebra was added to the VRHS curriculum in the fall of 2015. This name diminishes what the course hopes to accomplish and sends the wrong message to students who are placed in the Applied Pathway.

RATIONALE: The course name change more accurately describes the competencies and intended outcomes of the course.

RELEVANT DATA AND EXPECTED OUTCOMES: The course name change provides additional clarity to the content covered in the course.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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	Applied Algebra 1 is specifically designed to expose areas of disconnect from skills required for success in the algebra continuum. In the course, these disconnects will be repaired assuring students the opportunity to be successful in ensuing years.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Applied Algebra 1 is in the VRHS “Applied Math” pathway which is a customization of traditional math curriculum. The course and pathway is designed to provide an opportunity for struggling math students to get back on a path to achieving their educational goals.

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to accept a name change for VRHS “Beginning Algebra” to “Applied Algebra 1”.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

Algebra 1 Applied – Essential Evidence Outcomes

Priority Level 3

A1AEE01 – Developing rationale for the order of operations. Simplifying expressions and solving problems involving the order of operations

A1AEE02 – Use rates, ratios, proportions and percent to solve problems including simple measurement

A1AEE03 – Understanding the value and absolute value of signed numbers. Solve problems and simplify expressions involving signed numbers.

A1AEE04 – Simplifying algebraic expressions.

A1AEE05 – Solving linear equations.

A1AEE06 – Solving linear, one variable inequalities.

A1AEE07 – Solving problems involving linear relationships. (Writing equations)

A1AEE08 – Slope - Determining the slope of a line from a graph and two points. Understanding slope as a rate of change.

A1AEE09 – Linear Relationships - Graphing a line using the slope intercept form and writing the equation of a line in slope intercept form from a graph and from a situation. Finding the equation of a line given a slope and a point. Finding the equation of a line given two points.

A1AEE010 – Develop the rules of exponents and use them to simplify basic expressions.

PRIORITY LEVEL 2

A1AEE011 – Simplifying exponential expressions to include zero and negative exponents and square roots.

A1AEE012 – Simplifying polynomials that include polynomial operations, addition, subtraction, multiplication and basic factoring (greatest common factor).

PRIORITY LEVEL 1

A1AEE013 – Working with multi-variable equations.

A1AEE014 – Solving systems of equations using; elimination, substitution and graphing and choosing the most appropriate method for solving a system of equations.

VRHS Math Course Proposals Curriculum

1) We want to add Core Connections Geometry from CPM. We will use this curriculum for the students following the STEM pathway.

This curriculum will be consistent in style with students from Algebra 1 to Geometry then on to Algebra 2. We will need to purchase three classroom sets of 40 books (120 books) and three teacher editions (electronic license and printed manual). It would be best to order this directly from CPM because we need the online licenses that come with the curriculum purchase for the students, as opposed to using Amazon. The price quote from CPM for the curriculum adoption is approximately \$2307.45. I have an invoice created already in the CPM website. I can transfer it to you when it's time.

2) We want to make Business Math a 0.5 (semester class) next year. This will give the students the option of taking concurrent enrollment courses 2nd semester or Statistics 2nd semester (explained below). The quote for the semester long curriculum is \$2739.98. I have a quote and a p.o. in an email I can send you when we are ready to purchase!

3) We want to add a regular statistics course for students that need the material but do not want AP Stats. It would also be a 0.5 course. We will use the Khan Academy Stats material and an elementary stats book. We estimated (after looking at Amazon) that amount to be about \$3500 for a curriculum adoption.

BOARD OF EDUCATION AGENDA ITEM 7.b

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Amy Rogers/Curtis Turner
TITLE OF AGENDA ITEM:	VRHS Course Name Change: Changing “Applied Mathematics” to “Applied Algebra 2”
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Applied Math was added to the VRHS curriculum in the fall of 2015. This name is not recognizable by most college admissions specialists.

RATIONALE: The new name will more effectively communicate the intention of the course competencies.

RELEVANT DATA AND EXPECTED OUTCOMES: The course name change provides additional clarity to the content covered in the course.

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	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	Applied Algebra 2 is the third course in the Applied Math Pathway. The course focuses only on foundations and essential skills presented in a traditional Algebra II class. The specific focus allows students more time to master key concepts due to the removal of less essential content.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Applied Algebra 2 is in the VRHS “Applied Math” pathway which is a customization of traditional math curriculum. The course and pathway is designed to provide an opportunity for struggling math students to get back on a path to achieving their college and career goals.

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to accept a name change for VRHS “Applied Mathematics” to “Applied Algebra 2”.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

Essential Evidence Outcomes – Algebra 2 Applied

PRIORITY LEVEL 3

A2AEE01 - Write a radical expression in simplest form. Write radical expressions as an expression with a rational exponent and vice versa.

A2AEE02 - Apply the properties of exponents to expressions with rational exponents.

A2AEE03 - Add, subtract, multiply and divide radical expressions using radical properties and/or rational exponents.

A2AEE04 - Add, subtract, multiply, and divide rational expressions.

A2AEE05 - Divide polynomials by binomials using long division.

A2AEE06 - Factor out the greatest common monomial factor.

A2AEE07 - Factor the difference of two squares.

A2AEE08 - Factor trinomials of the form $ax^2 + bx + c$.

A2AEE09 - Solve quadratic equations by using the zero product property square root property and the quadratic formula.

A2AEE010 - Graph basic quadratic functions.

PRIORITY LEVEL 2

A2AEE011 - Solve 2 by 2 linear systems of equations by substitution elimination (addition), and graphing.

A2AEE012 - Determine the domain for radical and rational expressions.

A2AEE013 - Rationalize denominators.

A2AEE014 - Solve radical equations with one radical expression that simplify to linear equations. (Example: $\sqrt{3x-7}=5$)

A2AEE015 - Solve rational equations that simplify to linear equations. (Example: $(x+5)/(x-2)=5$, $((x+1)(x-2))/((x-2))=5$)

AA2EE016 - Solve absolute value equations and inequalities that contain one absolute value expression.

PRIORITY LEVEL 1

A2AEEO17 - Determine the square roots of a negative number and simplify powers of i .

A2AEEO18 - Add, subtract, multiply and divide complex numbers in the form $a+bi$.

A2AEEO19 - Factor the difference and sum of two cubes.

A2AEEO20 - Solve quadratic equations by completing the square.

A2AEEO21 - Use the discriminant to determine the types of solutions of a quadratic equation.

Solve equations that are reducible to quadratic equations.

A2AEEO22 - Review linear equations in two variables.

A2AEEO23 - Determine whether a system of equations is dependent, inconsistent or consistent.

BOARD OF EDUCATION AGENDA ITEM 7.c

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Amy Rogers/Curtis Turner
TITLE OF AGENDA ITEM:	VRHS Course Addition, Applied Math Pathway
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: VRHS began implementation of a pathways curricular model for math in 2015. It became apparent after the first year of implementation that we would need to modify a geometry course to add to our Applied Math Pathway.

RATIONALE: The Applied Math Pathway was initially designed without a specific Geometry course in mind. During the identification of Essential Evidence Outcomes for the Applied Math Pathway it has become apparent that essential and useful geometry concepts were missing.

RELEVANT DATA AND EXPECTED OUTCOMES: As a result of this course addition students will receive instruction in math skills that are meaningful and purposeful in a real world setting.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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	Applied Geometry is specifically designed to focus only on geometric concepts that are essential for success in the skilled trades and useful for daily life outside of career.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Applied Geometry is in the VRHS “Applied Math” pathway which is a customization of traditional math curriculum. The course and pathway is designed to provide an opportunity for struggling math students to get back on a path to achieving their educational goals.

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to accept a course proposal for “Applied Geometry”.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

Geometry Applied – Evidence Based Outcomes

PRIORITY LEVEL 3

GAEE01 – State precise definitions of angle, circle, perpendicular line, and line segment based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

GAEE02 – Review slope of line.

GAEE03 – Solve problems involving mid-point and distance formulas

GAEE04 – Represent transformations in the plane; Develop definitions of rotations, reflections and translations. Describe a translation as functions that take points in the plane as inputs and give other points as outputs. Use lines, angles, circles, rectangles, parallelograms, trapezoids and regular polygons.

GAEE05 – Make Geometric Constructions with a variety of tools and methods. Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.

GAEE06 – Given two figures determine if they are similar. Explain the similarity for triangles as the equality of corresponding angles and proportionality of corresponding sides.

GAEE07 – Prove slope criteria for parallel and perpendicular lines and use them to solve problems

GAEE08 – Review basic geometric shapes and use geometric shapes their measures and properties to describe objects.

GAEE09 – Develop formulas for circumference of a circle, area of a circle, volume of a cylinder, pyramid and cone using informal arguments. Then use the formulas to solve problems.

GAEE010 - Develop formulas surface area of prisms to included base shapes; rectangle, circle, trapezoid and combinations thereof.

GAEE011 – Use trigonometric ratios and Pythagorean's theorem to solve right triangles.

GAEE012 – Derive the formulas for sector area and arc length using knowledge of circles and angles

PRIORITY LEVEL 2

GAEE013 – Apply geometric methods to solve problems involved in construction and design.

PRIORITY LEVEL 1

GAEE014 – Geometric connections to quadratics. Use rectangle and square to introduce the quadratic function and factoring. (Very Basic)

GAEE015 – Visualize relationships between two and three dimensional objects. (cross-section)

BOARD OF EDUCATION AGENDA ITEM 7.02d

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Amy Rogers/Curtis Turner
TITLE OF AGENDA ITEM:	VRHS Basic Statistics Semester Course Addition
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: VRHS needs a second semester option for senior students taking Business Math in the first semester or for students wanting to take a semester of math concurrently.

RATIONALE: Basic statistics is an excellent semester course option for seniors preparing to graduate who have not completed any coursework in statistics. Additionally, during the identification of Essential Evidence Outcomes for the mathematics department, it has become apparent that statistical concepts were missing.

RELEVANT DATA AND EXPECTED OUTCOMES: The addition of this course will assist students in building a foundation in basic statistics prior to taking it in college.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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	Applied Geometry is specifically designed to focus only on geometric concepts that are essential for success in the skilled trades and useful for daily life outside of career. Basic Statistics is specifically designed to give students a foundation in statistical concepts that are essential for success in the careers that are a part of the “Science, Agriculture, Health and Business” Pathway.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Basic Statistics is in the VRHS “Science, Agriculture, Health and Business” Pathway and this course is specifically designed to give students an opportunity to become familiar with statistical concepts so they can be successful in their educational goals.

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: \$3500 for curriculum

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to accept a course proposal for “Basic Statistics”.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

Statistics – Essential Evidence Outcomes

SEE01 Categorical Data Displays – Reading pictographs, bar graphs, bar charts and pie graphs. Creating bar graphs and pictographs.

SEE02 Two Way Tables for Categorical Data – Reading and interpreting two-way frequency tables and two way relative frequency tables. Analyzing trends in categorical data.

SEE03 Histograms – Reading creating and interpreting histograms.

SEE04 Line Graphs – Reading line graphs and determining misleading line graphs.

SEE05 Mean and Median – Calculating the average, mean, median and mode. Choosing the best measure of central tendency.

SEE06 Population Variance and Standard Deviation – Measures of spread: range, variance and standard deviation of a population.

SEE07 Sample Variance and Standard Deviation – Standard deviation and bias, sample and population standard deviation.

SEE08 Modeling Distributions of Data – Normal distribution and Z scores.

SEE09 Designing Studies – Reasonable samples, valid claims, making inferences from random samples, using probability to make decisions, inferring population mean from sample mean, samples and surveys, simulation.

BOARD OF EDUCATION AGENDA ITEM 7.02e

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Amy Rogers/Curtis Turner
TITLE OF AGENDA ITEM:	VRHS Business Math Course Change
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Business math is currently a year-long course. We are requesting to have the course changed to a semester course.

RATIONALE: The competencies presented in the Business Math curriculum can be adequately covered in a semester. We feel business math is important and would like for students to complete these competencies in one semester, giving them the opportunity to pursue concurrent enrollment options in the second semester.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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	Business Math provides essential learning for wise consumerism and making responsible financial decisions following high school graduation.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Business Math is in the VRHS “Science, Agriculture, Health and Business” Pathway and this course is specifically designed to give students an opportunity to become responsible with their personal and/or business finances in their future.

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: \$2739.98 for curriculum

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to accept a course change for VRHS “Business Math.” Changing it from a yearlong course to a semester course.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

45 Day Syllabus (Full Course) ^(1/7)

BASED ON 50-MINUTE CLASSES

Chapter 1: Introduction to Personal Finance

Class	Video Segment	Activity
1	Getting Started (located on Disc 1)	ACTIVITY: Course Overview, Clay's Candy Bar Madness TEST: Course Pre-test WORKBOOK: Before You Begin HOMEWORK: Parent Interview
2	Video 1.1: 13 minutes Video 2.1: 15 minutes Video 3.1: 14 minutes	TOPIC: What Is Personal Finance? TOPIC: Money, the American Way TOPIC: You and Money WORKBOOK: Fill-ins, journal questions HOMEWORK: Chapter Summary, Money in Review
3	Summative Assessment	TEST: Introduction to Personal Finance ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Live From Financial Peace Plaza, The History of Credit in America, What is Personal Finance?, Game of Chance

Chapter 2: Savings

Class	Video Segment	Activity
4	Video 1.1: 15 minutes Video 2.1: 9 minutes Video 2.2: 11 minutes	WORKBOOK: Before You Begin TOPIC: Saving Is an Exercise of Character TOPIC: Three Basic Reasons to Save Money WORKBOOK: Fill-ins, journal questions
5	Video 2.3: 7 minutes Video 3.1: 13 minutes	TOPIC: Three Basic Reasons to Save Money (Continued) TOPIC: The Power of Compound Interest WORKBOOK: Fill-ins, journal question WORKBOOK: Chapter Summary, Money in Review
6	Summative Assessment	TEST: Savings ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Live from Financial Peace Plaza, Rate of Return, Savings by Nation, Sinking Fund Savings, Saving: A Way to Build Wealth, The Five Foundations

45 Day Syllabus (Full Course) ^(2/7)

Chapter 3: Budgeting

Class	Video Segment	Activity
7	Video 1.1: 10 minutes Video 1.2: 6 minutes	WORKBOOK: Before You Begin TOPIC: Budgeting 101 WORKBOOK: Fill-ins, journal questions ACTIVITY: Balancing Your Checking Account
8	Video 2.1: 8 minutes Video 3.1: 8 minutes	TOPIC: The Basics of Banking TOPIC: The Importance of Having a Zero-Based Budget WORKBOOK: Fill-ins, journal questions ACTIVITY: How to Manage Your Checking Account
9	Video 3.2: 13 minutes	TOPIC: The Importance of Having a Zero-Based Budget (Continued) WORKBOOK: Fill-ins, journal questions WORKBOOK: Chapter Summary, Money in Review HOMEWORK: The Student Budget
10	Summative Assessment	TEST: Budgeting ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Calculating Your Net Worth, Live From Financial Peace Plaza, Family Reality Check

Chapter 4: Debt

Class	Video Segment	Activity
11	Video 1.1: 13 minutes Video 1.2: 12 minutes	WORKBOOK: Before You Begin TOPIC: Debt: Product, Not Privilege WORKBOOK: Fill-ins, journal questions
12	Video 2.1: 12 minutes Video 2.2: 8 minutes Video 2.3: 13 minutes	TOPIC: Debunking the Credit Myths WORKBOOK: Fill-ins, journal questions
13	Video 2.4: 9 minutes Video 2.5: 14 minutes	TOPIC: Debunking the Credit Myths (Continued) WORKBOOK: Fill-ins, journal questions ACTIVITY: The Hidden Cost of Credit
14	Video 2.6: 13 minutes Video 3.1: 9 minutes Video 4.1: 13 minutes	TOPIC: Debunking the Credit Myths (Continued) TOPIC: The Credit Score TOPIC: Credit Bureaus and Identity Theft WORKBOOK: Fill-ins, journal questions HOMEWORK: Chapter Summary, Money in Review
15	Summative Assessment	TEST: Debt ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Live From Financial Peace Plaza, Making the Minimum, Realities of Cash Advances, The True Cost of Ownership, Drive Free, Rent to Own, Debunking the Credit Myth, The Debt Snowball

45 Day Syllabus (Full Course) ^(3/7)

Chapter 5: Life After High School

Class	Video Segment	Activity
16	Video 1.1: 7 minutes Video 1.2: 10 minutes Video 2.1: 6 minutes	WORKBOOK: Before You Begin TOPIC: Beware and Be Wise TOPIC: Start With the End in Mind WORKBOOK: Fill-ins, journal questions
17	Video 3.1: 10 minutes Video 3.2: 7 minutes Video 4.1: 10 minutes	TOPIC: Cash-Flow Your College Education TOPIC: Education Options for the 21st Century WORKBOOK: Fill-ins, journal questions WORKBOOK: Chapter Summary, Money in Review
18	Summative Assessment	TEST: Life After High School ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Live From Financial Peace Plaza, The Student Loan Myth, Beware and Be Wise, Case Study: Ethan and College Expenses, Cost of Living Calculator, Budgeting for Life After High School

Chapter 6: Consumer Awareness

Class	Video Segment	Activity
19	Video 1.1: 7 minutes Video 1.2: 10 minutes	WORKBOOK: Before You Begin TOPIC: Buyer Beware WORKBOOK: Fill-ins, journal questions ACTIVITY: The Cost of Cool HOMEWORK: Commercial Viewer
20	Video 1.3: 10 minutes Video 1.4: 9 minutes	TOPIC: Buyer Beware (Continued) WORKBOOK: Fill-ins, journal questions ACTIVITY: Marketing Madness
21	Video 2.1: 9 minutes Video 3.1: 14 minutes	TOPIC: Buyer's Remorse TOPIC: Opportunity Cost WORKBOOK: Fill-ins, journal questions ACTIVITY: 0% for 24 Months, Nothing Down WORKBOOK: Chapter Summary, Money in Review
22	Summative Assessment	TEST: Consumer Awareness ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Live From Financial Peace Plaza, The Impact of Daily Decisions, Opportunity Cost

45 Day Syllabus (Full Course) (4/7)

Chapter 7: Bargain Shopping

Class	Video Segment	Activity
23	Video 1.1: 7 minutes Video 2.1: 12 minutes	WORKBOOK: Before You Begin TOPIC: Bargain Shopping: Part of a Healthy Financial Plan TOPIC: The Seven Basic Rules of Negotiating WORKBOOK: Fill-ins, journal questions ACTIVITY: Food for Thought
24	Video 2.2: 15 minutes Video 2.3: 10 minutes Video 2.4: 7 minutes	TOPIC: The Seven Basic Rules of Negotiating (Continued) WORKBOOK: Fill-ins, journal questions ACTIVITY: The Seven Basics of Negotiating
25	Video 3.1: 11 minutes	TOPIC: Places to Find Great Deals WORKBOOK: Fill-ins, journal questions ACTIVITY: Double Discounts ACTIVITY: Computing Discounts HOMEWORK: Chapter Summary, Money in Review
26	Summative Assessment	TEST: Bargain Shopping ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Live From Financial Peace Plaza, Bargain Shopping

Chapter 8: Investing and Retirement

Class	Video Segment	Activity
27	Video 1.1: 14 minutes Video 1.2: 12 minutes	WORKBOOK: Before You Begin TOPIC: Investing 101 WORKBOOK: Fill-ins, journal questions ACTIVITY: Individual Fund Tracker
28	Video 2.1: 14 minutes Video 2.2: 14 minutes	TOPIC: Types of Investments WORKBOOK: Fill-ins, journal questions ACTIVITY: Live From Financial Peace Plaza
29	Video 2.3: 15 minutes Video 3.1: 13 minutes	TOPIC: Types of Investments (Continued) TOPIC: Employer Benefits and Retirement Plans WORKBOOK: Fill-ins, journal questions ACTIVITY: Reading a Prospectus
30	No Video	ACTIVITY: Name That Investment ACTIVITY: Stocks Vs. Mutual Funds WORKBOOK: Chapter Summary, Money in Review
31	Summative Assessment	TEST: Investing and Retirement ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Investments Compared, Rule of 72, My Roth IRA, Funding 401(k)s and Roth IRAs, Wealth-Building Pyramid, Monthly Retirement Planning, Wealth Building Is NOT a Game of Chance

45 Day Syllabus (Full Course) ^(5/7)

Chapter 9: Insurance

Class	Video Segment	Activity
32	Video 1.1: 8 minutes Video 2.1: 8 minutes Video 2.2: 10 minutes	WORKBOOK: Before You Begin TOPIC: Protecting Your Wealth TOPIC: Basic Types of Coverage WORKBOOK: Fill-ins, journal questions ACTIVITY: Auto Liability Limits
33	Video 2.3: 7 minutes Video 2.4: 13 minutes	TOPIC: Basic Types of Coverage (Continued) WORKBOOK: Fill-ins, journal questions ACTIVITY: Health Plan Overview
34	Video 3.1: 10 minutes Video 4.1: 7 minutes	TOPIC: The Importance of Life Insurance TOPIC: Insurance to Avoid WORKBOOK: Fill-ins, journal questions ACTIVITY: What's With the Will? WORKBOOK: Chapter Summary, Money in Review
35	Summative Assessment	TEST: Insurance ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Presenting Risk, Live From Financial Peace Plaza, Which Insurance Policies Are Needed?, Identifying Financial Risk, Understanding Renter's Insurance

Chapter 10: Money and Relationships

Class	Video Segment	Activity
36	Video 1.1: 13 minutes Video 2.1: 11 minutes Video 3.1: 9 minutes	WORKBOOK: Before You Begin TOPIC: Understanding Your Money Personality TOPIC: Marriage and Money TOPIC: Communication Is Key WORKBOOK: Fill-ins, journal questions WORKBOOK: Chapter Summary, Money in Review
37	Summative Assessment	TEST: Insurance ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Creative Debating, Time Budget, Live From Financial Peace Plaza, Back Then, Roommates and Money

45 Day Syllabus (Full Course) ^(6/7)

Chapter 11: Career and Taxes

Class	Video Segment	Activity
38	Video 1.1: 3 minutes Video 1.2: 11 minutes Video 1.3: 10 minutes	WORKBOOK: Before You Begin TOPIC: Self-Assessment WORKBOOK: Fill-ins, journal questions ACTIVITY: DISC and Career Match
39	Video 2.1: 9 minutes Video 3.1: 7 minutes Video 4.1: 13 minutes	TOPIC: Goal Setting TOPIC: You Won't Love the Entry Level TOPIC: The Best Practices of Successful People WORKBOOK: Fill-ins, journal questions ACTIVITY: Researching Careers
40	Video 4.2: 4 minutes Video 4.3: 11 minutes Video 4.4: 8 minutes	TOPIC: The Best Practices of Successful People WORKBOOK: Fill-ins, journal questions ACTIVITY: Interview Practice
41	No Video	WORKBOOK: Have students read then discuss Section 5, "Income and Taxes" ACTIVITY: Filing Your Taxes WORKBOOK: Chapter Summary, Money in Review
42	Summative Assessment	TEST: Career and Taxes ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Reading a Pay Stub, Employee On-boarding, Live From Financial Peace Plaza, Résumé and Cover Letters

Chapter 12: Giving

Class	Video Segment	Activity
43	Video 1.1: 5 minutes Video 2.1: 10 minutes	WORKBOOK: Before You Begin TOPIC: False Perceptions TOPIC: Make an Impact WORKBOOK: Fill-ins, journal questions ACTIVITY: Exploring Areas of Need in Your Community
44	Video 3.1: 14 minutes Video 4.1: 12 minutes	TOPIC: Give Your Time and Talents TOPIC: Define Your Legacy WORKBOOK: Fill-ins, journal questions ACTIVITY: Research Charitable Organizations WORKBOOK: Chapter Summary, Money in Review
45	Summative Assessment	TEST: Giving ACTIVITY: Budget Builder—foundationsU.com
	Optional Activities	Live From Financial Peace Plaza, The Generosity of Future Me, Making a Difference, The Benefits of Charitable Giving

45 Day Syllabus (Full Course) (7/7)

Finals Week

The course post-test should take place on the last day of the course. By comparing the pre- and post-test scores, you can measure the learning that occurred during the course. The final exam should be administered during finals week.

BOARD OF EDUCATION AGENDA ITEM 7.02f

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Andrew Simmons and Cale Csizmadi
TITLE OF AGENDA ITEM:	VRHS Course Proposal for Conceptual Physics
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Vista Ridge High School is seeking approval of the addition of the semester long course entitled Conceptual Physics.

RATIONALE: This will be an 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 conceptual physics course to fulfill their science graduation requirements.

Grade Level: 9-10

Length: Semester

This course introduces physics concepts and the use of basic math and beginning algebra in application of physics principles. Topics include Kinematics, Dynamics, Energy and Waves. Upon completion, students should be able to demonstrate an understanding of motion/Newton's Laws, Conservation of Energy and Properties of Waves.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Approval of this course helps to define further academic pathways for students in non-STEM careers
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Approve of this course helps increase opportunities for a wider variety of students

FUNDING REQUIRED: Yes, textbook

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the Conceptual Physics course.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

Conceptual Physics: Semester long course

COURSE DESCRIPTION:

This course introduces physics concepts and the use of basic math and beginning algebra in application of physics principles. Topics include Kinematics, Dynamics, Energy and Waves. Upon completion, students should be able to demonstrate an understanding of motion/Newton's Laws, Conservation of Energy and Properties of Waves.

Course:

Upon completion student should be able to:

1. Discuss physics principles and how they relate to everyday life applications.
2. Construct and interpret scientific graphs from given and student collected data sets.
3. Use basic math and algebra to demonstrate ties between physics and mathematics.
4. Demonstrate an understanding of core physics principles, laws and concepts in preparation for future core and elective science courses.
5. Participate in inquiry based labs and projects that demonstrate practical application of physics principles outlined in the course.

OUTLINE OF INSTRUCTION

I. Kinematics

Introduction to Physics

- A. simple motion
- B. equations of motion
- C. basic graphing
- D. kinematics applications

III. Dynamics

- A. Newton's Laws
- B. equations
- C. dynamics applications

IV. Energy

- A. Energy Forms/Types
- B. equations
- C. conservation principles
- D. energy applications

V. Waves

- A. Sound
- B. EM/Light
- C. basic wave equation
- D. applications of waves

BOARD OF EDUCATION AGENDA ITEM 7.07g

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Jordan Kober at Vista Ridge High School
TITLE OF AGENDA ITEM:	Russian Language and Culture Course Proposal
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Vista Ridge High School is seeking approval of this course to be conducted during one academic year (2 semesters) as Russian I and Russian II in order to help students meet the two-year college requirement in a foreign language for high school graduates.

RATIONALE:

The intent in designing these courses is to teach students basic grammar/communication skills in Russian and to share historical and cultural knowledge of Slavic identity in order to foster an enriching linguistic experience for young people.

RELEVANT DATA AND EXPECTED OUTCOMES:

This course aims to increase interest in Russian so that students will develop a fully rounded perspective of the Russian culture which can then transfer over to other cultures, their languages, and their status in the context of the modern world. Knowledge of Russian may potentially provide some unique job opportunities in future careers due to its linguistic rarity in the United States.

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	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>	Approval of this course will allow VRHS to further diversify its portfolio of opportunities.
	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>	Approval of this course will allow students to choose from a diverse portfolio of foreign language and cultural options to better fit their educational and career goals.

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the course, Russian Language & Culture.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

D 49 Vista Ridge High School
Courses Proposal
Russian Language and Russian Culture

Purpose

The intent in designing this course is to teach students basic grammar/communication skills in Russian and to share historical/cultural knowledge of Slavic identity in order to foster an enriching linguistic experience for young people.

Course Content

This course provides introductions to the Russian culture, traditions, literature, and language. It will expose students to Language and the depth of some historical events (prehistory and the rise of medieval state of Kievan Rus, ruling by Romanovs in times of Russian Empire, the Soviet Union, post cold war times, etc.) Russian lessons will provide a look at the historical development of the Russian/Ukrainian relationships, starting with the founding of Slavic nations, and also will examine some Eastern European regional issues in modern day. Students will develop knowledge of basic Russian vocabulary, and grammatical structures with the goal of conversational competency and writing/reading abilities.

Outcome

The course aims to increase interest in the subject so that students will develop a full rounded perspective of the Russian culture which can then transfer over to other cultures, their languages, and their status in the context of the modern world. Knowledge of Russian may potentially provide some unique job opportunities in future careers due to its linguistic rarity in the United States.

Assessment

In the framework of NAEP Foreign Language Assessment, the students will be assessed for four skills: a) listening; b) speaking; c) reading; d) writing. Communicative ability is to be assessed through authentic communication tasks as called for in daily life, school, and work. Evidence of student growth in Russian will include the interpretive listening and reading tasks, and presentational speaking tasks. An effective teacher feedback is a key in evaluation of the academic progress. Hence feedback should be clear, descriptive, and illustrated for students and among the students in giving their peers feedback.

Unit

This course will be conducted during one academic year (2 semesters) as ***Russian I*** with a consequent potential course ***Russian II*** in order to provide two year college requirement in a foreign language for high school graduates. All grade level(s) can sign up.

Teaching Methodologies

Cognitive approach and the Natural/Communicative approach are chosen as the basic methodologies in teaching Russian language.

Supporting Resources

"Russian for Everybody" published by Russky Yazak ; Publishers and adapted by Robert L. Baker of Middlebury College.

BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF:	March 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	BCB	Board Member Conflict of Interest	D. Richer B. Miller	CASB's recommended revision to comply with Uniform Guidance (UG) procurement standards.
7.03b	BEDF	Voting Method	D. Richer	CASB's recommended revision since issue is now addressed in BCB.
7.03c	BID/BIE	Board Member Compensation and Expenses/Insurance/Liability	D. Richer	CASB's recommendation minor revision to ensure compliance with the UG.
7.03d	EHB	Records Retention	D. Richer	Updated Superintendent language and legal references.
7.03e	IKFA	Early Graduation	A. Whetstine	Recommend repeal, no longer relevant with new graduation guidelines.
7.03f	IHBAA	Response to Intervention (RtI)	N. Lemmond	Response to Intervention is referenced in both federal law (IDEA) and Colorado law (ECEA) and does not require a board policy for implementation.
7.03g	JLCD	Administering Medications to Students	N. Lemmond	Minor revisions to policy and regulation. Exhibit updated to reflect current practice/form.
7.03h	JLCE	First Aid and Emergency Medical Care	N. Lemmond	Policy review; no changes. Regulation modified to match current practice.
7.03i	KFA	Public Conduct on District Property	D. Watson	Add reference to medical marijuana policy.

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	

BOE Regular Meeting March 9, 2017
Item 7.03 continued

Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead 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>	
	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 at the previous work session, I move to approve the nine policies in item 7.03.

REVIEWED BY: Chief Officers

DATE: February 24, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Board Member Conflict of Interest
Designation	BCB
Office/Custodian	Board of Education/Executive Assistant to the BOE/Legal Counsel

Public office is a trust created in the interest of the common good and for the benefit of the people. A conflict of interest can arise when a public officer is unable to be devoted with complete loyalty and singleness of purpose to the general public interest.

It is the intent of this policy to protect the public trust placed in directors of this school district. For purposes of this policy, the Board of Education declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite, and demonstrable and which is or may be in conflict with the public interest.

A Board member, who has a personal or private interest in a matter proposed or pending before the Board, shall disclose such interest to the Board, shall not vote on it, and shall not attempt to influence the decisions of other Board members in voting on the matter.

However, if a Board member has complied with statutory disclosure requirements by notifying the Secretary of State of his or her interest in the matter, he or she may vote if his or her participation is necessary to obtain a quorum or otherwise enable the Board to act. A member who votes under these circumstances shall state for the record the fact and summary nature of the potential conflict of interest.

The written disclosure to the Secretary of State shall list as applicable the amount of the member's financial interest, the purpose and duration of any services rendered, compensation received for services, or such other information necessary to describe the interest.

The Board shall not hire any of its members as an employee of the District, nor shall it permit the District to consider the application for employment by any of its members. However, the Board does recognize that employees may desire to serve on the Board. Should an employee be elected or appointed to the Board, he or she shall, before taking office, resign from his or her position with the District.

The Board shall not approve any compensation for a member for services rendered to the District except for services rendered to the Board as provided by law. Members may be reimbursed for authorized expenses in carrying out Board duties as provided by law.

The Board shall not enter into any contract with any of its members or with a firm or corporation in which a member has a financial interest, unless one or more of the following apply:

1. The contract is awarded to the lowest responsible bidder based on competitive bidding procedures.
2. The merchandise is sold to the highest bidder at a public auction.
3. The transaction involves investing or depositing money in a financial institution which is in the business of loaning money or receiving money.
4. If, because of geographic restrictions, the District could not otherwise reasonably afford the contract because the additional cost to the District would be greater than 10 percent of the contract with the interested member or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services.

5. If the contract is one in which the Board member has disclosed a personal interest and is one on which the member has not voted or has voted as allowed in state law following disclosure to the Secretary of State and to the Board.

Except as described above, a Board member shall not be a purchaser at any sale or a vendor for any district purchase made with non-federal funds.

Conflict of interest – federally funded transactions

Separate from state law and the Board’s policies concerning the Board’s standards of conduct and conflict of interest, federal law imposes restrictions on the conduct of a Board member whenever the transaction in question is supported by federal funds subject to the Uniform Grant Guidance (UGG), found in 2 C.F.R. Part 200.-

Under the UGG, a Board member shall not participate in the selection, award or administration of a contract supported by a federal award if the Board member has a conflict of interest as defined by the UGG.

A conflict of interest arises under the UGG when the Board member, any member of his or her immediate family, his or her business partner, or an organization which employs or is about to employ any of the aforementioned parties has a substantial financial or other interest in or would obtain a substantial tangible personal benefit from a firm considered for a contract.

In addition, the UGG prohibits Board members from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or parties to subcontracts that are federally funded, unless the gift is an unsolicited item of nominal value.

For the purposes of this policy section only, “immediate family” means the Board member’s spouse, partner in a civil union, children and parents. In determining whether a financial or other interest is “substantial,” or whether anything solicited or accepted for private benefit is of “nominal value,” the Board shall follow the standards of conduct and corresponding definitions applicable to local public officials under state law.

These minimum federal requirements are not waivable in connection with any transaction or contract to which they apply.

A Board member who violates the standards of conduct set forth in this policy’s section may be subject to censure or other disciplinary action, in accordance with the Board’s authority and state law.

- Adopted: August 21, 1977
- Revised: January 16, 1985
- Revised: September 3, 1998
- Revised: July 26, 2005
- Reviewed: September 23, 2009
- Revised: January 12, 2012
- Revised: November 13, 2014
- Revised: March 9, 2017

LEGAL REFS:

- 2. C.F.R. 200.318-(c) (Uniform ~~Grant~~ Guidance – written standards of conduct covering conflicts of interest required concerning the selection, award and administration of contracts supported by federal funds)
- Colorado Constitution, Article X, Section 13
- C.R.S. 22-32-109(1)(y) (*duty of board to adopt bylaws on conflicts of interest*)
- C.R.S. 24-18-109 (*government rules of conduct*)
- 24-18-110 (*voluntary disclosure*)
- C.R.S. 24-18-201 (standards of conduct – interests in contracts)
- C.R.S. 24-18-202 (Standards of conduct – interests in sales)

CROSS REFS:

- BC, School Board Member Conduct
- BCA-E-2, Code of Ethics for School Board Members
- BEDF, Voting Method
- BID/BIE, School Board Member Compensation/Insurance/Expenses/Liability
- DJE, Bidding Procedures
- DKC, Expense Authorization/Reimbursement (Mileage and Travel)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Voting Method
Designation	BEDF
Office/Custodian	Board of Education/Executive Assistant to BOE

All voting shall be by roll call with each member present voting "Aye" or "No" alphabetically. However, election of the president and vice president may be by secret ballot. If a vote is taken by secret ballot, the outcome of the vote shall be recorded contemporaneously in the minutes.

A member may abstain from voting only if excused by the Board for good cause.

~~A Board member who has a personal or private interest in any proposed or pending matter which presents a conflict of interest in accordance with Board policy shall disclose such interest and shall not vote unless participation is necessary to obtain a quorum or otherwise enable the Board to act. Under such circumstances, the member shall comply with the voluntary disclosure requirements set out in state law.~~

To pass, any motion must be approved by a majority of the members present except as state law or policies of this Board may require a majority of full membership or a two-thirds majority.

- Adopted: April 21, 1977
- Revised: September 3, 1998
- Revised: February 11, 2010
- Revised: November 13, 2014
- Revised: March 9, 2017

LEGAL REFS:

- C.R.S. 22-32-104 (3) (*president and vice president must be elected by majority of the entire membership*)
- C.R.S. 22-32-108 (6) (*voting by roll call, excused for good cause*)
- C.R.S. 22-32-108 (7)(a) (*a board member who participates electronically in conformance with the board's policy on electronic meeting participation is considered "present"*)
- C.R.S. 24-6-402 (2)(d)(IV) (*outcome of a secret ballot vote must be recorded contemporaneously in the minutes*)
- C.R.S. 24-6-402 (4) (*a two-thirds majority of the quorum present is required to go into executive session*)
- C.R.S. 24-18-109 (3) (*conflict of interest and voting*)
- C.R.S. 24-18-110 (*voluntary disclosure of conflict of interest*)

CROSS REFS:

- BCB, Board Member Conflict of Interest
- BE, School Board Meetings
- BEAA, Electronic Participation in School Board Meetings



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Board Member Compensation and Expenses/Insurance/Liability
Designation	BID/BIE
Office/Custodian	Board of Education/Executive Assistant to the BOE

Board members shall receive no compensation for their services. However, upon submitting vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Board, Board members may be reimbursed from district funds in accordance with the Board's policy on expense authorization and reimbursement.

~~Such expenses may include the cost of attendance at conferences of school boards associations and other professional meetings/visitations when such attendance and expense payment has had prior Board approval.~~

The Board shall purchase liability insurance and errors-and-omissions insurance to protect its members individually and collectively for claims made against them as a result of their membership on the Board.

The Board shall rely on the Colorado Governmental Immunity Act, C.R.S. 24-10-101 *et seq.* (the Act) as the statement of its obligation to defend and indemnify Board members. If the Board elects to provide for the defense of a Board member in a claim which alleges willful and wonton conduct by the Board member, the Board may require the Board member to post a reasonable bond to ensure reimbursement of any amounts advanced, in accordance with the Act.

- Adopted: April 21, 1977
- Revised: September 3, 1998
- Revised: July 10, 2003
- Reviewed: January 14, 2010
- Revised: December 11, 2014
- Revised: March 9, 2017

LEGAL REFS:

- C.R.S. 22-12-101 *et seq.* (*Teacher and School Administrator Protection Act also limits liability of school board members*)
- C.R.S. 22-32-104 (5) (*board member compensation*)
- C.R.S. 22-32-109.1(89) (*immunity provisions in safe schools law also apply to school board members*)
- C.R.S. 22-32-110 (1)(n),(u) (*power to provide necessary expenses*)
- C.R.S. 24-10-101 *et seq.* (*Colorado Governmental Immunity Act*)
- C.R.S. 24-18-104 (3)(d),(e) (*reimbursements are not considered gifts*)
- 20 USC 2361 through 2368 (*Coverdell Teacher Protection Act contained in No Child Left Behind Act of 2001 limits the liability of school board members*)

CROSS REF:

- EI, Insurance Management
- DKC, Expense Authorization/Reimbursement (Mileage and Travel)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Records Retention
Designation	EHB
Office/Custodian	Board of Education/Executive Assistant to the BOE

The Board has approved the district's use of the Colorado School District Records Management Manual (records management manual) developed by the Colorado State Archives Department to assist the district in determining the appropriate retention period for various types of records. School district records regarding the district's organization, functions, policies, decisions, procedures, operations, or other activities may be considered public records subject to retention.

The district shall retain records for the time periods specified by the records management manual, as may be amended from time to time, unless a longer retention period is required by state or federal law. District employees and Board members shall be responsible for adhering to the records management manual.

Whenever the district is a party in litigation or reasonably anticipates being a party in litigation, Board members and district employees in possession of hard copy or electronic documents, email and/or other evidence relevant to the litigation or reasonably anticipated litigation shall retain all such documents, emails and other evidence until otherwise directed by the ~~superintendent~~chief officer or designee.

Documents and other materials that are not "records" required to be retained by district policy, the records management manual, or state or federal law, and are not necessary to the functioning of the district, may be destroyed when no longer needed. Examples include telephone message slips, miscellaneous correspondence not requiring follow-up or district action, and emails that do not contain information otherwise required to be retained by district policy, the records management manual, or state or federal law.

District employees may be subject to disciplinary action for violation of this policy.

- Adopted: March 12, 2015
- Revised: March 9, 2017

LEGAL REFS:

- 2 C.F.R. 200.333 (retention requirements for federal fiscal records)
- C.R.S. 24-72-113 (*limit on retention of passive surveillance records*)
- C.R.S. 24-80-101 *et seq.* (*State Archives and Public Records Act*)

CROSS REFS:

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



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Early Graduation
Designation	IKFA
Office/Custodian	Education/Executive Director of Learning Services

~~The Board of Education believes that most students benefit from four years of high school experience and are not encouraged to graduate early. However, in some cases, students need the challenge provided by postsecondary education or other opportunities at an earlier age. Therefore, the Innovation Leader may grant permission to students wishing to graduate early, provided the student has met all graduation requirements. All early graduates may attend class functions with prior approval and graduation ceremonies.~~

~~Seniors who withdraw from school after the early graduation deadline and who have the necessary credits to graduate shall be mailed a diploma.~~

- ~~• Adopted: December 3, 1987~~
- ~~• Revised: September 2, 1999~~
- ~~• Revised: July 8, 2010~~
- ~~• Revised: October 27, 2011~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Response to Intervention (RtI)
Designation	HBAA
Office/Custodian	Education/Executive Director of Individualized Education

The Board of Education recognizes that, use of the Response to Intervention (RtI) framework is a requirement of the Colorado Rules for the Administration of the Exceptional Children's Education Act (ECEA). The RtI framework embodies demonstrated implementation of best practices intended to improve instruction on a continual basis for all students. The RtI framework is also consistent with the intention of various state and federal laws, including the Individuals with Disabilities Education Act (IDEA) and ECEA.

It is the Board's expectation that District administrators and school leadership will provide the leadership, support, training and resources necessary to implement and sustain the RtI framework consistent with Colorado Department of Education guidelines. All schools in the District will fully implement the principles and practices of the RtI framework to improve the educational outcomes for all students.

Nothing in this policy is intended to confer any rights on any individual that are not otherwise conferred by law.

- ~~Adopted: August 12, 2010~~

~~LEGAL REF:~~

- ~~20 U.S.C. § 1413(f)~~
- ~~34 C.F.R. § 226, 300.307 (a)(2)(i), 300.311 (a)(7)~~
- ~~1 C.C.R. 301-8 § 2.08(6)(b)(ii)~~
- ~~C.R.S. § 22-26-101-108 (Gifted and Talented Students)~~

~~CROSS REF:~~

- ~~HBAA Special Programs~~
- ~~HBAA Response to Intervention (RtI)~~
- ~~HBAA Exhibit 1 District 49 Multi-Tiered Model of Instruction and Intervention~~
- ~~HBBA Gifted and Talented~~
- ~~HBBA English Second Language~~
- ~~IKE Ensuring All Students Meet Standards~~

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Administering Medications to Students
Designation	JLCD
Office/Custodian	Education/Executive Director of Individualized Education

Falcon School District shall not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours and the student's parent/guardian is not available to administer the medication during the school day.

Nonprescription, over-the-counter medications will require the same authorization from the physician and parent/guardian as prescription medications. The only exception to this will be the use of cough drops and throat lozenges brought to school with written authorization by the parent/guardian.

Medication may be administered to students only by school personnel whom a registered nurse has trained and delegated the task of giving such medications. For purposes of this policy, the term "medication" includes both prescription medication and nonprescription medication. The term nonprescription medication includes but is not limited to over the counter medications, homeopathic and herbal medications, vitamins and nutritional supplements. Medication may be administered to students by the school nurse or other designee only when the following requirements are met:

1. Medication shall be in the original, ~~pharmaceutically-labeled~~ properly labeled-container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, time for administering, name of health care provider, and current date shall be printed on the container. Over-the-counter medication (e.g. cough medicine, decongestants, and acetaminophen) must be in its original packaging. Throat lozenges and cough drops will only be dispensed with parent permission, and such items must be kept in the health room.
2. The school shall have received written permission from the doctor or dentist to administer the medication from the student's health care provider with prescriptive authority under Colorado law.
3. The school shall have received written permission from the parent/guardian to administer the medication.
4. The parent/guardian shall be responsible for providing all medication to be administered to the student.

All medication shall be safeguarded at school to avoid any risk that it may be improperly ingested by anyone.

Self-administration of medication for asthma, allergies or anaphylaxis

A student with asthma, a food allergy, other severe allergies, or other related, life-threatening condition may possess and self-administer medication. Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall be in accordance with regulation JLCD-R.

Authorization for a student to possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or other related, life-threatening condition may be limited or revoked by the school principal after consultation with the school nurse and the student's parents/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy shall be considered a violation of policy JICH, Drug and Alcohol Use by Students and may be subject to the student disciplinary consequences, including suspension and/or expulsion, in accordance with policy JICH.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: June 21, 1990
- Revised: September 7, 2000
- Revised: October 6, 2005
- Reviewed: May 13, 2010
- Revised: November 11, 2010
- Revised: March 9, 2017

LEGAL REFS:

- C.R.S. 12-38-132 (*delegation of nursing tasks*)
- C.R.S. 22-1-119 (*no liability for adverse drug reactions/side effects*)
- C.R.S. 22-1-119.5 (*Colorado Schoolchildren's Asthma, Food Allergy and Anaphylaxis Health Management Act*)
- C.R.S. 22-2-135 (*Colorado School Children's Food Allergy and Anaphylaxis Management Act*)
- C.R.S. 24-10-101 *et seq.* (*Colorado Governmental Immunity Act*)
- 1 C.C.R. 301-68 (*State Board of Education rules regarding student possession and administration of asthma, allergy and anaphylaxis management medications or other prescription medications*)
- 6 CCR 1010-6, Rule 6.13 (*requirements for health services in schools*)

CROSS REF:

- JICH, Drug and Alcohol Involvement by Students
- JKDJKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)
- JLCDA, Students with Food Allergies
- JLCE, First Aid and Emergency Medical Care

BOARD-APPROVED POLICY OF DISTRICT 49

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

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

During the school day and during school sponsored events, including those off-site, at least one staff person shall be on duty who has a current certification from a nationally recognized course in standard first aid and CPR. First aid kits shall be stored and properly maintained in each school in accordance with applicable school health rules.

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

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

- Current practice codified 1980
- Adopted: date of manual adoption
- Revised: September 7, 2000
- Revised: October 6, 2005
- Revised: August 12, 2010
- Revised: February 11, 2016
- Reviewed: March 9, 2017

LEGAL REFS:

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

CROSS REFS:

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



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Public Conduct on District Property
Designation	KFA
Office/Custodian	Operations/Director of Safety and Security

Persons using or upon school district property, including all district buildings, parking lots, and any district vehicle used to transport students, shall not engage in the conduct described below.

1. Any conduct that obstructs, disrupts, or interferes with teaching, research, service, administrative, or disciplinary functions, or any activity sponsored or approved by the Board.
2. Physical abuse or threat of harm to any person or District owned or controlled property at District sponsored or supervised functions.
3. Threat of damage or damage to property of the District regardless of the location, or property of a member of the community or a visitor to the school when such property is located on District controlled premises.
4. Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
- ~~5.~~ Use, possession, distribution or sale of drugs and other controlled substances, alcohol and other illegal contraband on district property, at district or school-sponsored functions or in any district vehicle transporting students. For purposes of this policy, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine).
- ~~5.~~ If, however, the administration of medical marijuana is in accordance with the Board's policy on administration of medical marijuana to qualified students, such possession shall not be considered a violation of this policy.
6. Distribution, manufacture or sale of controlled substances or the possession of controlled substances with intent to distribute them within 1,000 feet of the perimeter of school grounds.
7. Profanity or verbally abusive language.
8. Unlawful use of any tobacco product, to include e-cigarettes.
9. Entry onto district grounds or into a district building by a person suspected or known to be under the influence of alcohol or a controlled substance.
10. Unlawful possession of a deadly weapon, as defined in state law, on school property or in school buildings.
11. Violation of any federal, state or municipal law or Board policy.

Any member of the general public considered by the Chief Education Officer/Zone Leader or designee to be in violation of this policy shall be instructed to leave the property of the District.

- Adopted: August 16, 1984
- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994

- Revised: September 7, 2000
- Revised: September 10, 2009
- Revised: October 27, 2011
- Revised: September 8, 2016
- Revised: March 9, 2017

LEGAL REFS:

- 21 U.S.C. 860 (crime to distribute or manufacture controlled substances within 1,000 feet of a school)
- C.R.S. 18-1-901 (3)(e) (definition of deadly weapon)
- C.R.S. 18-9-106 (disorderly conduct)
- C.R.S. 18-9-108 (disrupting lawful assembly)
- C.R.S. 18-9-109 (interference with staff, faculty or students of educational institutions)
- C.R.S. 18-9-110 (public buildings - trespass, interference)
- C.R.S. 18-9-117 (unlawful conduct on public property)
- C.R.S. 18-12-105.5 (unlawful carrying/possession of weapons on school grounds)
- C.R.S. 18-12-214 (3)(a) (person with valid concealed handgun permit may have a handgun on school property as long as hand gun remains in his or her vehicle and if, while the person is not in vehicle, the gun is kept in a compartment and the vehicle is locked)
- C.R.S. 18-18-407 (2) (crime to sell, distribute or possess with intent to distribute any controlled substance on or near school grounds or school vehicles)
- C.R.S. 22-1-119.3(3)(c),(d) (no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)
- C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
- C.R.S. 25-14-103.5 (boards of education must adopt policies prohibiting tobacco and retail marijuana use on school property)
- C.R.S. 25-14-301 (Teen Tobacco Use Prevention Act)

CROSS REFS:

- ADC, Tobacco-Free Schools
- GBEB, Staff Conduct & Responsibilities
- GBEC, Alcohol and Drug-Free Workplace
- JICH, Drug and Alcohol Involvement by Students
- JICI, Weapons in School
- JLCDB, Compassionate Administration of Therapeutic Cannabinoid Products
- KI, Visitors to Schools

BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Andrew Smith
TITLE OF AGENDA ITEM:	SCHS Science – IB Chemistry SL and IB Physics SL
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The IB Science program at SCHS currently offers three Higher Level (HL) options – HL Biology, HL Chemistry, and HL Physics. These courses are two-year courses, at the end of which students may test to earn college credit. Many students have dropped these courses after the first year, but we have committed to students in the Diploma Programme that the second year of the course will be offered. As a result, the second year of these courses is often quite small, which puts a strain on the student numbers in other classes.

RATIONALE:

Teaching the SL curriculum in one year after a foundation in Honors Chemistry or Physics opens the door for more students to earn college credit through the IB exam, while allowing us the flexibility to counsel students needing a two-year HL curriculum into a course that is likely to have enough students to support it both years.

RELEVANT DATA AND EXPECTED OUTCOMES:

In the past three years, we have seen enrollments of 15 or less, in the second year of our HL science courses. We expect the need for these classes to diminish, allowing us to offer smaller classes in other science courses, while increasing the opportunity for students to earn college credit in science.

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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>	Students will be more successful in advanced science with a foundational year of honors science.

FUNDING REQUIRED: No additional

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the additions to SCHS Course Catalog for 2017-18.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

Building Administrator:
Approval:

Comments:

BOE Approval:
Date

Date submitted:

Date Received:

Date reviewed by DCPC:

Recommendation:

Date of Implementation:

Falcon District 49 Course Proposal

Name of the Course: IB CHEMISTRY SL

Core:_____

Elective:_____X_____

Course description:

IB DP Chemistry SL (pending board approval) Grades 11-12 1 Year, 1 Credit
(weighted +1.0)

Prerequisites: *Final grade of C or better in MYP Honors Chemistry*

Fees: *Exam fee if you choose to take the IB exam*

This one-year advanced chemistry course is part of the International Baccalaureate Diploma Programme and is also open to non-IB Diploma Program students. Chemistry is referred to as "the central science", as chemical principles underpin both the physical environment in which we live and all biological systems. This advanced chemistry course includes the essential principles of the subject (such as quantitative chemistry, energetics, kinetics, equilibrium, acids/bases, oxidation and reduction, and organic chemistry) and also includes one option (such as materials science, biochemistry, energy, or medicinal chemistry). You will take an external course exam (SL level) at the end of the school year. In addition you will complete two internally assessed requirements – a design-your-own experiment and a Group IV Project – a collaborative, interdisciplinary project in which students from the different group 4 subjects analyze a common topic or problem. Many universities will grant transfer credit based on IB exam scores – on a course-by-course basis. Ask your science teacher for more details. HEAR, NCAA

What standards/benchmarks will be met in this course?

Colorado Physical Science standards

2. Matter has definite structure that determines characteristic physical and chemical properties.
3. Matter can change form through chemical or nuclear reactions abiding by the laws of conservation of mass and energy
4. Atoms bond in different ways to form molecules and compounds that have definite properties
5. Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined
6. When energy changes form, it is neither created nor destroyed; however, because some is necessarily lost as heat, the amount of energy available to do work decreases

Does this course meet Higher Education Admission Requirements (Secondary only)? Yes X No

Grade Level(s): 11, 12

FTE Required: 1

Teacher training required/qualifications necessary to teach the course:

IB course training – current teacher already trained

Space Needed: Science Lab (not in addition to currently available space)

Semester/year? Year

Class size:

Minimum: 15

Maximum: 30

Cost: No additional start-up

Equipment: No additional start-up equipment, lab equipment expansion and replacement on an as-needed basis.

Books: Higher Level Chemistry 2nd Edition – Prentice Hall. Available from amazon.com for \$70-90. We already have enough for our current students. Purchase additional as necessary.

Supplies: Already possess necessary supplies

Total:

\$.000

Resources Needed: Already possess necessary resources

Rational for Course:

The SCHS Science department offers three IB life science courses, but only two traditional physical sciences – IB Chemistry HL and IB Physics HL. These both require a two-year commitment from students if they want to earn college credit by passing the IB exam. We want to give students a physical science option that will allow students to earn college credit at the end of one year. It is important to have a physical science option because the physical sciences attract students with different interests and goals than life science classes attract. Honors Chemistry will be a prerequisite because our school year does not allow for the instructional time recommended by IB for the SL course. Some content will be taught in the Honors Chemistry class, which will be deepened and expanded upon in IB Chemistry SL. At the end of the year, students will be prepared to take the IB exam for Chemistry SL. Students wishing another year of advanced study in chemistry and more college credit could sign up for IB Chemistry HL II.

Where does it fit into curriculum alignment?

Prerequisite? Honors Chemistry

Builds onto existing course? Yes

Do we already have a similar course? Please elaborate. We currently offer IB Chemistry HL I and II. IB Chemistry HL I would be replaced by IB Chemistry SL, and IB Chemistry HL II could be offered after SL if enough students were interested.

What other courses might this course impact? IB Chemistry HL II may be increased if more students find they enjoy the SL course. Alternatively, IB Chemistry HL II may decrease if students are satisfied with one year of advanced chemistry. Other science courses will have student numbers decrease if IB Chemistry II does not generate enough interest to run.

Does this course fit into the adoption cycle?

Is this course taught in another school in Colorado? Yes – Rampart HS

In another school in the US? Yes

If yes, where? Many IB schools teach SL Chemistry

Will this course be taught district-wide? No

Course sustainability (i.e.: If teacher leaves, does the course end?): Chemistry is a core elective, and viewed favorably by colleges. Any Chemistry teacher can teach IB Chemistry SL.

Evidence of student interest: Students pursuing the IB Diploma can choose to take an HL class in art or in science. Every year, some of our students want to take an HL physical science course, rather than an art or life science course. The first year of the HL

curriculum will be taught in SL. Additionally, the first year of HL has attracted enough students to run in three of the four years it has been offered.

Attach a syllabus

Attach an itemized budget page: None needed, as we have the equipment necessary to start the class. Additional equipment and supplies will be purchased as needed with the support of the DP Coordinator and science department budget.

Will the teacher have to give up anything to teach this course?

(i.e. Give up an American Lit course to teach this new course)

No, the current teacher teaches IB Chemistry HL I, which will be replaced.

When a student completes this course:

How will you measure learning?

Labs, class tests, and the IB test will demonstrate learning.

What assessment(s) will be used?

Provide a sample scoring rubric:

See attached for scoring experimental investigations.

What will students know?

Students will know how to design and perform an experiment, analyze their results, and evaluate their results and methods.

How will they demonstrate their learning?

Each student in an IB DP science course must conduct an experiment they design and perform themselves. This activity is called the Internal Assessment. Experiments performed as part of the learning cycle in class build and refine the skills students will need to be successful on this task.

In order for this course to be considered for the next school year, this application must be received no later than November 15.

Syllabus outline

Syllabus component	Recommended teaching hours	
	SL	HL
Core	95	
1. Stoichiometric relationships	13.5	
2. Atomic structure	6	
3. Periodicity	6	
4. Chemical bonding and structure	13.5	
5. Energetics/thermochemistry	9	
6. Chemical kinetics	7	
7. Equilibrium	4.5	
8. Acids and bases	6.5	
9. Redox processes	8	
10. Organic chemistry	11	
11. Measurement and data processing	10	
Additional higher level (AHL)		60
12. Atomic structure		2
13. The periodic table—the transition metals		4
14. Chemical bonding and structure		7
15. Energetics/thermochemistry		7
16. Chemical kinetics		6
17. Equilibrium		4
18. Acids and bases		10
19. Redox processes		6
20. Organic chemistry		12
21. Measurement and analysis		2
Option	15	25
A. Materials	15	25
B. Biochemistry	15	25
C. Energy	15	25
D. Medicinal chemistry	15	25

Syllabus component	Recommended teaching hours	
	SL	HL
Practical scheme of work	40	60
Practical activities	20	40
Individual investigation (internal assessment—IA)	10	10
Group 4 project	10	10
Total teaching hours	150	240

The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses as stated in the document *General regulations: Diploma Programme* (2011) (page 4, Article 8.2).

Syllabus content

	Recommended teaching hours
Core	95 hours
Topic 1: Stoichiometric relationships	13.5
1.1 Introduction to the particulate nature of matter and chemical change	
1.2 The mole concept	
1.3 Reacting masses and volumes	
Topic 2: Atomic structure	6
2.1 The nuclear atom	
2.2 Electron configuration	
Topic 3: Periodicity	6
3.1 Periodic table	
3.2 Periodic trends	
Topic 4: Chemical bonding and structure	13.5
4.1 Ionic bonding and structure	
4.2 Covalent bonding	
4.3 Covalent structures	
4.4 Intermolecular forces	
4.5 Metallic bonding	
Topic 5: Energetics/thermochemistry	9
5.1 Measuring energy changes	
5.2 Hess's Law	
5.3 Bond enthalpies	
Topic 6: Chemical kinetics	7
6.1 Collision theory and rates of reaction	
Topic 7: Equilibrium	4.5
7.1 Equilibrium	

	Recommended teaching hours
Topic 8: Acids and bases	6.5
8.1 Theories of acids and bases	
8.2 Properties of acids and bases	
8.3 The pH scale	
8.4 Strong and weak acids and bases	
8.5 Acid deposition	
Topic 9: Redox processes	8
9.1 Oxidation and reduction	
9.2 Electrochemical cells	
Topic 10: Organic chemistry	11
10.1 Fundamentals of organic chemistry	
10.2 Functional group chemistry	
Topic 11: Measurement and data processing	10
11.1 Uncertainties and errors in measurement and results	
11.2 Graphical techniques	
11.3 Spectroscopic identification of organic compounds	
Additional higher level (AHL)	60 hours
Topic 12: Atomic structure	2
12.1 Electrons in atoms	
Topic 13: The periodic table—the transition metals	4
13.1 First-row d-block elements	
13.2 Coloured complexes	
Topic 14: Chemical bonding and structure	7
14.1 Covalent bonding and electron domain and molecular geometries	
14.2 Hybridization	
Topic 15: Energetics/thermochemistry	7
15.1 Energy cycles	
15.2 Entropy and spontaneity	

	Recommended teaching hours
Topic 16: Chemical kinetics	6
16.1 Rate expression and reaction mechanism	
16.2 Activation energy	
Topic 17: Equilibrium	4
17.1 The equilibrium law	
Topic 18: Acids and bases	10
18.1 Lewis acids and bases	
18.2 Calculations involving acids and bases	
18.3 pH curves	
Topic 19: Redox processes	6
19.1 Electrochemical cells	
Topic 20: Organic chemistry	12
20.1 Types of organic reactions	
20.2 Synthetic routes	
20.3 Stereoisomerism	
Topic 21: Measurement and analysis	2
21.1 Spectroscopic identification of organic compounds	
Options	15 hours (SL)/25 hours (HL)
A: Materials	
Core topics	
A.1 Materials science introduction	
A.2 Metals and inductively coupled plasma (ICP) spectroscopy	
A.3 Catalysts	
A.4 Liquid crystals	
A.5 Polymers	
A.6 Nanotechnology	
A.7 Environmental impact—plastics	

Additional higher level topics

A.8 Superconducting metals and X-ray crystallography (HL only)

A.9 Condensation polymers (HL only)

A.10 Environmental impact—heavy metals (HL only)

B: Biochemistry

Core topics

B.1 Introduction to biochemistry

B.2 Proteins and enzymes

B.3 Lipids

B.4 Carbohydrates

B.5 Vitamins

B.6 Biochemistry and the environment

Additional higher level topics

B.7 Proteins and enzymes (HL only)

B.8 Nucleic acids (HL only)

B.9 Biological pigments (HL only)

B.10 Stereochemistry in biomolecules (HL only)

C: Energy

Core topics

C.1 Energy sources

C.2 Fossil fuels

C.3 Nuclear fusion and fission

C.4 Solar energy

C.5 Environmental impact—global warming

Additional higher level topics

C.6 Electrochemistry, rechargeable batteries and fuel cells (HL only)

C.7 Nuclear fusion and nuclear fission (HL only)

C.8 Photovoltaic and dye-sensitized solar cells (HL only)

D: Medicinal chemistry

Core topics

D.1 Pharmaceutical products and drug action

D.2 Aspirin and penicillin

D.3 Opiates

D.4 pH regulation of the stomach

D.5 Anti-viral medications

D.6 Environmental impact of some medications

Additional higher level topics

D.7 Taxol—a chiral auxiliary case study (HL only)

D.8 Nuclear medicine (HL only)

D.9 Drug detection and analysis (HL only)

PERSONAL ENGAGEMENT	
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3-4	<p>The presentation of the investigation is clear. Any errors do not hamper understanding of the focus, process and outcomes.</p> <ul style="list-style-type: none"> The report is well structured and clear: the necessary information on focus, process and outcomes is present and presented in a coherent way. The report is relevant and concise thereby facilitating a ready understanding of the focus, process and outcomes of the investigation. The use of subject-specific terminology and conventions is appropriate and correct. Any errors do not hamper understanding.

/4

EXPLORATION	
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/6

¹For example, incorrect/missing labelling of graphs, tables, images; use of units, decimal places.

²As applicable

ANALYSIS	
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EVALUATION	
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3-4	<ul style="list-style-type: none"> A conclusion is described which is relevant to the research question and supported by the data presented. A conclusion is described which makes some relevant comparison to the accepted scientific context. Strengths and weaknesses of the investigation, such as limitations of the data and sources of error, are described and provide evidence of some awareness of the methodological issues involved in establishing the conclusion. The student has described some realistic and relevant suggestions for the improvement and extension of the investigation.
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Building Administrator:
Approval:

Comments:

BOE Approval:
Date

Date submitted:

Date Received:

Date reviewed by DCPC:

Recommendation:

Date of Implementation:

Falcon District 49 Course Proposal

Name of the Course: IB PHYSICS SL

Core: _____

Elective: _____X_____

Course description:

Part of the International Baccalaureate Diploma Programme, this intensive, year-long study is the first year of the two-year higher level (HL) Sciences requirement. You may test at the HL or the SL level. Physics is referred to as “the fundamental science,” as physics principles underpin both the physical environment in which we live and all chemical and biological systems. The Diploma Programme physics course includes the essential principles of the subject (such as mechanics, waves, electricity and magnetism, nuclear physics) but also includes an option (such as engineering physics, relativity or astrophysics) in order to meet the needs of students. In addition to the externally assessed IB exams, students complete two internally assessed requirements: 1) a self-designed and performed experiment; and 2) the Group IV Project—a collaborative, interdisciplinary project in which students from the different group 4 subjects analyze a common topic or problem. This class will prepare the student for the IB exam. Many universities will grant transfer credit based on IB exam scores – on a course-by-course basis. Ask your science teacher for more details. NOTE: Non—IB Diploma Program students may take this course and exam for possible college credit. HEAR, NC

What standards/benchmarks will be met in this course?

Colorado Physical Science standards

1. Newton’s laws of motion and gravitation describe the relationships among forces acting on and between objects, their masses, and changes in their motion –

but have limitations.

5. Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined.

6. When energy changes form, it is neither created nor destroyed; however, because some is necessarily lost as heat, the amount of energy available to do work decreases.

Does this course meet Higher Education Admission Requirements (Secondary only)? Yes ☒ No ☐

Grade Level(s): 11, 12

FTE Required: 1

Teacher training required/qualifications necessary to teach the course:

IB course training – current teacher already trained

Space Needed: Science Lab (not in addition to currently available space)

Semester/year? Year

Class size:

Minimum: 15

Maximum: 30

Cost: No additional start-up

Equipment: No additional start-up equipment, lab equipment expansion and replacement on an as-needed basis.

Books: Physics for the IB Diploma 6th Edition by K.A. Tsokos, Cambridge University Press available on amazon.com for \$56.40. Purchase as needed.

Supplies: Already possess necessary supplies

Total:

\$.000

Resources Needed: Already possess necessary resources

Rational for Course:

We currently offer IB Physics HL for our Diploma Programme students and other students interested in an advanced course in Physics. We have experienced a large attrition rate in this course, particularly among students who are not in an Engineering pathway. We believe the pace the HL curriculum requires does not allow our non-engineering students to be successful without a foundational year of Physics – much as our IB Biology and IB Chemistry classes build on a year of general Biology and Chemistry. SL Physics has the same depth as HL, but less breadth. The breadth of SL is too large to adequately treat in one year, so some of the content in SL Physics will be taught in Honors Physics, which will bolster the size of that class. Students wanting an advanced science credit can then take IB Physics SL. If enough students are interested, we can offer the second year of HL to expand on the content taught in SL.

Where does it fit into curriculum alignment?

Prerequisite? Honors Physics

Builds onto existing course? Yes

Do we already have a similar course? Please elaborate. We currently offer IB Physics HL I and II and Honors Physics. IB Physics HL I would be replaced by IB Physics SL, which is the same level (algebra-based), and IB Physics HL II could be offered after SL if enough students were interested.

What other courses might this course impact? Honors Physics would be bolstered as students do not need to choose between IB Physics and Honors Physics. IB Physics HL I will be replaced. Other science courses will have student numbers decrease due to a very small (6-8 students) IB Physics II not being offered.

Does this course fit into the adoption cycle?

Is this course taught in another school in Colorado? Yes – Rampart HS

In another school in the US? Yes

If yes, where? Many IB schools teach SL Physics

Will this course be taught district-wide? No

Course sustainability (i.e.: If teacher leaves, does the course end?): Physics is a core elective, and viewed favorably by colleges. Any Physics teacher can teach IB Physics SL.

Evidence of student interest: The past three times IB Physics HL has been offered, 15-25 students have signed up for the course, expecting it to be a two-year sequence.

Attach a syllabus

Attach an itemized budget page: None needed, as we have the equipment necessary to start the class. Additional equipment and supplies will be purchased as needed with the support of the DP Coordinator and science department budget.

Will the teacher have to give up anything to teach this course?

(i.e. Give up an American Lit course to teach this new course)

No, the current teacher teaches IB Physics HL I, which will be replaced.

When a student completes this course:

How will you measure learning?

Labs, class tests, and the IB test will demonstrate learning.

What assessment(s) will be used?

Provide a sample scoring rubric:

See attached for scoring experimental investigations.

What will students know?

Students will know how to design and perform an experiment, analyze their results, and evaluate their results and methods.

How will they demonstrate their learning?

Each student in an IB DP science course must conduct an experiment they design and perform themselves. This activity is called the Internal Assessment. Experiments performed as part of the learning cycle in class build and refine the skills students will need to be successful on this task.

In order for this course to be considered for the next school year, this application must be received no later than November 15.

Syllabus outline

Syllabus component	Recommended teaching hours	
	SL	HL
Core	95	
1. Measurements and uncertainties	5	
2. Mechanics	22	
3. Thermal physics	11	
4. Waves	15	
5. Electricity and magnetism	15	
6. Circular motion and gravitation	5	
7. Atomic, nuclear and particle physics	14	
8. Energy production	8	
Additional higher level (AHL)		60
9. Wave phenomena		17
10. Fields		11
11. Electromagnetic induction		16
12. Quantum and nuclear physics		16
Option	15	25
A. Relativity	15	25
B. Engineering physics	15	25
C. Imaging	15	25
D. Astrophysics	15	25
Practical scheme of work	40	60
Practical activities	20	40
Individual investigation (internal assessment – IA)	10	10
Group 4 project	10	10
Total teaching hours	150	240

The recommended teaching time is 240 hours to complete HL courses and 150 hours to complete SL courses as stated in the document *General regulations: Diploma Programme* for students and their legal guardians (page 4, article 8.2).

Syllabus content

Recommended teaching hours

Core	95 hours
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Topic 1: Measurements and uncertainties	5
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1.1 – Measurements in physics

1.2 – Uncertainties and errors

1.3 – Vectors and scalars

Topic 2: Mechanics	22
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2.1 – Motion

2.2 – Forces

2.3 – Work, energy and power

2.4 – Momentum and impulse

Topic 3: Thermal physics	11
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3.1 – Thermal concepts

3.2 – Modelling a gas

Topic 4: Waves	15
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4.1 – Oscillations

4.2 – Travelling waves

4.3 – Wave characteristics

4.4 – Wave behaviour

4.5 – Standing waves

Topic 5: Electricity and magnetism	15
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5.1 – Electric fields

5.2 – Heating effect of electric currents

5.3 – Electric cells

5.4 – Magnetic effects of electric currents

Topic 6: Circular motion and gravitation	5
6.1 – Circular motion	
6.2 – Newton's law of gravitation	
Topic 7: Atomic, nuclear and particle physics	14
7.1 – Discrete energy and radioactivity	
7.2 – Nuclear reactions	
7.3 – The structure of matter	
Topic 8: Energy production	8
8.1 – Energy sources	
8.2 – Thermal energy transfer	
Additional higher level (AHL)	60 hours
Topic 9: Wave phenomena	17
9.1 – Simple harmonic motion	
9.2 – Single-slit diffraction	
9.3 – Interference	
9.4 – Resolution	
9.5 – Doppler effect	
Topic 10: Fields	11
10.1 – Describing fields	
10.2 – Fields at work	
Topic 11: Electromagnetic induction	16
11.1 – Electromagnetic induction	
11.2 – Power generation and transmission	
11.3 – Capacitance	
Topic 12: Quantum and nuclear physics	16
12.1 – The interaction of matter with radiation	
12.2 – Nuclear physics	

Options

15 hours (SL)/25 hours (HL)

A: Relativity

Core topics

A.1 – The beginnings of relativity

A.2 – Lorentz transformations

A.3 – Spacetime diagrams

Additional higher level topics

A.4 – Relativistic mechanics (HL only)

A.5 – General relativity (HL only)

B: Engineering physics

Core topics

B.1 – Rigid bodies and rotational dynamics

B.2 – Thermodynamics

Additional higher level topics

B.3 – Fluids and fluid dynamics (HL only)

B.4 – Forced vibrations and resonance (HL only)

Option C: Imaging

Core topics

C.1 – Introduction to imaging

C.2 – Imaging instrumentation

C.3 – Fibre optics

Additional higher level topics

C.4 – Medical imaging (HL only)

Option D: Astrophysics

Core topics

D.1 – Stellar quantities

D.2 – Stellar characteristics and stellar evolution

D.3 – Cosmology

Additional higher level topics

D.4 – Stellar processes (HL only)

D.5 – Further cosmology (HL only)

PERSONAL ENGAGEMENT	
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BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Donna Richer, BOE Executive Assistant
TITLE OF AGENDA ITEM:	Proposed 2018-2019 BOE Meeting Dates
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Regular Board of Education meetings are typically held on the second Thursday of the month and work sessions have been held on the fourth Wednesday of the month. Work sessions in May, July and December have not been scheduled due to graduations and breaks.

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

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

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Regularly scheduled Board of Education meetings invite strong community participation.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the 2018-19 Board of Education meeting dates.

APPROVED BY: Tammy Harold, Board Secretary

DATE: February 24, 2017



BOARD OF EDUCATION 2018-2019 Meeting Dates

Regular Meeting Schedule

July 12, 2018
August 9, 2018
September 13, 2018
October 11, 2018
November 8, 2018
December 13, 2018
January 10, 2019
February 14, 2019
March 14, 2019
April 11, 2019
May 9, 2019
June 13, 2019

Work Session Schedule

July – no meeting scheduled
August 22, 2018
September 26, 2018
October 24, 2018
November 28, 2018
December – no meeting scheduled
January 23, 2019
February 27, 2019
March 27, 2019
April 24, 2019
May – no meeting scheduled
June 26, 2019

Location of meetings:

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

Time of meetings:

6:30 p.m.

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

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

Adopted:



2018-2019

District Calendar



JULY 2018						
S	M	T	W	T	F	S
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AUGUST 2018						
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SEPTEMBER 2018						
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OCTOBER 2018						
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DECEMBER 2018						
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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
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FEBRUARY 2019						
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MARCH 2019						
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APRIL 2019						
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MAY 2019						
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JUNE 2019						
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BOARD OF EDUCATION 2017-2018 Meeting Dates

Regular Meeting Schedule

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

Work Session Schedule

July – no meeting scheduled
August 23, 2017
September 27, 2017
October 25, 2017
November 29, 2017
December – no meeting scheduled
January 24, 2018
February 28, 2018
March 28, 2018
April 25, 2018
May – no meeting scheduled
June 27, 2018

Location of meetings: **Board Room**
 Education Service Center
 10850 East Woodmen Road
 Peyton, CO 80831

Time of meetings: **6:30 p.m.**

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

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

Adopted: December 10, 2015
Revised: February 9, 2017



2017-2018

District Calendar



RSS, iCAL Feeds at D49.org

JULY 2017						
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AUGUST 2017						
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SEPTEMBER 2017						
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OCTOBER 2017						
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NOVEMBER 2017						
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DECEMBER 2017						
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Important Dates

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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						
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FEBRUARY 2018						
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MARCH 2018						
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APRIL 2018						
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MAY 2018						
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JUNE 2018						
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BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Process Improvement Update
ACTION/INFORMATION/DISCUSSION:	Discussion

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

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

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
8.01a	IHBAA-E, IHBAA-R	Response to Intervention (RtI)	N. Lemmond	Response to Intervention is referenced in both federal law (IDEA) and Colorado law (ECEA) and does not require a board policy for implementation.
8.01b	JLJ-E	Physical Activity	R. Duerr	Annual K-5 principal compliance agreement form for policy JLJ.
8.01c	JLCD-E, JLCD-R	Administering Medications to Students	N. Lemmond	Minor revisions to policy and regulation. Exhibit updated to reflect current practice/form.
8.01d	KLCE-R	First Aid and Emergency Medical Care	N. Lemmond	Regulation modified to match current practice.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead 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>	
	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

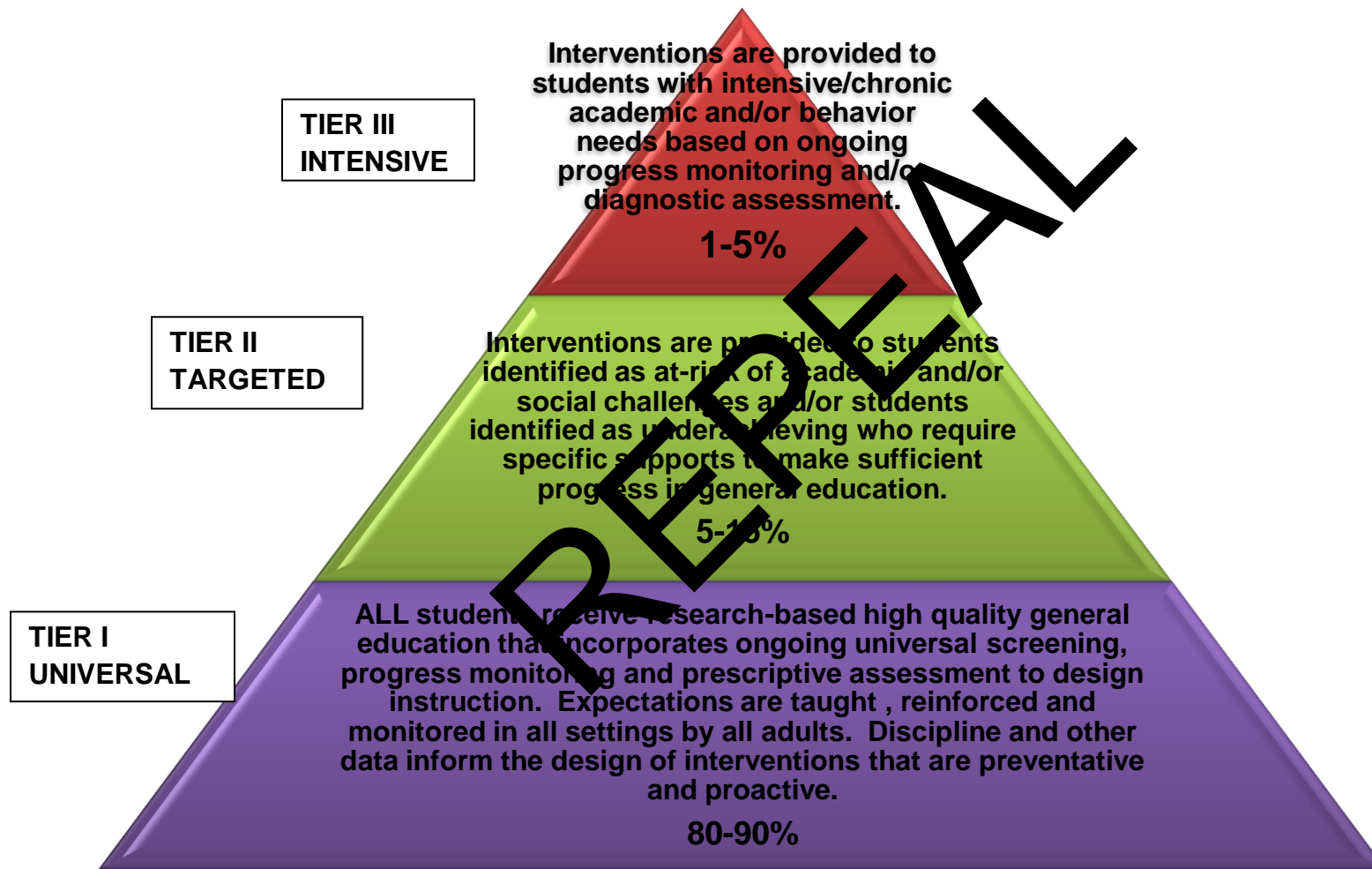
BOE Regular Meeting March 9, 2017
Item 8.01 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

REVIEWED BY: Chief Officers

DATE: February 24, 2017

Falcon School District 49 Multi-Tiered Model of Instruction and Intervention



Title	Response to Intervention (RtI)
Designation	HHBAA-R
Office/Custodian	Education/Executive Director of Learning Services

Response to Intervention (RtI)

These regulations specify the conditions and procedures which the District may implement the RtI Framework Components:

-

Implementation

Response to Intervention (RtI) provides a seamless system of interventions and resources which allows students to make significant progress, whether they are at risk of failure or gifted and talented and not meeting their full potential. Within this context, all schools should document and demonstrate the implementation of the following RtI Framework Components:

- curriculum and Instruction
- assessment and use of Data
- standards protocol and problem-solving process
- school climate and culture
- leadership
- family and community engagement.

For full implementation of RtI, schools:

- will develop a documented method for educating parents about the RtI Framework.
- are expected to continually re-educate the school community about RtI and what the process means to students and the community.
- will strive to collaborate with parents in every phase of the Problem Solving Team Process, provide written notification of meetings, encourage active participation at meetings, and provide follow-up and data on progress throughout Tier I Universal, Tier II Strategic and Tier III Intensive interventions.

—— (See Policy Exhibit 1.)

District-wide implementation and sustainment of the RtI Framework will be coordinated with other District departments and agencies responsible for special education, gifted and talented, and Title I services to ensure seamless integration of intervention support. In order to obtain full implementation at all school sites, all components will be documented and demonstrated on an assessment rubric which will identify each school with a rating of Adoption Readiness, Initial Implementation, Best Practice or Exemplar status. Schools must provide evidence of research-based intervention as it relates to student outcomes.

-

Learning Services in conjunction with Special Education will be the departments primarily responsible for the development and implementation of the required implementation plan, as defined by the Colorado Rules for the Administration of Exceptional Children's Act. The plan will describe how the revised SLD (Specific Learning Disabilities) criteria will be implemented within the District RtI/PBS Framework.

-

Nothing in this regulation is intended to confer any rights on any individual that are not otherwise conferred by law.

-

- Adopted: August 12, 1010
- Revised: November 10, 2011

-

LEGAL REF:

- 20 U.S.C. § 1413(f) 34

- ~~C.F.R. § 226, 300.307 (a)(2)(i), 300.311 (a)(7)~~
- ~~1 C.C.R. 301-8 § 2.08(6)(b)(ii)~~
- ~~C.R.S. § 22-26-101-108~~

-

~~REFS:~~

- ~~Response to Intervention (RtI), A Practitioners Guide to Implementation, CDE, 2008 or as revised~~

-

~~CROSS REF:~~

- ~~IHBA Special Programs~~
- ~~IHBAA Response to Intervention (RtI)~~
- ~~IHBAA Exhibit 1 District 49 Multi-Tiered Model of Instruction and Intervention~~
- ~~IHBB Gifted and Talented~~
- ~~IHBEA English Second Language~~
- ~~IKE Ensuring All Students Meet Standards~~



BOARD-APPROVED POLICY OF DISTRICT 49

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

**Annual Compliance Agreement
K-5 Principals**

I acknowledge that _____ (name of school) is in compliance with policy JLJ, Physical Activity, which follows C.R.S. 22-32-136.5(3)(a) for the _____ school year.

I understand the Board of Education may request additional documentation at any time to verify compliance including but not limited to physical education and recess schedules.

Printed Name of K-5 Principal

Signature of K-5 Principal

Date: _____

- Adopted:



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Administering Medications to Students
Designation	JLCD-E
Office/Custodian	Education/Executive Director of Individualized Education

Permission for Medication

**Pikes Peak Regional Policy on Student Medication
(Within the guidelines of Falcon School District 49)**

Parents are encouraged to administer medication to their children outside of school hours if at all possible. Only medications which are intended to enable the student to stay in school may be given at school. If necessary, medications (prescription and over the counter) can be given at school under the following conditions:

1. all medications must be ordered by a Healthcare Practitioner with prescriptive authority in Colorado
2. all medication forms must be renewed each school year.
3. written permission by parent and Healthcare Practitioner in all cases
4. medications must be in the original, properly labeled container. Medications sent in baggies or unlabeled container will not be given.
5. all medications must be kept in the health room, except for students whose Healthcare Practitioner requires them to carry medications on their person (for example, epipen, inhaler, etc.).

The information/form below must be completed and signed by the Healthcare Practitioner.
In addition, the medication bottle must match the prescription as written below.

Student's Full Name _____

School _____

Medication _____ Dosage _____

Purpose of medication _____

Time of day medication is to be given _____

Possible side effects _____

Anticipated number of days medication is to be given at school _____

If PRN (as needed), please note the minimum duration of time between doses (for inhalers: minimum time, frequency between sets of inhalation): _____

Is a second dose of epinephrine allowed if there is an allergic reaction? Yes _____ No _____

If medication is an inhaler or epinephrine, is the student given permission to carry on his/her person?
Yes _____ No _____

Signature of Healthcare Practitioner _____ Printed Name of Healthcare Practitioner _____

Administering Medication to Students

Parents are encouraged to administer medication to their children outside of school hours if at all possible. Only medications, which are required to enable a student to stay in school, may be given at school. If necessary, medications (prescription and over the counter) can be given at school under the following conditions:

1. All medications must be ordered by healthcare providers with prescriptive authority in CO (MD's, DO's, NP's, PA's).
2. All medication forms must be renewed **each school year**.
3. Written permission by parent and physician is required in all cases.
4. Medications must be in the original, properly labeled container. Medications sent in plastic baggies or unlabeled containers will not be given.
5. All medications must be kept in the health room, except for students whose doctor requires them to carry medications on their person (for example, EpiPen®, inhaler, etc.).
6. See School Board Policy JLCD and JLCD – R for more information.

The information below must be completed and signed by the physician.

STUDENT NAME: _____

First Name

Last Name

DIAGNOSIS: _____ GRADE: _____ DOB: _____

MEDICATION: _____ DOSAGE: _____

TIME TO BE GIVEN: _____ ROUTE: _____

POSSIBLE SIDE EFFECTS: _____

Anticipated time frame: (Must be renewed each school year)

School Year: _____ OR Specific Time Frame: FROM: _____ TO: _____

If PRN (as needed), please note the minimum duration time between doses (for inhalers: minimum time frequency, frequency between sets of inhalation):

Is a second dose of epinephrine allowed if there is an allergic reaction? YES NO

If medication is an inhaler or epinephrine, is the student given permission to carry on his/her person?

YES: _____ NO: _____ Physician/NP/PA MUST SIGN BELOW

Parent Signature: _____ Date: _____ Student Signature: _____ Date: _____

School Nurse Signature: _____ Date: _____

Date: _____ Printed Name _____ Physician/NP/PA _____
Physician/NP/PA: _____ Phone Number: _____

Signature
Physician/NA/PA: _____

Date: _____ School Nurse Signature: _____

I hereby give permission for my student to take the above prescription(s) at school as ordered by the physician. I understand that it is my responsibility to furnish this medication(s). I also understand that all medications must be transported to and from school by a parent/guardian or approved emergency contact person.

Date: **Parent/Guardian Signature:**

NOTE: The version of JLCD-E used by the D49 health care staff is a single page form.

Adopted: March 9, 2017

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Administering Medications to Students
Designation	JLCD-R
Office/Custodian	Education/Executive Director of Individualized Education

If under exceptional circumstances a student is required to take oral medication during school hours only the school nurse or the nurse's designee will administer the medication to the student in compliance with the following regulations. In the alternative, the parent/guardian or parent designee may come to school to administer the medication.

All directives of the accompanying policy shall be followed.

1. Written orders from the student's health care practitioner with prescriptive authority under Colorado law shall be on file in the school stating:
 - a. Student's name
 - b. Name of medication
 - c. Dosage
 - d. Purpose of the medication
 - e. Time of day medication is to be given
 - f. Anticipated number of days it needs to be given in school
 - g. Possible side effects
2. The medication shall be brought to school in the original, properly labeled a-container. ~~appropriately labeled by the pharmacy or health care practitioner.~~
3. An individual record will be kept of medications administered by school personnel.
4. Medication shall be stored in a clean, locked cabinet or container. Emergency medications (such as epinephrine) shall be inaccessible to students, but immediately available to trained school personnel and in an unlocked location. ~~not in a locked cabinet.~~

Unless these requirements are met, medication will not be administered to students at school.

Self-administration of medication for asthma, allergies or anaphylaxis

A school shall permit a student to possess and self-administer medication, such as an inhaler or epinephrine if all of the following conditions are met:

1. Written authorization signed by the student's health care practitioner must be on file with the school which shall include the student's name; the name, purpose, prescribed dosage, frequency, and length of time between dosages of the medication(s) to be self-administered; and confirmation that the student has been instructed and is capable of self-administration of the medication.
2. The school nurse or the school administrator, in consultation with the school nurse, the student's health care practitioner, and the student's parent/guardian collaborate to make an assessment of the student's knowledge of his or her condition and ability to self-administer medication.

3. A written statement signed by the student's parent/guardian must be on file with the school, which shall include permission for the student to self-administer his/her medication and a release from liability for any injury arising from the student's self-administration of such medication.
4. A written contract among the school nurse, school administrator, student, and student's parent/guardian must be on file with the school, assigning levels of responsibility to the student's parent/guardian, student, and school employees.

A treatment plan authorizing a student to possess and self-administer medication for asthma or anaphylaxis shall be effective only for the school year in which it is approved.

A student shall report to the school nurse or designee or to some adult at the school immediately after the student uses an epinephrine auto-injector during school hours. Upon receiving such report from a student, the school nurse, designee, or other adult will provide appropriate follow-up care to the student, which shall include notifying the parent/guardian and making a 911 emergency call. [The school nurse, designee, or other adult will report the use of the epinephrine auto-injector to the state as required.](#)

- Adopted: October 6, 2005
- Revised: June 10, 2010
- Revised: November 11, 2010
- Revised: January 14, 2016
- Revised: March 9, 2017

BOARD-APPROVED POLICY OF DISTRICT 49

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

The District sets forth the following guidelines for employees for the appropriate intervention of students in need of first aid:

No drugs shall be given at any time. ~~except for aromatic spirits or ammonia in the case of fainting.~~ The administering of aspirin or other analgesics for headaches or pain ~~or the giving of sodium bicarbonate is~~ forbidden unless a parent/guardian and physician have given written authorization for their use.

The school's obligation continues after the emergency until the injured student has been placed in the care of the parent/guardian or emergency health personnel.

Therefore, the parents/guardians of all students shall be asked to sign and submit an emergency medical authorization form which shall indicate the procedure they wish the school to follow in event of a medical emergency involving their child.

In all cases where the nature of an illness or an injury appears serious, the parent/guardian shall be contacted if possible and the instructions on the student's emergency card followed. In extreme emergencies, where there is potential threat to life, limb or digit, school personnel shall immediately call emergency health personnel to arrange for transporting the student to an emergency facility on advice of emergency health personnel.

No elementary child who is ill or injured shall be sent home alone. No secondary student shall be sent home alone unless the illness is minor and the parent/guardian has been contacted in advance.

- Adopted: August 12, 2010
- Revised: March 9, 2017

BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	March 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 February 2017.

RATIONALE: Board Policy

RELEVANT DATA AND EXPECTED OUTCOMES: See attachment

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	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 <u>launch each student toward success</u>	Provide alternative pathways to students that align with 49 Pathways Initiative

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO

DATE: February 24, 2017

BOARD OF EDUCATION AGENDA ITEM 8.03

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

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

FHS

EF European Tour to Austria, Switzerland & Germany

Depart 3/21/17 Return 4/1/17

12 Students will attend this trip.

Cost of trip is \$4,000 per student and includes transportation, meals, lodging and tours.

This trip will allow students to learn the culture and reinforce the languages of Germany.

Fundraising will not be part of this trip.

FHS

CHSAA State Wrestling tournament

Depart 2/16/17 Return 2/19/17

2 Students will attend this trip.

Cost of this trip will include transportation, meals and lodging.

Fundraising will be part of this trip.

FHS

Winter Park Ski Music Festival (Choir)

Depart 4/7/17 Return 4/9/17

22 Students will attend this trip.

Cost of trip is \$200 per student and will include transportation, meals and lodging.

This event will be the first competition for the FHS show choir. They will get the opportunity to perform, be adjudicated and attend a clinic on how to improve performance, and observe/learn from other musical groups.

Fundraising will not be part of this trip.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Travel study is an important component of an appealing education, and participation in student

BOE Regular Meeting March 9, 2017
Item 8.03 continued

	leadership is central to our commitment to be the best district for leaders.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017

BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Andy Franko, iConnect Zone Leader
TITLE OF AGENDA ITEM:	iConnect Zone Performance Report
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The Zone Leader will provide the board with an update of student performance within iConnect Zone schools. This information includes Middle of the Year results on ACT Aspire, and DIBEL's. In addition, the board will receive an update on the launch of programs at the Falcon Legacy Campus and as well as a status update on Power Technical Early College, Banning Lewis Preparatory Academy, and the Colorado Military Academy.

RATIONALE: The iConnect Zone performance report provides clarity to the board of education and general public of student outcomes within the zone.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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>	The iConnect Zone provides structure and support for unconventional schools, including alternative, charter, CTE, blended/online, and early college programs. Without these programs, we cannot fulfill our commitment to offer a robust portfolio of schools that builds firm foundations for all learners, and launches every students to success.
	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: No action required

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 24, 2017



iConnect Zone Performance Update

Andy Franko, iConnect Zone Leader

David Knoche, Pikes Peak Early
College Executive Principal

iConnect Zone Performance Update



- Studio Services
- Pikes Peak Early College
- ACT Aspire – Middle of the Year Data
- Primary Literacy – Middle of the Year Data
- New School Update

Studio Services Update



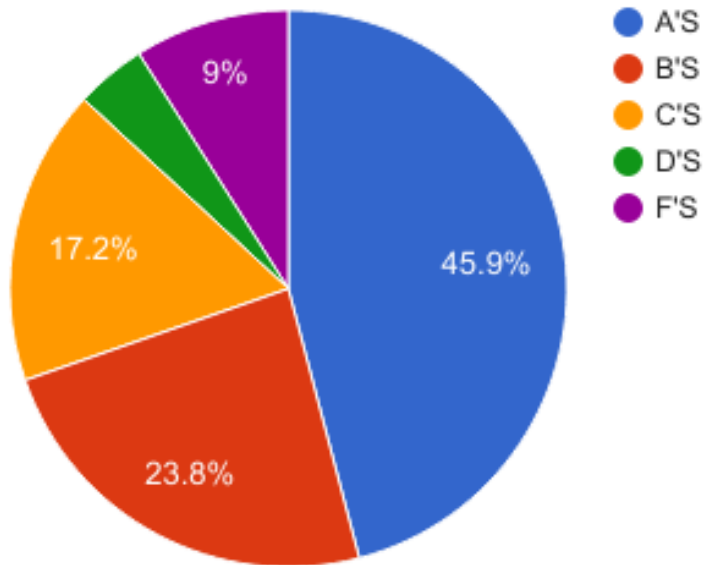
GOAL: Provide actionable data and programmatic feedback within a timely manner for principals to make effective instructional decisions regarding online/blended programming.

- Semester 1- 245 Walkthroughs (70% iConnect Zone; 30% Other Zones)
- Semester 2- 108 Walkthroughs
- Professional Development for PHS Staff 14 Targeted Hours
 - 14% increases in Evidence of Learning observed in classrooms from Semester 1
 - Depth of Knowledge 4 (DOK4) Instructional Practices have increased by 9%
- Facilitated “Plan on a Page” strategic plan with Vista Ridge, Sand Creek, Patriot, PPEC and SSAE to set targets for instructional focus.
- Collaboration with D49 zones has been open and welcomed

PPEC Update



**2016 FALL SEMESTER COLLEGE COURSE
GRADE DISTRIBUTION**



- 87% College Course Success Rate
- 9% College Course Failure Rate
- 100% Repayment or Active Payment Plan
- 47 Different Course (Pathways)
- 48% of Courses were Eng 121
- 21% increase in student college readiness S1-S2

iConnect Zone ACT Aspire



ACT ASPIRE BOY to MOY 9th Grade

School	English		Math		Reading		Science	
PPEC	25/26	↗	14/13	↗	10/10	↗	14/14	→
SSAE	22/22	↗	12/10	↗	8/8	↗	11/12	↗
PHS	14/16	↗	8/8	→	5/6	↗	7/7	→
Cut Score I-II	20/20		16/13		10/9		14/14	

The Best Choice to Learn, Work and Lead

iConnect Zone ACT Aspire



ACT ASPIRE BOY to MOY 10th Grade

School	English		Math		Reading		Science	
PPEC	25/27	↗	14/12	↗	10/13	↗	14/14	→
SSAE	24/24	↘	13/11	↗	9/9	→	12/12	→
PHS	19/19	↗	8/8	↗	6/7	↗	7/10	↗
Cut Score I-II	21/22		19/16		11/11		15/15	

The Best Choice to Learn, Work and Lead

iConnect Early Literacy Results

DIBELS BOY to MOY Progress

- At or Above Benchmark -



School name	Student count	BOY % students at/above Benchmark	MOY % students at/above Benchmark	Change in % students at/above Benchmark	Progress category
Banning Lewis Ranch Academy	346	69%	80%	12%	Well above average progress
Pikes Peak School Expeditionary Learning	184	66%	79%	14%	Well above average progress
Rocky Mountain Classical Academy	578	73%	79%	6%	Average progress
Springs Studio for Academic Excellence	47	64%	68%	4%	Below average progress
The Imagine Classical Academy at Indigo Ranch	413	67%	79%	12%	Well above average progress

The Best Choice to Learn, Work and Lead

DIBELS BOY to MOY Progress

- Well Below Benchmark -



School name	Student count	BOY % students Well Below Benchmark	MOY % students Well Below Benchmark	Change in % students Well Below Benchmark	Progress category
Banning Lewis Ranch Academy	346	16%	10%	-6%	Well above average progress
Pikes Peak School Expeditionary Learning	184	14%	11%	-3%	Average progress
Rocky Mountain Classical Academy	578	13%	12%	-1%	Below average progress
Springs Studio for Academic Excellence	47	26%	19%	-6%	Above average progress
The Imagine Classical Academy at Indigo Ranch	413	19%	9%	-10%	Well above average progress

New School Updates



- **BLPA**

- Construction of the new facility is on schedule
- Hired Todd Morse as Head of School
- Compliant and current with Pre-opening Agreements

- **Colorado Military Academy**

- Change in school leadership
- Making progress on building acquisition
- Meeting conditions as described in the application approval
- Contract is being drafted

BOARD OF EDUCATION AGENDA ITEM 9.02

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Brett Ridgway, Chief Business Office Ron Sprinz, Finance Group Manager
TITLE OF AGENDA ITEM:	2017/18 Budget Focus and Legislative Update
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Late in the third quarter of each fiscal year, it is appropriate for the District to begin considering budget priorities for the following fiscal year. In recent years, the amount of funding available for K12 education has been in question and has, in fact, seen several reductions on a year-by-year basis. As a result, the State's quarterly revenue forecast has become a key indicator on what may happen – not only with the current year state revenue forecast (and by extension K12 funding), but also the forecast for the subsequent year. The next forecast will be released March 20 and provides some flavor to Governor Hickenlooper's original forecast for 2017/18 that was first released in November 2016 and then revised in January 2017.

RATIONALE: The assumption, at this point, is that funding will increase slightly at the state level for the 2017/18 fiscal year. Other factors that are typically defined and quantified early on, at a high level, include projected student count and revenue allocations. Revenue allocations, while tied to specific priorities, have the potential to be managed according to priorities and preferences stated by the Board of Education.

RELEVANT DATA AND EXPECTED OUTCOMES: With the increased funding proposals we are aware of at this time, the PPR rate would only increase by ~0.6%. In addition, the district will likely show an increase in student count as is normal for District 49, but we will attempt to be conservative in that estimate.

Complicating this year's endeavor is Colorado's worsening state budget projection. Even though the economy in general is perceived as healthy and/or recovering from the Great Recession, The Taxpayer Bill of Rights (TABOR), passed in 1992 restricts revenue growth in the state budget to only match the level of inflation. TABOR does not provision for volume changes (other than student growth from Amendment 23, passed in 2000), nor does TABOR provision for revenue growth for a change in the mix of contributions to the K12 Education state funding formula. Since the local share of K12 funding continues to decrease, it places more responsibility on the state equalization portion of the formula. That increased responsibility is akin to a volume variance and so state revenue is not provisioned to meet that increasing responsibility.

The shrinking local share contribution to K12 education is directly tied to the impacts of the Gallagher Amendment, passed in 1982. Gallagher had the effect of freezing the ratio of property tax collections in Colorado between residential property and non-residential (e.g. commercial, industrial, mineral rights, etc.) at a 45% / 55% mix. As Colorado's aggregate residential property values have continued to grow over the years, the non-residential property value growth has not kept up with inflation. Therefore, residential assessment rates have had to decrease in order to maintain the 45/55 ratio. While this drop is nice to any individual homeowner, it is very detrimental, bordering on catastrophic, for the state budget since it now puts residential property taxes abnormally low and virtually robs K12 education of a key funding source that cannot be made up by State Equalization due to revenue growth limits established by TABOR.

For 2017/18, instead of seeing a 2.5%-3.0% increase in PPR rate, it will be reduced to the 0.6% increase previously mentioned. As the conflict of Gallagher and TABOR continues to worsen in the coming years, K12 education funding increases will continue to be muted and will likely even decrease, even in years where inflation would suggest that funding should increase. This is in addition to the existence of the 'Negative Factor' that already has reduced K12 education funding in Colorado by \$800mm - \$1B per year since the Great Recession.

Whatever PPR rate level is eventually determined, the combination of that rate change and volume (student count) change will provide additional funds (aka ‘new money’) to the District. The first questions to consider, then, are the revenue allocations and next, whether to change compensation rates for district staff in the 2017-18 fiscal year.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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: TBD

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: February 24, 2017

El Paso County School District 49

Proposed Budget Walkforward - 17/18
High-Level Parameters
District General Funds



Program Formula Funding

2016/17 Amended Budget	Total District	Charter Schools	Coordinated Schools	Proj Est Inc/(Dec) for 17/18	
Funded Student Count:	21,743.70	9,194.30	12,549.40	Falcon Zone	58
Per Pupil Rate	\$ 7,048.89	\$ 7,012.44	\$ 7,075.60	Sand Creek Zone	55
Total Program Revenue	\$ 153,268,949.49	\$ 64,474,457.78	\$ 88,794,491.86	Power Zone	64
Revenue Allocations:				iConnect Zone	12
Charter Schools	\$ (64,474,457.78)	Student Count Inc 1.71%			
Capital Reserve	\$ (3,500,000.00)	Per Pupil Rate (PPR) 0.61%			
Insurance Reserve	\$ (750,000.00)				
Colo Preschool Prgm	\$ (463,704.63)				
Net General Program Formula Revenue	\$ 84,080,787.08				
2017/18 Proposed Budget					
Funded Student Count		22,115.83	1.7%	9,378.19	2.0%
Per Pupil Rate (PPR)		\$ 7,091.62		\$ 7,054.95	1.5%
Total Program Revenue		\$ 156,837,041.07		\$ 66,162,604.52	\$ 90,674,436.55
Revenue Allocations					
Charter Schools		\$ (66,162,604.52)			
Capital Reserve		\$ (2,500,000.00)			
Insurance Reserve		\$ (750,000.00)			
Colo PreSchool Prgm		\$ (471,001.84)			
Net General Program Formula Revenue		\$ 86,953,434.71			
		Total 'New' Money		\$ 3,568,091.58	
		Balance 16/17		\$ (2,754,412.00)	
				\$ (1,688,146.74)	
				\$ 1,000,000.00	
				\$ -	
				\$ (7,297.21)	
		Net 'New' Money		\$ 118,235.63	

PPR Walkforward			
\$ 7,048.89	16/17 Amend Budget	\$ 7,048.89	
		0.000%	\$ -
0.6%	16/17 Current	\$ 7,048.89	
		0.606%	\$ 42.73
\$ 7,091.62	17/18 Projected Budget	\$ 7,091.62	

New Money to apply to:			
Compensation Changes (2.5% Base Chg, MLO Abs, + 1% Ben. Incr.)		\$ 2,000,000.00	
Utility Increases		\$ 125,000.00	
Internal Svs / Vendor-Program Changes	\$ (250,845.55) estimate (1/8)		
FZone / School-Program Changes	\$ (248,719.92)		
SCZone / School-Prgm Changes	\$ (234,753.62)		
PZone / School-Program Changes	\$ (273,508.01)		
iCZone / School-Prgm Changes	\$ (998,937.27)		
Other Changes	(137.85) / sFTE	\$ (2,006,764.37)	

BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	March 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 March 9, 2017
Item 9.03 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

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

DATE: March 2, 2017

16-3B PRIORITY #2 (Refresh and Refurbish) Project Plan Status

Falcon Zone

Falcon High School -	Endorsed	January 24, 2017
Falcon Middle School -	Endorsed	February 28, 2017
Falcon Elementary School -	Endorsed	February 28, 2017
Meridian Ranch Elementary School -		
Woodmen Hills Elementary -		Scheduled for March 7, 2017

Sand Creek Zone

Sand Creek High School -	Endorsed	January 24, 2017
Horizin Middle School -		Scheduled for March 7, 2017
Evens Elementary School -	Endorsed	January 24, 2017
Remington Elementary School -	Endorsed	January 24, 2017
Springs Ranch Elementary School -		

Power Zone

Vista Ridge High School -	Endorsed	January 24, 2017
Sky View Middle School -	Endorsed	February 28, 2017
Odyssey Elementary School -		
Ridgeview Elementary School -	Endorsed	February 28, 2017
Stetson Elementary School -		Scheduled for March 7, 2017

iConnect Zone

Patriot High School -		
Springs Studios for Academic Excellence -		
Pikes Peak School of Expeditionary Learning -		Scheduled for March 7, 2017
Banning Lewis Ranch -		Scheduled for March 7, 2017
Imagine Classical Academy -		Scheduled for March 7, 2017
Rocky Mountain Classical Academy -		

BOARD OF EDUCATION AGENDA ITEM 9.04

BOARD MEETING OF:	March 9, 2017
PREPARED BY:	Marie La Vere-Wright
TITLE OF AGENDA ITEM:	Board of Education Goals
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:

Culture	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	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:

APPROVED BY: Marie LaVere-Wright, Board President

DATE: March 1, 2017

District 49 Board of Education 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: February 9, 2017

What I wish I learned.....

- The candidate briefing prior to the election was a good tutorial. Would recommend keeping that process. It would be good to also include a summary of what a Director does and does not do.
- Keep up the Leadership Academy.
- Provide a CSOA for each new board member (Cheat sheet of Acronyms)
- Provide an Organizational Chart.
- Regular meeting with the Chiefs is good. Instead of meeting in CO or a coffee shop, a talk and tour of the district would be appropriate.

- After election, it would have been good to have an intentional learning tour of the district.
 - Chief Officers could do a walk and talk on each of their departments explaining what they do and why they do it in the first few months.
 - Org charts of each entity/at each level to include names
 - Introduction of key players
 - Purpose/role/function of each office
 - Where are they located/tour
 - How they do what they do (big picture)
 - Explanation of Zones and innovation plans
 - Summary of what each special committee is for and how it is organized, i.e. DAAC, SAAC, Mill Levy spending committee, Special Education, etc
 - A structured visitation of the schools would be very helpful. Arrange a guided visitation to a sampling of schools in the first few months.
 - Over the term, schedule a visitation to each school and facility.
- Overview of Strategic Plan
- Overview of Cultural Compass
- Role of Board members (use CASB guidelines)
- Governance of the Board, roles of the different positions, Donna's role
 - Summary of Laws/statutes governing the Board
 - Summary of Laws/statutes governing school districts
 - Policies affecting Board members
 - "glossary" of policies (nomenclature, name, brief description of policy)
 - Quick tutorial of where to find board resources
 - Procedures of the board (how to address questions/concerns)
 - Donna's timelines (i.e. something is due on 3/9, but it needs to get to Donna on 3/1...)
 - HR: Pay schedules, pay ranges, hiring/dismissal procedures
 - Grievance policy and implementation
 - Interactions with District employees
- Current Issues/focus (ex. Primary literacy, etc)
- Upcoming Issues
- A tutoring session on the stuff that we need to understand that makes no sense to mere humans:
 - Unified Improvement Plans

- Testing, standards and the rest of the confusing stuff
 - The budget. Give a 30,000-foot overview of where the money comes from, where it goes and why it goes there.
 - Where does funding come from?
 - How is it spent?
 - When is action required?
 - How does D49 prioritize funding?
 - Override 2015 projects
 - Override 2017 projects
 - Dash Board
 - District Auditing (big picture)
 - Overview of cultural surveys
 - Chief Officer evaluation process/procedures
 - Board of Education evaluation process/procedures
- Small Stuff
 - Roberts Rules of Order
 - What is the appropriate boundary of a Board member? For instance, when a community member sends an email to everyone, what is the protocol for a reply.
 - Differentiate between that which is important and that which is the weeds.

Board Member Engagement and Outreach Guidelines

Purpose: The purpose of the Board Member Engagement and Outreach Guidelines is to recommend best practices for Board Members to engage district employees in a show of support.

Consider these to be “Board Member Support Visits.”

Be: Cordial, respectful, polite, non-confrontational.

These visits are NOT: Fact finding, punishing, in “their” face visits. They are not to resolve issues.

These visits are more to listen to what is volunteered and to show support. They are non-attribution visits. Use these visits to encourage and praise.

These visits are on a not to interfere basis and used to show Board of Education support of schools, offices, and programs visited. They should be scheduled in advance with the leadership of the school, office, program you are visiting and not “no notice” visits.

Keep in mind that these visits are on official work time and should be on a not to interfere with the work or education day.

You will be introduced by the school, office, program leadership.

Do thank those in attendance for allowing you in on their time and in their spaces.

Do explain your reason for visiting. (ex: I am visiting because I think what you do is important and I want to show you that by spending this time with you. You are the experts at what you do. I am not. I would like to not only get to know you, but also get to know how you do what you do and why you do it so I can better support you in my role as a Board member.)

Do ask pertinent questions that are for informational purposes and supportive in nature

Do attend Staff meetings when invited

Do listen three times as much as you speak

Do have appropriate and professional interactions with employees (you represent not only yourself, but District leadership)

Do Not make conclusions

Do Not make offers to act.