

REVISED AGENDA REGULAR BOARD OF EDUCATION MEETING May 11, 2017

Fantastic 49 - 6:00 p.m.

Business Meeting – 6:30 p.m. Education Service Center – Board Room

Fantas	• High School Highlights
1.00 2.00 3.00	Call to Order and Roll Call Welcome and Pledge of Allegiance Approval of Agenda
4.00 4.01 4.02 4.03 4.04 4.05 4.06	Consent Agenda Approval of Minutes of Regular Board of Education Meeting 4/13/2017 Approval of Matters Relating to Administrative Personnel Approval of Matters Relating to Professional/Technical Personnel Approval of Matters Relating to Licensed Personnel Approval of Matters Relating to Educational Support Personnel Approval of Matters Relating to Schedule B Personnel
4.07 4.08 4.09	Approval of Matters Relating to Non-Renewal of Probationary Teachers Approval of Matters Relating to Continuing Special Service Providers Approval of Minutes of Special Board of Education Meeting 5/3/2017
5.00 5.01 5.02	Board Update Chief Officer Update Student Board of Representatives Update
6.00	Open Forum (3 minute time limit for each speaker)
7.00 7.01	Action Items Approval of Food Service for Banning Lewis Ranch Academy, Banning Lewis Preparatory Academy, Pikes Peak School of Expeditionary Learning, and Power Technical Early College and The Imagine Classical Academy
7.02	Approval of Operational Fees: a. Transportation b. Nutrition Services c. School
7.03	Action on Policy Revisions a. ADF School Wellness b. EFEA Nutritious Food Choices c. KE Public Concerns and Complaints d. KEA Stakeholder Grievance e. KF Community Use of District Real Property
7.04	Approval of Changes to Compensation Schedules a. Licensed b. Educational Support Personnel c. Professional/Technical d. Administrative

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BOE Regular Meeting May 11, 2017 Agenda – Page 2

Adjournment

11.00

10 00	Other Rusiness
9.09	b. CBB Recruitment of Chief Officers Board of Education Goals/Implementation (10 minutes)
	a. BBA Board Powers and Responsibilities
9.08	Policy and Procedure Review (5 minutes)
9.07	Budget Focus 2017-2018 (10 minutes)
9.06	DoDEA Grants Update (15 minutes)
9.05	Revised Job Description, Special Education Data Technician (5 minutes)
9.04	Vista Ridge High School Course Name Change and Credit Added (5 minutes)
9.03	POWER Zone Performance Report (10 minutes)
9.02	Career and Technology Education Performance Report (10 minutes)
9.01	2016 3B Projects Update (10 minutes)
9.00	Discussions Items
	/ r-
8.03	Student Study Trips
8.02	Expulsion Information
	c. KF-R, KF-E-1, KF-E-2, KF-E-3 Community Use of District Real Property
	b. KEA-R Stakeholder Grievance
0.01	a. ADF-R School Wellness
8.01	Process Improvement Update
8.00	Information Items
7.17	Items Removed from Consent Agenda
7.16	Appointment of New Board Member/Oath of Office
&	Odyssey Elementary School
7.15	Action on Additional Funding for ALLIES Learning Center and Modular Replacement Project at
7.14	Use of Land and Construction of School at 11243 Londonderry Drive
7.13	Conveyance and Recording of Land at 11243 Londonderry Drive
7.12	Action on Revised Job Description, Teacher on Special Assignment for Early Childhood Education
7.11	Action on Policy GCBA Instructional Staff Contracts/Compensation/Salary Schedules
7.10	Approval of Cultural Compass 2.0
7.09	Adoption of Statement for Reduction in Program
	Action on New Job Description: Zone Executive Principal
7.08	Falcon Zone Organizational Chart and Proposal for Additional Elementary School
	c. Primary Proficiency and Data Coach
	b. Director of Community Care
	a. Before and After School Assistant Manager
7.07	Action on New Job Descriptions
	d. Teacher on Special Assignment – 21st Century Learning & Innovation Specialist
	c. 49 Pathways Specialist
	b. Gifted Education Specialist
-	a. Before and After School Manager
7.06	Action on Revised Job Descriptions
7.05	Action on Charter School Contract for Pikes Peak School of Expeditionary Learning



BOE Regular Meeting May 11, 2017 Agenda – Page 3

DATE OF POSTING: May 10, 2017

Donna Richer

Executive Assistant to the Board of Education



BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Minutes of Regular Board of Education Meeting 4/13/2017
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:

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

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the April 13th regular board of education meeting.

APPROVED BY: Tammy Harold, Board Secretary **DATE:** April 27, 2017



BOARD MEETING OF:	May 11, 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:

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1—Establish enduring <u>trust</u> throughout our community	
Strategy	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust portfolio of distinct and exceptional schools	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 launch each student toward success	

FUNDING REQUIRED: Yes

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

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

APPROVED BY: Peter Hilts, Chief Education Officer;

Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: April 28, 2017



BOARD MEETING OF:	May 11, 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:

ture	Inner Ring—How we treat each other	
Cul	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 launch each student toward success	

FUNDING REQUIRED: Yes

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

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

APPROVED BY: Peter Hilts, Chief Education Officer;

Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: April 28, 2017



BOARD MEETING OF:	May 11, 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:

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1—Establish enduring <u>trust</u> throughout our community	
Strategy	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust portfolio of distinct and exceptional schools	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 launch each student toward success	

FUNDING REQUIRED: Yes

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

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

APPROVED BY: Peter Hilts, Chief Education Officer;

Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer DATE: April 28, 2017



BOARD MEETING OF:	May 11, 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:

1116	Inner Ring—How we treat each other	
Cult	Outer Ring—How we treat our work	
Strateov	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional community participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	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 launch each student toward success	

FUNDING REQUIRED: Yes

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

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

APPROVED BY: Peter Hilts, Chief Education Officer;
Brett Ridoway, Chief Business Officer: Jay Bay, Chief Operations Officer

Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer

DATE: April 28, 2017



BOARD MEETING OF:	May 11, 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:

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
Λ	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Strateo	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 launch each student toward success	

FUNDING REQUIRED: Yes

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

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

APPROVED BY: Peter Hilts, Chief Education Officer;

Brett Ridgway, Chief Business Officer; Jay Bay, Chief Operations Officer DATE: April 28, 2017



BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Sally McDermott, Human Resource Manager
TITLE OF AGENDA ITEM:	Non-Renewal of Probationary Teachers
ACTION/INFORMATION/DISCUSSION:	Consent - Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: To gain Board of Education approval for personnel changes. To remain in compliance with statute C.R.S. 22-63-203(3) of the Teacher Employment, Compensation and Dismissal Act of 1990, action needs to be taken concerning probationary teacher contracts.

RATIONALE: The non-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:

نه	Inner Ring—How we treat each other		
fure			
Cul	Outer Ring—How we treat our work		
	Rock #1—Establish enduring <u>trust</u> throughout our community		
Strategy	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	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 launch each student toward success		

FUNDING REQUIRED: Yes

AMOUNT BUDGETED: In accordance with Board for Education salary tables.

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

APPROVED BY: Peter Hilts, Chief Education Officer;

Brett Ridgeway, Chief Business Officer, Jack Bay, Chief Operations Officer

DATE: April 24, 2017



BOARD MEETING OF:	May 11, 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:

ulture	Inner Ring—How we treat each other	
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	Rock #1—Establish enduring <u>trust</u> throughout our community	
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Strateg	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 launch each student toward success	

FUNDING REQUIRED: Yes

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

DATE: May 1, 2017

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



BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Donna Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Approval of Minutes of Special Board of Education Meeting 5/3/2017
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:

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

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the May 3rd special board of education meeting.

APPROVED BY: Tammy Harold, Board Secretary **DATE:** May 3, 2017



BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Monica Deines-Henderson
TITLE OF AGENDA ITEM:	Approval of Food Service for Banning Lewis Ranch
	Academy, Banning Lewis Preparatory Academy, Imagine
	Classical Academy, Pikes Peak School of Expeditionary
	Learning and Power Technical Early College
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Approval for the agreement to continue providing meals for the 2017-2018 school year between District 49 Nutrition Services Department and Banning Lewis Ranch Academy, Banning Lewis Preparatory Academy, Imagine Classical Academy, Pikes Peak School of Expeditionary Learning and Power Technical Early College

RATIONALE: Providing nutritious meals will enhance student's wellbeing for academic success.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

FUNDING REQUIRED: None **AMOUNT BUDGETED:** This is a revenue generating contract

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the contracts between District 49's Nutrition Department and Banning Lewis Ranch Academy, Banning Lewis Preparatory Academy, Imagine Classical Academy, Pikes Peak School of Expeditionary Learning and Power Technical Early College.

APPROVED BY: Jack Bay, Chief Operations Officer **DATE:** March 23, 2017

FOOD SERVICES AGREEMENT

IT IS HEREBY AGREED this	day of	, 2017 by and between District 49
(D49) and Banning Lewis Ranch A	Academy (BLF	(AA) that food services will be provided
to BLRA children on the following	g terms and co	nditions.

- 1. TERM The term of this Agreement is the period of August 1, 2017 through July 31, 2018, both dates inclusive.
- 2. DAYS OF SERVICE Food service will be provided by D49 to BLRA five days a week, Monday through Friday, EXCEPT days D49 is not in session (holidays, staff development days, etc.), special occasions that require five working days' notice, or bad weather days. On a day D49 is not in session and BLRA is in session, provisions shall be made in advance for providing BLRA with necessary meals providing BLRA gives D49 at least fourteen days advance notice. However, D49 shall not be responsible for providing meals on FSD49 declared bad weather days.
- 3. MEAL SERVICE CONFIGURATIONS & ORDERING FSD49 will provide meals in quantities to be identified by BLRA, with one hot lunch option offered each day.
- 4. GENERAL FOOD PREPARATION STANDARDS Each child lunch provided by D49 shall meet or exceed the requirements of the U.S. Department of Agriculture (USDA) guidelines for National School Lunch menus. Requirements shall be modified as new guidelines become available and phased in over a reasonable time frame indicated by the regulating agency. D49 shall maintain all required state or health certifications and shall comply with all other applicable health and sanitation requirements at all times. Copies of D49 health inspection reports shall be made available to BLRA upon request. D49 shall be responsible for the preservation and safe handling of the foods it provides and prepares.
- 5. CLEANING D49 shall be responsible for cleaning all Food Service preparation and serving areas. BLRA shall be responsible for cleaning all eating areas. BLRA shall have full access to all Food Service preparation, serving, and eating areas except during the hours of 9:00am to 2:00pm on days when D49 is providing meals pursuant to this contract. Whenever BLRA shall use such areas, BLRA shall be responsible for leaving the areas in as clean and orderly a condition as they found it. BLRA accepts all responsibility for maintaining the security of the food that is intended for use in the National School Lunch Program. If BLRA will be using D49 owned equipment, they shall advise D49 in advance, and receive appropriate instruction from D49 regarding use, care, and cleaning of equipment.

- 6. MENUS Menus for each month shall be posted by D49 on the Nutrition Services website at least one week prior to the beginning of each month. Menus are subject to change by D49, if necessary, to more appropriately utilize available commodities, fresh fruits, and vegetables and to prevent waste. Nutrient Analysis of cycle menus will be performed by D49 and kept on file. Menus will follow USDA guidelines for food based menus.
- 7. SPECIAL DIETARY NEEDS BLRA shall be responsible for seeing that the foods served to BLRA children meet any special dietary or nutritional requirements of the children. D49 will reasonably assist BLRA to provide foods that meet allergy requirements of children, provided notice is provided by BLRA to D49 at least two weeks in advance of any such requirements. D49 is considered a peanut controlled environment no peanut products are knowingly used in the preparations of any foods in the kitchen. D49 monitors all purchased items to attempt to determine that they are be nut free, but it necessarily relies on the itemization of ingredients provided to it by its suppliers.
- 8. COST/PAYMENT PROVISIONS –BLRA will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.
 - a. Child Lunch (to include milk) To be the same as charged throughout the district
 - b. Secondary Lunch (to include milk) To be the same as charged throughout the district
 - c. Adult Lunch (without milk) To be the same as charged throughout the district.
- 9. RECORD KEEPING Records must be maintained by D49 and are available upon request to GPCC, USDA, and or Colorado Department of Education (CDE) for a period of 3 years. Records include
 - a. Production Records
 - b. Financial Records
 - c. Health & Sanitation Records
- 10. COMPLIANCE WITH APPLICABLE LAWS BLRA and D49 shall comply with all health and safety regulations; license/permit requirements; and, applicable federal, state, and local laws, including Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act.
- 11. INDEMNIFICATION AND HOLD HARMLESS To the extent permitted by Colorado law, each party (the indemnifier) shall defend, indemnify and hold the other party (the "indemnified party") harmless from and against any and all liabilities, costs (including without limitation reasonable attorneys' fees and court costs), damages or losses of every kind and character (collectively the "damages") that the indemnified part may sustain arising out of any and all claims, demands,

costs, or judgments attributable to: (a) any breach of the representations of obligations of the indemnified under this Agreement, or (b) the indemnifier's willful misconduct as determined by a court of law in connection with an action or failure to act in connection with this Agreement. Notwithstanding the foregoing, this indemnification shall not apply to damages attributable to: (a) the negligence or willful misconduct of the indemnified party, (b) damages that would not be incurred by the indemnified party but for the existence of the voluntary contractual arrangement pursuant to which the indemnified part agrees to assume liability, (c) damages attributable to a third part claim made against the indemnified party that could not be sustained directly against the indemnified as a result of governmental immunity available under C.R.S. 24-10-101 et. seq. or any similar law, or (d) damages of the indemnified party governed by the workers compensation laws.

- 12. GOVERNMENTAL IMMUNITY D49 retains all of its rights under the Colorado Governmental Immunity Act, C.R.S. 24-10-101, et. seq. This Agreement shall not be construed to create any right or benefit for any person who is not a party to this Agreement, nor to impose any liability upon D49 for damage to third parties (other than GPCC) that would otherwise be subject to governmental immunity.
- 13. INSURANCE During the term of this Agreement, each party shall maintain insurance and/or maintain self-insurance coverage sufficient to comply with the obligations identified herein against claims for bodily injury, death, or property damage arising out of services provided under this Agreement by that party, its subcontractors, directors, officers, employees, agents, or volunteers.

14. DEFAULT -

- a. Default Involving Health Risk If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem which could pose a health risk to others, that party shall have an opportunity to cure the default within ten (10) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured with in ten days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
- b. <u>Default Not Involving Health Risk</u> If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem that does not pose a health risk to others, that party shall have an opportunity to cure the default within thirty (30) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured with in thirty days after notice of default has been given, the non-defaulting party shall have the right, in

- addition to all other remedies at law or equity, to immediately terminate this Agreement.
- c. <u>Failure to Complain of Default</u> Failure to complain of any action, non-action, or default under this Agreement shall not constitute a waiver of any of the parties' rights hereunder.
- 15. TERMINATION Either party may terminate this Agreement without cause upon thirty (30) days prior written notice. This Agreement shall remain in full force and effect throughout the thirty (30)-day notice period. If this agreement is terminated BLRA agrees to reimburse D49 for the equipment and improvements made to the BLRA kitchen facility at the straight line depreciation of said equipment and improvements over 7 (start date of March 1, 2011) years; not to exceed a total payment of \$30,000.

In witness whereof, the parties have executed this Agreement as of the date and year set forth above.

FALCON SCHOOL DISTRICT #49

Marie LaVere-Wright, Falcon School District 49 Board President

Banning Lewis Ranch Academy

, Banning Lewis Ranch Academy Board President

FOOD SERVICES AGREEMENT

IT IS HEREBY AGREED this	day of	, 2017 by and between District 49
(D49) and Banning Lewis Preparat	ory Academy	(BLPA) that food services will be
provided to BLRPA children on the	e following te	rms and conditions.

- 1. TERM The term of this Agreement is the period of August 1, 2017 through July 31, 2018, both dates inclusive.
- 2. DAYS OF SERVICE Food service will be provided by D49 to BLPA five days a week, Monday through Friday, EXCEPT days D49 is not in session (holidays, staff development days, etc.), special occasions that require five working days' notice, or bad weather days. On a day D49 is not in session and BLPA is in session, provisions shall be made in advance for providing BLPA with necessary meals providing BLPA gives D49 at least fourteen days advance notice. However, D49 shall not be responsible for providing meals on FSD49 declared bad weather days.
- 3. MEAL SERVICE CONFIGURATIONS & ORDERING FSD49 will provide meals in quantities to be identified by BLPA, with one hot lunch option and minimum Ala Carte choices offered each day.
- 4. GENERAL FOOD PREPARATION STANDARDS Each child lunch provided by D49 shall meet or exceed the requirements of the U.S. Department of Agriculture (USDA) guidelines for National School Lunch menus. Requirements shall be modified as new guidelines become available and phased in over a reasonable time frame indicated by the regulating agency. D49 shall maintain all required state or health certifications and shall comply with all other applicable health and sanitation requirements at all times. Copies of D49 health inspection reports shall be made available to BLPA upon request. D49 shall be responsible for the preservation and safe handling of the foods it provides and prepares.
- 5. CLEANING D49 shall be responsible for cleaning all Food Service preparation and serving areas. BLPA shall be responsible for cleaning all eating areas. BLPA shall have full access to all Food Service preparation, serving, and eating areas except during the hours of 7:00am to 2:00pm on days when D49 is providing meals pursuant to this contract. Whenever BLPA shall use such areas, BLPA shall be responsible for leaving the areas in as clean and orderly a condition as they found it. BLPA accepts all responsibility for maintaining the security of the food that is intended for use in the National School Lunch Program. If BLPA will be using D49 owned equipment, they shall advise D49 in advance, and receive appropriate instruction from D49 regarding use, care, and cleaning of equipment.

- 6. MENUS Menus for each month shall be posted by D49 on the Nutrition Services website at least one week prior to the beginning of each month. Menus are subject to change by D49, if necessary, to more appropriately utilize available commodities, fresh fruits, and vegetables and to prevent waste. Nutrient Analysis of cycle menus will be performed by D49 and kept on file. Menus will follow USDA guidelines for food based menus.
- 7. SPECIAL DIETARY NEEDS BLPA shall be responsible for seeing that the foods served to BLPA children meet any special dietary or nutritional requirements of the children. D49 will reasonably assist BLPA to provide foods that meet allergy requirements of children, provided notice is provided by BLPA to D49 at least two weeks in advance of any such requirements. D49 is considered a peanut controlled environment no peanut products are knowingly used in the preparations of any foods in the kitchen. D49 monitors all purchased items to attempt to determine that they are be nut free, but it necessarily relies on the itemization of ingredients provided to it by its suppliers.
- 8. COST/PAYMENT PROVISIONS –BLPA will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.
 - a. Child Lunch (to include milk) To be the same as charged throughout the district
 - b. Secondary Lunch (to include milk) To be the same as charged throughout the district
 - c. Adult Lunch (without milk) To be the same as charged throughout the district.
- 9. RECORD KEEPING Records must be maintained by D49 and are available upon request to GPCC, USDA, and or Colorado Department of Education (CDE) for a period of 3 years. Records include
 - a. Production Records
 - b. Financial Records
 - c. Health & Sanitation Records
- 10. COMPLIANCE WITH APPLICABLE LAWS BLPA and D49 shall comply with all health and safety regulations; license/permit requirements; and, applicable federal, state, and local laws, including Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act.
- 11. INDEMNIFICATION AND HOLD HARMLESS To the extent permitted by Colorado law, each party (the indemnifier) shall defend, indemnify and hold the other party (the "indemnified party") harmless from and against any and all liabilities, costs (including without limitation reasonable attorneys' fees and court costs), damages or losses of every kind and character (collectively the "damages") that the indemnified part may sustain arising out of any and all claims, demands,

costs, or judgments attributable to: (a) any breach of the representations of obligations of the indemnified under this Agreement, or (b) the indemnifier's willful misconduct as determined by a court of law in connection with an action or failure to act in connection with this Agreement. Notwithstanding the foregoing, this indemnification shall not apply to damages attributable to: (a) the negligence or willful misconduct of the indemnified party, (b) damages that would not be incurred by the indemnified party but for the existence of the voluntary contractual arrangement pursuant to which the indemnified part agrees to assume liability, (c) damages attributable to a third part claim made against the indemnified party that could not be sustained directly against the indemnified as a result of governmental immunity available under C.R.S. 24-10-101 et. seq. or any similar law, or (d) damages of the indemnified party governed by the workers compensation laws.

- 12. GOVERNMENTAL IMMUNITY D49 retains all of its rights under the Colorado Governmental Immunity Act, C.R.S. 24-10-101, et. seq. This Agreement shall not be construed to create any right or benefit for any person who is not a party to this Agreement, nor to impose any liability upon D49 for damage to third parties (other than GPCC) that would otherwise be subject to governmental immunity.
- 13. INSURANCE During the term of this Agreement, each party shall maintain insurance and/or maintain self-insurance coverage sufficient to comply with the obligations identified herein against claims for bodily injury, death, or property damage arising out of services provided under this Agreement by that party, its subcontractors, directors, officers, employees, agents, or volunteers.

14. DEFAULT -

- a. Default Involving Health Risk If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem which could pose a health risk to others, that party shall have an opportunity to cure the default within ten (10) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured with in ten days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
- b. <u>Default Not Involving Health Risk</u> If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem that does not pose a health risk to others, that party shall have an opportunity to cure the default within thirty (30) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured with in thirty days after notice of default has been given, the non-defaulting party shall have the right, in

- addition to all other remedies at law or equity, to immediately terminate this Agreement.
- c. <u>Failure to Complain of Default</u> Failure to complain of any action, non-action, or default under this Agreement shall not constitute a waiver of any of the parties' rights hereunder.
- 15. TERMINATION Either party may terminate this Agreement without cause upon thirty (30) days prior written notice. This Agreement shall remain in full force and effect throughout the thirty (30)-day notice period.

In witness whereof, the parties have executed this Agreement as of the date and year set forth above.

FALCON SCHOOL DISTRICT #49

Marie LaVere-Wright, Falcon School District 49 Board President

Banning Lewis Preparatory Academy

, Banning Lewis Preparatory Academy Board President

FOOD SERVICES AGREEMENT

IT IS HEREBY AGREED this 28 day of APOL, 2017 by and between District 49 (D 49) and) Imagine Classical Academy (ICA) that food services will be provided to ICA children on the following terms and conditions.

- 1. TERM The term of this Agreement is the period of Aug. 1, 2017 through July 31, 2018, both dates inclusive.
- 2. DAYS OF SERVICE Food service will be provided by D49 to ICA five days a week, Monday through Friday, EXCEPT days D49 is not in session (holidays, staff development days, etc.), special occasions that require fourteen working days notice, or bad weather days. On a day D49 is not in session and ICA is in session, provisions shall be made in advance for providing ICA with necessary meals provided ICA gives FSD49 at least fourteen days advance notice. However, D49 shall not be responsible for providing meals on D49 declared bad weather days.
- 3. MEAL SERVICE CONFIGURATIONS & ORDERING D49 will provide meals in quantities to be identified by ICA, with one hot lunch option offered each day.
- 4. GENERAL FOOD PREPARATION STANDARDS Each child lunch provided by D49 shall meet or exceed the requirements of the U.S. Department of Agriculture (USDA) guidelines for National School Lunch menus. Requirements shall be modified as new guidelines become available and phased in over a reasonable time frame indicated by the regulating agency. D49 shall maintain all required state or health certifications and shall comply with all other applicable health and sanitation requirements at all times. Copies of D49 health inspection reports shall be made available to ICA upon request. D49 shall be responsible for the preservation and safe handling of the foods it provides and prepares.
- 5. CLEANING D49 shall be responsible for cleaning all Food Service preparation and serving areas. ICA will be responsible for cleaning the eating areas. ICA shall have full access to all Food Service preparation, serving, and eating areas except during the hours of 7:00am to 2:00pm on days when D49 is providing meals pursuant to this contract. Whenever ICA shall use such areas, ICA shall be responsible for leaving the areas in as clean and orderly a condition as they found it. ICA accepts all responsibility for maintaining the security of the food that is intended for use in the National School Lunch Program. If ICA will be using D49 owned equipment, they shall advise D49 in advance, and receive appropriate instruction from D49 regarding use, care, and cleaning of equipment.

- 6. MENUS Menus for each month shall be posted on D49 Nutrition Services website least one week prior to the beginning of each month. Menus are subject to change by D49, if necessary, to more appropriately utilize available commodities, fresh fruits, and vegetables and to prevent waste. Nutrient Analysis of cycle menus will be performed by D49 and kept on file. Menus will follow USDA guidelines for nutrient based menus.
- 7. SPECIAL DIETARY NEEDS ICA shall be responsible for seeing that the foods served to ICA children meet any special dietary or nutritional requirements of the children. D49 will reasonably assist ICA to provide foods that meet allergy requirements of children, provided notice is provided by IIR to D49 at least two weeks in advance of any such requirements. D49 isconsidered a peanut controlled environment no peanut products are knowingly used in the preparations of any foods in the kitchen. D 49 monitors all purchased items to attempt to determine that they are be nut free, but it necessarily relies on the itemization of ingredients provided to it by its suppliers.
- 8. COST/PAYMENT PROVISIONS –ICA will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.
 - a. Child Lunch (to include milk)To be the same as charged throughout the district
 - b. Secondary Lunch (to include milk) To be the same as charged throughout the district
 - c. Adult Lunch (without milk): To be the same as charged throughout the district.
- 9. RECORD KEEPING Records must be maintained by D49 and are available upon request to GPCC, USDA, and or Colorado Department of Education (CDE) for a period of 3 years. Records include
 - a. Production Records
 - b. Financial Records
 - c. Health & Sanitation Records
- 10. COMPLIANCE WITH APPLICABLE LAWS ICA and D49 shall comply with all health and safety regulations; license/permit requirements; and, applicable federal, state, and local laws, including Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act.
- 11. INDEMNIFICATION AND HOLD HARMLESS To the extent permitted by Colorado law, each party (the indemnifier) shall defend, indemnify and hold the other party (the "indemnified party") harmless from and against any and all liabilities, costs (including without limitation reasonable attorneys' fees and court costs), damages or losses of every kind and character (collectively the "damages") that the indemnified part may sustain arising out of any and all claims, demands,

costs, or judgments attributable to: (a) any breach of the representations of obligations of the indemnified under this Agreement, or (b) the indemnifier's willful misconduct as determined by a court of law in connection with an action or failure to act in connection with this Agreement. Notwithstanding the foregoing, this indemnification shall not apply to damages attributable to: (a) the negligence or willful misconduct of the indemnified party, (b) damages that would not be incurred by the indemnified party but for the existence of the voluntary contractual arrangement pursuant to which the indemnified part agrees to assume liability, (c) damages attributable to a third part claim made against the indemnified party that could not be sustained directly against the indemnified as a result of governmental immunity available under C.R.S. 24-10-101 et. seq. or any similar law, or (d) damages of the indemnified party governed by the workers compensation laws.

- 12. GOVERNMENTAL IMMUNITY D49 retains all of its rights under the Colorado Governmental Immunity Act, C.R.S. 24-10-101, et. seq. This Agreement shall not be construed to create any right or benefit for any person who is not a party to this Agreement, nor to impose any liability upon D49 for damage to third parties (other than GPCC) that would otherwise be subject to governmental immunity.
- 13. INSURANCE During the term of this Agreement, each party shall maintain insurance and/or maintain self-insurance coverage sufficient to comply with the obligations identified herein against claims for bodily injury, death, or property damage arising out of services provided under this Agreement by that party, its subcontractors, directors, officers, employees, agents, or volunteers.

14. DEFAULT -

- a. Default Involving Health Risk If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem which could pose a health risk to others, that party shall have an opportunity to cure the default within ten (10) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured with in ten days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
- b. Default Not Involving Health Risk If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem that does not pose a health risk to others, that party shall have an opportunity to cure the default within thirty (30) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured with in thirty days after notice of default has been given, the non-defaulting party shall have the right, in

- addition to all other remedies at law or equity, to immediately terminate this Agreement.
- c. <u>Failure to Complain of Default</u> Failure to complain of any action, non-action, or default under this Agreement shall not constitute a waiver of any of the parties' rights hereunder.
- 15. TERMINATION Either party may terminate this Agreement without cause upon thirty (30) days prior written notice. This Agreement shall remain in full force and effect throughout the thirty (30)-day notice period. If this agreement is terminated ICA agrees to reimburse FSD 49 for any equipment and improvements made to the ICA kitchen facility that are permanent in nature at the straight line depreciation of said equipment and improvements over 7 years.

In witness whereof, the parties have executed this Agreement as of the date and year set forth above.

FALCON SCHOOL DISTRICT #49

Marie LaVere-Wright, Falcon School District 49 Board President

Imagine Classical Academy

MICHAEL RIGGS, Imagine Classical Academy Board President

DISTRICT #49 10850 E. Woodmen Rd. FALCON, CO 80831 (719) 495-1106

and

Pikes Peak School of Expeditionary Learning 11925 Antler's Ridge Falcon, CO 80831

IT IS HEREBY AGREED this 29 day of May 2017 by and between District 49 (D49) and Pikes Peak School of Expeditionary Learning (PPSEL) that food services will be provided to PPSEL children.

- TERM The term of this Agreement is the period of August 1st 2017 through May 31, 2018, both dates inclusive.
- 2. DAYS OF SERVICE Food service will be provided by D49 four days a week, Monday through Thursday. Exceptions are days D49 is not in session (holidays, staff development days, etc.), special occasions that require fourteen working days' notice, or bad weather days. On day FSD 49 is not in session and PPSEL is in session, provisions shall be made fourteen days in advance for providing PPSEL with necessary meals. Exceptions will be bad weather days.
- MEAL SERVICE CONFIGURATIONS & ORDERING Up to entire student body meals per day for PPSEL, Monday through Thursday. One hot lunch option will be offered.

If it appears that the local kitchen is running low on equipment, PPSEL can order necessary equipment through D49.

- 4. GENERAL FOOD PREPARATION STANDARDS Each child lunch provided by D49 shall meet or exceed the requirements of the U.S. Department of Agriculture (USDA) guidelines for National School Lunch menus. Requirements shall be modified as new guidelines become available and phased in over a reasonable time frame indicated by the regulating agency. D49 shall maintain all required stat or health certifications and shall comply with all other applicable health and sanitation requirements at all times. Copies of D49 health inspection reports shall be made available to PPSEL upon request. D49 shall be responsible for the preservation and safe handling of the foods it provides and prepares.
- 5. MENUS Menus for each month shall be posted on the Nutrition Services website at least one week prior to the first of the month. Menus are subject to change by D49, if necessary, to more appropriately utilize available commodities, fresh fruits, and vegetables and to prevent waste. Nutrient Analysis of cycle menus will be performed by D49 and kept on file. Menus will follow USDA guidelines for nutrient based menus.

- 6. SPECIAL DIETARY NEEDS PPSEL shall be responsible for seeing that the foods served to PPSEL children meet any special dietary or nutritional requirements of the children. D49 will reasonably assist PPSEL to provide foods that meet allergy requirements of children. D49 is considered a peanut controlled environment no peanut products are used in the preparations of any foods in the kitchen. D49 monitors all purchased items to be nut free.
- 7. COST/PAYMENT PROVISIONS D49 shall submit a statement directly to PPSEL on a monthly basis detailing the transportation expenses for moving the meals from Falcon High School to PPSEL.. PPSEL will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.
 - a. Child Lunch (to include milk): To be the same as charged throughout the district
 - b. Secondary Lunch (to include milk) 6-8: To be the same as charged throughout the district
 - c. Adult Lunch (without milk): To be the same as charged throughout the district
 - d. Transportation Fees:

Hours	Rate	Total Hourly Cost	Miles	Rate	Total Mileage Cost
0.5	\$13.00	\$6.50	7.00	\$2.00	\$14.00

- 8. **RECORD KEEPING** Records must be maintained by D49 and are available upon request to GPCC, USDA, and or Colorado Department of Education (CDE) for a period of 3 years. Records include
 - a. Production Records
 - b. Financial Records
 - c. Health & Sanitation Records
- COMPLIANCE WITH APPLICABLE LAWS PPSEL and FSD 49 shall
 comply with all health and safety regulations; license/permit requirements; and,
 applicable federal, state, and local laws, including Titles VI and VII of the Civil
 Rights Act of 1964 and the Americans with Disabilities Act.
- 10. INDEMNIFICATION AND HOLD HARMLESS Each party (the indemnifier) shall defend, indemnify and hold the other party (the "indemnified party") harmless from and against any and all liabilities, costs (including without limitation reasonable attorneys' fees and court costs), damages or losses of every kind and character (collectively the "damages") that the indemnified part may sustain arising out of any and all claims, demands, costs, or judgments attributable to: (a) any breach of the representations of obligations of the indemnified under this Agreement, or (b) the indemnifier's negligent or willful malfeasance in connection with an action or failure to act in connection with this Agreement. Notwithstanding the foregoing, this indemnification shall not apply to damages attributable to: (a) the negligence or willful misconduct of the indemnified party, (b) damages that would not be incurred by the indemnified party but for the

existence of the voluntary contractual arrangement pursuant to which the indemnified part agrees to assume liability, (c) damages attributable to a third part claim made against the indemnified party that could not be sustained directly against the indemnified as a result of governmental immunity available under C.R.S. 24-10-101 et. seq. or any similar law, or (d) damages of the indemnified party governed by the workers compensation laws.

- 11. GOVERNMENTAL IMMUNITY D49 retains all of its rights under the Colorado Governmental Immunity Act, C.R.S. 24-10-101, et. seq. This Agreement shall not be construed to create any right or benefit for any person who is not a party to this Agreement, nor to impose any liability upon FSD 49 for damage to third parties (other than GPCC) that would otherwise be subject to governmental immunity.
- 12. INSURANCE During the term of this Agreement, each party shall maintain reasonable adequate insurance and/or maintain reasonable adequate self-insurance coverage against claims for bodily injury, death, or property damage arising out of services provided under this Agreement by that party, its subcontractors, directors, officers, employees, agents, or volunteers.

13. DEFAULT -

- a. Default Involving Health Risk If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem which could pose a health risk to others, that party shall have an opportunity to cure the default within ten (10) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured with in ten days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
- b. <u>Default Not Involving Health Risk</u> If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem that does not pose a health risk to others, that party shall have an opportunity to cure the default within thirty (30) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured with in thirty days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
- c. <u>Failure to Complain of Default</u> Failure to complain of any action, non-action, or default under this Agreement shall not constitute a waiver of any of the parties' rights hereunder.
- 14. TERMINATION Either party may terminate this Agreement without cause upon 30 days prior written notice. This Agreement shall remain in full force and effect throughout the 30-day notice period.

In witness whereof, the parties have executed this Agreement as of the date and year set forth above.

FALCON SCHOOL DISTRICT #49

Marie LaVere-Wright, Falcon School Board President

Pikes Peak School of Expeditionary Learning

Don Knapp, Principal PPSEL

DISTRICT #49 10850 E. Woodmen Rd. FALCON, CO 80831 (719) 495-1106

and

Power Technical Early College (PTEC) 2525 Canada Drive Colorado Springs, CO 80922

IT IS HEREBY AGREED this _____day of ______2017 by and between District 49 (D49) and Power Technical Early College (PTEC) that food services will be provided to PTEC children.

- 1. **TERM** The term of this Agreement is the period of August 1, 2017 through May 31, 2018, both dates inclusive.
- DAYS OF SERVICE Food service will be provided by D49 five days a week, Monday through Friday. Exceptions are days D49 is not in session (holidays, staff development days, etc.), special occasions that require fourteen working days' notice, or bad weather days.
- MEAL SERVICE CONFIGURATIONS & ORDERING Up to entire student body meals per day for PTEC, Monday through Friday. One hot lunch option will be offered.

If it appears that the local kitchen is running low on equipment, PTEC can order necessary equipment through D49.

- 4. GENERAL FOOD PREPARATION STANDARDS Each child lunch provided by D49 shall meet or exceed the requirements of the U.S. Department of Agriculture (USDA) guidelines for the National School Lunch Program (NSLP). Requirements shall be modified as new guidelines become available and phased in over a reasonable time frame indicated by the regulating agency. D49 shall maintain all required documents or health certifications and shall comply with all other applicable health and sanitation requirements at all times. Copies of D49 health inspection reports shall be made available to PTECH upon request. D49 shall be responsible for the preservation and safe handling of the foods it provides and prepares.
- 5. MENUS Menus for each month shall be posted on the Nutrition Services website at least one week prior to the first of the month. Menus are subject to change by D49, if necessary, to more appropriately utilize available commodities, fresh fruits, and vegetables and to prevent waste. Nutrient Analysis of cycle

- menus will be performed by D49 and kept on file. Menus will follow USDA guidelines for the National School Lunch Program.
- 6. SPECIAL DIETARY NEEDS PTEC shall be responsible for seeing that the foods served to PTEC children meet any special dietary or nutritional requirements of the children. D49 will reasonably assist PTEC to provide foods that meet allergy requirements of children. D49 is considered a peanut controlled environment no peanut products are used in the preparations of any foods in the kitchen. D49 monitors all purchased items to be nut free.
- 7. COST/PAYMENT PROVISIONS D49 shall submit a statement directly to PTEC on a monthly basis detailing the transportation expenses for moving the meals from Horizon Middle School to PTEC when applicable. PTEC will be allowed to participate in the National School Lunch Program. Prices include meals, condiments, food trays, eating utensils, and items appropriate for menu selections.
 - a. Child Lunch (to include milk): To be the same as charged throughout the district
 - b. Secondary Lunch (to include milk) 6-9: To be the same as charged throughout the district
 - c. Adult Lunch (without milk): To be the same as charged throughout the district
 - d. Transportation Fees:

Hours	Rate	Total Hourly Cost	Miles	Rate
0.25	\$13.00	\$6.50	1.0	\$2.00

- RECORD KEEPING Records must be maintained by D49 and are available upon request to GPCC, USDA, and or Colorado Department of Education (CDE) for a period of 3 years. Records include
 - a. Production Records
 - b. Financial Records
 - c. Health & Sanitation Records
- COMPLIANCE WITH APPLICABLE LAWS PTEC and D49 shall comply with all health and safety regulations; license/permit requirements; and, applicable federal, state, and local laws, including Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act.
- 10. INDEMNIFICATION AND HOLD HARMLESS Each party (the indemnifier) shall defend, indemnify and hold the other party (the "indemnified party") harmless from and against any and all liabilities, costs (including without limitation reasonable attorneys' fees and court costs), damages or losses of every kind and character (collectively the "damages") that the indemnified part may sustain arising out of any and all claims, demands, costs, or judgments attributable to:
 (a) any breach of the representations of obligations of the indemnified under this Agreement, or (b) the indemnifier's negligent or willful malfeasance in

connection with an action or failure to act in connection with this Agreement. Notwithstanding the foregoing, this indemnification shall not apply to damages attributable to: (a) the negligence or willful misconduct of the indemnified party, (b) damages that would not be incurred by the indemnified party but for the existence of the voluntary contractual arrangement pursuant to which the indemnified part agrees to assume liability, (c) damages attributable to a third part claim made against the indemnified party that could not be sustained directly against the indemnified as a result of governmental immunity available under C.R.S. 24-10-101 et. seq. or any similar law, or (d) damages of the indemnified party governed by the workers compensation laws.

- 11. GOVERNMENTAL IMMUNITY D49 retains all of its rights under the Colorado Governmental Immunity Act, C.R.S. 24-10-101, et. seq. This Agreement shall not be construed to create any right or benefit for any person who is not a party to this Agreement, nor to impose any liability upon D49 for damage to third parties (other than GPCC) that would otherwise be subject to governmental immunity.
- 12. INSURANCE During the term of this Agreement, each party shall maintain reasonable adequate insurance and/or maintain reasonable adequate selfinsurance coverage against claims for bodily injury, death, or property damage arising out of services provided under this Agreement by that party, its subcontractors, directors, officers, employees, agents, or volunteers.

13. DEFAULT -

- a. <u>Default Involving Health Risk</u> If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem which could pose a health risk to others, that party shall have an opportunity to cure the default within ten (10) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured with in ten days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
- b. <u>Default Not Involving Health Risk</u> If either party is in default or is believed to be in default under this Agreement, and the default relates to a problem that does not pose a health risk to others, that party shall have an opportunity to cure the default within thirty (30) days after it is given in written notice of default by the other party, specifying the nature of the default. If the default is not cured with in thirty days after notice of default has been given, the non-defaulting party shall have the right, in addition to all other remedies at law or equity, to immediately terminate this Agreement.
- c. <u>Failure to Complain of Default</u> Failure to complain of any action, non-action, or default under this Agreement shall not constitute a waiver of any of the parties' rights hereunder.

14. **TERMINATION** – Either party may terminate this Agreement without cause upon 30 days prior written notice. This Agreement shall remain in full force and effect throughout the 30-day notice period.

In witness whereof, the parties have executed this Agreement as of the date and year set forth above.

FALCON SCHOOL DISTRICT #49

Marie LaVere-Wright, Falcon School Board President

Power Technical Early College

Eileen Johnston, Chief Financial Officer



BOARD MEETING OF:	May 11, 2017	
PREPARED BY:	Jack Pietraallo, Interim Director of Transportation	
TITLE OF AGENDA ITEM:	Approval of Operational Fees: a. Transportation	
ACTION/INFORMATION/DISCUSSION:	Acton	

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Transportation provides services approximately 280 days per year to include fee for service (both direct routes and a transfer system), special education, trips, CE/AVP, summer extended school year, summer reading camp and special transportation requests.

RATIONALE: Provide the Board of Education with transportation comparative operational data across multiple years in order to depict trends, reflect strengths, and highlight areas of concern.

RELEVANT DATA AND EXPECTED OUTCOMES: Bring Board of Education up to date regarding, personnel, budget and operations of the Transportation Department.

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

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
Strateov	Rock #1 —Establish enduring <u>trust</u> throughout our community	Remain good stewards of taxpayers' dollars while providing the highest level of service
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Santa's Toy Express conducting 15 th year of its event SafeStop application to track buses and students. Free to parents
	Rock #3 — Grow a robust portfolio of distinct and exceptional schools	Transfer system allows choice middle and high school students to ride bus from a bus stop near home to choice school
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Deliver students on time and safely in order to properly begin each school day
	Rock #5 — Customize our educational systems to launch each student toward success	Support 6 CE/AVP programs

FUNDING REQUIRED: N/A AMO

AMOUNT BUDGETED: N/A

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

APPROVED BY: Jack Bay, Chief Operations Officer **DATE:** April 28, 2017

Current FFS Rate



Annual Fee – paid in advance \$200/child

Annual Fee Family Cap – paid in advance \$400/2 or more children

Monthly Fee - \$25/10 rides or more

Pay per Ride - \$2.50/ride – up to 9 rides

Proposed FFS Rate SY 17-18



Annual Fee – paid in advance Annual Fee Family Cap –paid in advance Paid by 9/1/17

Semester Fee – paid in advance Total for year Paid by 9/1/17, 2/1/18

Semester Fee Family – paid in advance Total for year Paid by 9/1/17, 2/1/18

Quarterly Fee- paid in advance Total for year Paid by 9/1/17, 11/1/17, 1/3/18, 3/1/18

Quarterly Fee Family Total for year Paid by 9/1/17, 11/1/17, 1/3/18, 3/1/18

delinquent.

Pay per Ride

Payments not received by due date will incur a \$25.00 late/administrative fee per month for every month

\$100/student

\$200/per student

\$200

\$250/ more than two students

\$500/more than two students

\$500

\$50/student

\$200

\$125/more than two students

\$500

\$25/10 rides punch card



BOARD OF EDUCATION AGENDA ITEM 7.02b

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Monica Deines-Henderson, Director of Nutrition Services
TITLE OF AGENDA ITEM:	Meal Price Increase
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Approval of meal price increase to put the District in compliance with the Section 205; Equity in School Lunch Pricing of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296).

Price Increase of \$0.25 for all meal categories. Bringing the meal prices to:

Elementary:

Breakfast \$1.55

Lunch \$2.35

Secondary:

Breakfast \$1.75

Lunch \$2.65

Adult (without milk)

Breakfast \$2.10

Lunch \$3.25

RATIONALE: To maintain compliance with the Healthy Hunger Free Kids Act. By raising the meal prices \$0.25 the District will stay in compliance with Section 205 through the 2017-18 school year.

RELEVANT DATA AND EXPECTED OUTCOMES:

Keep District in compliance with section 205 of the Healthy Hunger Free Kids Act

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

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

FUNDING REQUIRED: None

AMOUNT BUDGETED: This is a revenue-generating fund

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve Nutrition Services' recommended price increases for meals as recommended by the administration.



BOE Regular Meeting May 11, 2017 Item 7.02b continued

APPROVED BY: Jack Bay, Chief Operations Officer **DATE:** April 28, 2017

COLORADO DEPARTMENT OF EDUCATION

USDA Annual Paid Lunch Equity Requirement

Please fill in all yellow cells below to complete the tool

STEP 1

Please choose your School Food Authority Name from the dropdown list. This will pre-populate necessary data for the file.

SFA Name FALCON 49

SFA Code 1110

SFA Email md-h@d49.org

Business Email bridgway@d49.org

SY 20	016-2017 Unrounded Price Requirement	SY 2017-2018 Weighted Average Price Requirement, to the nearest cent	Optional price requirement ROUNDED DOWN to nearest 5 cent
\$	2.25	\$ 2.35	\$ 2.35

Note: Above prices are based on adjusting SY 2016-2017 price requirement by the 2% rate increase plus the Consumer Price Index (2.64%)

STEP 2

In the yellow boxes below, please list all student paid lunch prices charged at your district

0. 1 . 5 . 1 . 1 5 .	
Student Paid Lunch Price	
Categories	
\$ 2.10	(Please do not include adult or breakfast prices)
\$ 2.40	
\$ -	
-	
\$ -	
\$ -	
\$ -	
\$ -	
\$ -	
\$ -	
\$ -	
\$ -	
\$ -	
\$ -	
\$ -	
· -	

STEP 3

In the yellow boxes below, please list the *number of student paid lunches (meal counts) served at each price* in Oct 2016. The number of student paid lunches (meal counts) should not include adult lunches. The numbers (meal counts) at each price should equal the total number of student paid lunches claimed for your district in Oct 2016.

NOTE: To assist each SFA in completing this step, CDE has provided the total number of student paid lunches claimed in Oct 2016 (if the SFA and/or site charges for lunch). The data provided is from the online claim system for Oct 2016.

Student Paid Lunch Price Categories	Number of Student Paid Lunches Served-at each price in Oct 2016	
\$ 2.10	17,003	\$ 35,706.30
\$ 2.40	13,579	\$ 32,589.60
\$ -		\$ -
\$ -		\$ -
\$ -		\$ -
\$ -		\$ -
\$ -		\$ -
\$ -		\$ -
\$ -		\$ -
\$ -		\$ -
\$ -		\$ -
\$ -		\$ -
\$ -		\$ -
\$ -		\$ -
\$ -		\$ -
\$ 2.23	30,582	\$ 68,295.90
	0	SY 2016-2017 Weighted Average Price
	The box above must equal zero to indicate all student PAID	
	lunches (meal counts) by each price category were entered correctly.	\$2.23
		Total Price Increase for SY 2017-2018
		\$0.12
	are a local decision of the SFA. An SFA may raise prices by \$.10 nends a \$.10 cap on student paid lunch price increases.	If choosing to increase prices, the minimum weighted average price requirement for SY 2017-2018 is:
		\$2.33

STEP 4

To comply with the annual USDA Paid Lunch Equity requirement, please select the appropriate option from the dropdown list. The School Food Authority must use the selected option to ensure sufficient funds are provided for Student PAID Lunches for SY 2017-2018.

Increase SY2017-2018 average weighted price

Using the dropdown list above, please select your option

Final Result Statement:

Student Paid Lunch prices must be increased for SY17-18

STEP 5

Please email completed tool to GFPLE@cde.state.co.us by 5/31/17

Office of Grants Fiscal 201 East Colfax, Room 209 Denver, CO 80203





Office of School Nutrition 1580 Logan, Suite 760 Denver, CO 80203



BOARD OF EDUCATION AGENDA ITEM 7.02c

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	School Fees update / planning for 2017/18
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED: There are a number of program offerings in the district that are either extracurricular in nature (i.e. not part of a core academic program), or they are academic in nature but are beyond a standard or 'normal' academic program. In either case, it has been and continues to be appropriate to assign participation fees for such program offerings so that the standard academic program does not overly subsidize choices that some students make significantly more favorably than students that do not make similar choices.

We admit that this is a 'fine line' distinction. The underlying motivation is very altruistic, however; that being the intention that each student has the opportunity to gain as much benefit as they can from their relative share of Per—Pupil revenue (PPR). If a fee program did not exist, that ideal would be severely compromised.

For some time, we have been changing business practices to enable the district to more accurately and more completely identify program costs for extracurricular and specific-choice academic programs so that fee determinations can be well-presented and defended.

With such an endeavor, however, also comes a greater need and therefore greater emphasis on the collection of fees assigned in the structure then derived. If fees are assigned without collection, then the intention of ensuring maximum benefit to every student for their relative share of PPR is compromised, almost from the beginning.

RATIONALE: Being more complete, more accurate, and more intentional about fee programs also better supports those students we serve with economic difficulties. Board policy provides assistance to cover fees for students and participants that have a documented status of economic need.

RELEVANT DATA AND EXPECTED OUTCOMES: We expect schools to be transparent and completely forthcoming and intentional about program design and the costs associated. We expect fees to be more and more specific to each program rather than generalized across programs. If these expectations are met, then all students will benefit with our stated intention to ensure that each student receives maximum benefit from the relative share of per pupil revenue.

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

ture	Inner Ring—How we treat each other	Ensuring students with economic disadvantage receive equal opportunities.
Cul	Outer Ring—How we treat our work	
	Rock #1—Establish enduring <u>trust</u> throughout our community	Providing transparency to program designs
trateov	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
S	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	



BOE Regular Meeting May 11, 2017 Item 7.02c continued

Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to launch each student toward success	Ensuring that each student receives maximum benefit for their relative share of per-pupil revenue as possible.

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the school fees for 2017-18 listed in item 7.02c as recommended by the administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: April 28, 2017

Item 7.02c School Fees are included in the packet on the District's website.



BOARD OF EDUCATION AGENDA ITEM 7.03a

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Rachel Duerr, Health and Wellness Coordinator
TITLE OF AGENDA ITEM:	Policy ADF School Wellness
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Federal law requires all school districts receiving federal funding for child nutrition programs to have adopted a policy on "school wellness." New federal rules require updating the policy to be in compliance by June 30, 2017.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After a first reading at the previous work session, I move to approve revisions to policy ADF as recommended by the administration.

APPROVED BY: Amber Whetstine, Executive Director of Learning Services,

Peter Hilts, Chief Education Officer <u>DATE:</u> April 28, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Wellness
Designation	ADF
Office/Custodian	Education/Coordinator of Health and Wellness

The Colorado Falcon School-District 49 ("the District") Board of Education ("the Board") recognizes that students need to be physically active and eat nourishing food to grow, learn and maintain healthy development. It further recognizes that a significant body of research indicates a positive correlation with optimal health, learning, and academic success.

The District will maintain a District-wide Wellness Advisory Council. The purposes of the council shall be to monitor the implementation of this policy, evaluate the District's progress of the policy's goals, serve as a resource to schools (i.e., provide lists of healthy incentives, snacks, etc.) and recommend revisions to this policy as the council deems necessary and/or appropriate. Representatives of the following groups but not limited to will sit on this committee: : Athletic DepartmentPhysical Education, Teachers, Board of Education Member, SAC, DAAC, Curriculum-SchoolBuilding Administrators, CommunicationsMedia Relations, School Health ProfessionalsNursing Services, Nutrition Services, Parent(s), PTO, PTA, and Student(s). The Wellness Advisory Council will communicate with the Chief Education Officer to integrate this Wellness Policy into each schools' unified improvement plans. The Wellness Advisory Council will meet a minimum of two times per school year and report to the school board through the Chief Education Officer at least once a year.

To further the Board's beliefs stated above, the Board adopts the following goals:

Goal #1: Nutrition – The District will support and promote <u>nutrition education</u>, <u>healthy nutrition choices</u>, proper dietary habits contributing to student's health status and academic performance to include the federal government guidelines.

Goal #2: Wellness Education – The District will provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors <u>including nutrition</u>, <u>physical activity and mental health</u> for staff and students.

Goal #3: Physical Activity – The District will provide opportunities for staff and students to engage in physical activity.

The Wellness Advisory Council shall provide guidelines for building leaders on best practices for supporting school wellness.

These guidelines will be <u>frequently</u> reviewed and revised as needed <u>at a minimum of every three years</u>. Since 2006, the district has maintained a wellness policy and has followed a model of continuous improvement for guidelines.

All schools have adopted the Whole School Whole Community Whole Child (WSCC) model and each site will maintain a WSCC team that will assist in the implementation of the Wellness Guidelines and the components of WSCC through their School Health Improvement Plans (SHIPs). The school WSCC team will submit their completed SHIPs to the wellness council annually.

WSCC is a health model that consists of ten interactive components. The ten components include: Family Engagement, Community Involvement, Health Education, Physical Education and Physical Activity, Health Services, Nutrition Environment and Services, Counseling, Psychological and Social Services, Physical

School District 49, El Paso County, Colorado Page 1 of 2

Designation: ADF

Environment, Social and Emotional Climate, and Health Promotion for Staff. Each component strengthens the others and the overall goal is to LIVE HEALTHY!

- Adopted: May 17, 2006
- Revised: July 8, 2010
- Revised: May 12, 2011
- Revised: March 8, 2012
- Revised: July 19, 2012
- Revised: September 11, 2014
- Revised: May 11, 2017

LEGAL REFS:

- -Section 204 of P.L. 111-296 (Healthy, Hunger-Free Kids Act)
- C.R.S. 22-32-134.5 (healthy beverages requirements)
- C.R.S. 22-32-136 (policies to improve children's nutrition and wellness)
- C.R.S. 22-32-136.3 (trans fat ban)
- C.R.S. 22-32-136.5(3)(a) and (b) (physical activity requirement)
- 1 CCR 301-79 (State Board of Education healthy beverages rules)

CROSS REFS:

- ADF-R, Wellness Policy Guidelines
- EF, Food Services
- EFC, EFC-R, Free and Reduced-Price Food Services
- EFEA, Nutritious Food Choices
- GBGA, Staff Health
- IHAM, IHAM-R, Health Education
- IHAMA, Teaching About Drugs, Alcohol and Tobacco
- JLJ, Physical Activity



BOARD OF EDUCATION AGENDA ITEM 7.03b

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Monica Deines-Henderson, Director of Nutrition Services
TITLE OF AGENDA ITEM:	Policy EFEA
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: To align policy EFEA with the policy changes to Wellness policy required by the Federal Government.

RATIONALE: to maintain alignment between the two policies

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

FUNDING REQUIRED: none

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After a first reading at the previous work session, I move to approve the revisions to policy EFEA as recommended by the administration.

APPROVED BY: Jack Bay, Chief Operations Officer DATE: April 28, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Nutritious Food Choices
Designation	EFEA
Office/Custodian	Operations/Director of Nutrition Services

Nutritious Food Choices

At every possible eating occasion, students will have opportunities to practice what they are taught in wellness education and choose nutritious snacks that are low in fat, sodium and added sugars.

Schools are encouraged to take steps to ensure:

- nutritious foods are always available as an affordable option whenever food is served or sold:
- students have limited opportunities to eat snacks high in fat, sodium or added sugars; and
- competition with nutritious meals served by the school food service program is not allowed.

The emphasis on healthy food choices applies to all on-campus activities:

- a la carte items offered by the food service program:
- "competitive foods" which are snacks and beverages sold from vending machines, school stores and fund-raising activities that compete with the food service program; and
- refreshments that are available at school parties, celebrations and meetings.

Each beverage/snack offered for sale to students from any source, including the school cafeteria, vending machines, school stores and fund-raising activities conducted on school grounds, shall meet with Federal Smart Snack regulations along with beverages/snacks adopted by the State Board of Education or Falcon School District Wellness Policy guidelines. <u>District 49 chooses not to allow diet soda to be available for sale to students.</u> This applies to beverages/snacks sold on campus during the regular school day and time spent by students after the school's regular hours of operation for any purpose, including participation in child care programs or extracurricular activities.

Adopted: May 27, 2009

• Reviewed: January 27, 2010

• Revised: May 12, 2016

• Revised: May 11, 2017

LEGAL REF:

- C.R.S. 22-32-134.5 (healthy beverage requirement)
- C.R.S. 22-32-136.3 (trans fat ban)
- 1 CCR 301-79 (*State Board of Education healthy beverages rules*)
- C.R. 2202-R-203 (Colorado Competitive Food Service Policy)
- 7 CFR 210 &220 FNS 2011-019 (Smart Snack)



BOARD OF EDUCATION AGENDA ITEM 7.03c-d

BOARD MEETING OF:	May 11, 2017	
PREPARED BY:	Dr. Louis Fletcher, Director of Culture and Services	
	Paul Andersen, Director of Human Resources	
TITLE OF AGENDA ITEM:	Stakeholder Grievance Policy & Regulation Revisions	
ACTION/INFORMATION/DISCUSSION:	Action	

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The board adopted policy KEA, Stakeholder Grievance in October 2014 as means to provide employees, parents and community members access to a clear and well-documented process for presenting and seeking resolution to grievances. With the intent to evaluate and improve the policy and process, the board discussed this topic at the November 16, 2016 meeting and again at the board's annual planning retreat.

RATIONALE:

In our work toward becoming the best choice to learn, work and lead, we continually seek establish and strengthen trust with stakeholders in tangible, sincere and effective ways. We also seek to continuously improve our processes.

The stakeholder grievance process is designed to foster open communication with stakeholders through a clear stakeholder grievance system. Improvements to the stakeholder grievance policy and regulations will help us address performance gaps and enable the process to better serve stakeholders.

RELEVANT DATA AND EXPECTED OUTCOMES:

The administration will present recommendations for improvements, including a revised policy and regulation.

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

Sulture	Inner Ring—How we treat each other	An effective stakeholder grievance process serves to strengthen trust with our stakeholders and foster intentional stakeholder participation.
Cn	Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
Strategy	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No.

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review at the prior work session, I move to approve revised policy KE and KEA as recommended by the administration.

APPROVED BY: Peter Hilts, CEO **DATE:** April 28, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Public Stakeholder Concerns and Complaints
Designation	KE
Office/Custodian	Education and Business/ Director of Culture & Services and Director of
	Human Resources

Public Stakeholder Concerns and Complaints

<u>The Board of Education welcomes Cconstructive criticism motivated by a sincere desire to improve the quality of the educational program or to equip the schools to do their tasks more effectively. is welcomed by the Board of Education.</u>

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible. Therefore, the proper channeling of complaints involving instruction, discipline or-<u>school</u> <u>operations|earning materials|</u> will be as follows:

- 1. Teacher or 1st Line Supervisor
- 2. PrincipalSchool Administrator/Director
- 3. Zone Leader/Executive Director
 - 4. Chief Officer
 - 5. Board of Education

Any complaint about school personnel shall always be referred back through proper administrative channels before it is presented to the Board for consideration and action.

When a complaint is made directly to an individual Board member, the procedure outlined below shall be followed:

- 1. The Board member shall refer the person making the complaint to a chief officer.
- 2. If the person will not personally present the complaint to the principal, zone leader, or chief officer, the Board member shall then ask that the complaint be written and signed. The Board member may then refer the complaint to a chief officer for investigation.

If at any time the person making a complaint feels is not satisfied with the reply, he or she may file a grievancethat a satisfactory reply has not been received a formal grievance may be filed through the district's website (D49.org) using the criteria outlined in policy KEA.

Adopted: November 17, 2010
Revised: October 13, 2016
Revised: May 11, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Stakeholder Grievance ProcessResolution
Designation	KEA
Office/Custodian	Business and Education/Director of Human Resources and Director of
	Culture & Services

District 49 values all its stakeholders, including students, parents, staff and community members, and endeavors to earn their trust. The dDistrict seeks to serve all stakeholders with fairness and respect.

The <u>d</u>District recognizes that there will be times when stakeholders disagree with a classroom or administrative decision and sincerely desires to partner with stakeholders in resolving issues, concerns or grievances. To that end, the Board of Education has established this stakeholder grievance policy as a formal process by which stakeholders may present and seek resolution to problems, issues, or concerns (generally referred to in this policy and procedure as "grievances") related to matters of policy.

This policy does not modify, delegate, limit, or extend the rights of the school board to act or make decisions under applicable state and federal law.

Good faith efforts

It is inevitable that conflicts will occur. How the parties handle conflict plays a major role in defining the culture of our district. When adults work together to resolve conflicts with civility, they model skills for students that will enable them to effectively resolve conflict.

The district expects all stakeholders to treat others with respect and courtesy, and to strive for the following with regard to grievance resolution:

- 1. Seek to address issues at the appropriate level. For example, a concern about the classroom should be addressed first with the teacher. School-wide issues should be addressed with the school principal.
- 2. While the district seeks to support and assist individual families, recognize that all decisions must factor in the impact on other students and staff.
- 3. Understand that the district expects school administrators to make judgment calls. Generally speaking, judgment calls will not be overturned at a higher level unless there are compelling grounds based on policy issues.
- 4. Accept that privacy laws or other confidentiality requirements may expressly prohibit the administration from disclosing discipline measures taken with staff or with other students. The district recognizes that this limitation on open communication can be very frustrating for both parents and administrators.

Access to the grievance policy

The grievance process is available to parents or those with custodial rights of <u>district District 49</u> students, to residents of <u>the dDistrict 49</u> and to <u>full-time district</u> employees <u>of District 49</u>, who will be referred to as a "stakeholderconcerned party" for purposes of this policy and its associated regulations.

What may be grieved

The Board established this grievance policy for resolution of grievances that involve one or more <u>approved</u> Board policies <u>or approved procedures</u>. It does not exist to resolve simple disagreements, personality differences or disputes over a classroom teacher's or an administrator's legitimate decision or actions. Staff may not use the grievance process to dispute a performance evaluation or corrective action.

In bringing a grievance forward for resolution, the stakeholder will be required to specify the policy <u>or procedure</u> in question and whether s/he:

- 1. Alleges the policy <u>or procedure</u> was violated; or
- 2. Alleges that the policy or procedure was misapplied or inequitably applied; or
- 3. Is requesting that the policy <u>or procedure</u> be changed; or
- 4. Is requesting that an exception to policy <u>or procedure</u> be made.

In the event that a board policy doesn't already exist, the stakeholder may assert that the district should consider adding a policy or procedure to cover the matter.

Regulations and exhibits

District administration will <u>establish procedures maintain regulations that develop regulations to implement this policy.</u> The regulations will <u>strive to aa</u>ccomplish the following goals:

- Encourage resolution at the lowest possible level.
- Ensure a well-documented process.
- Specify time frames for the filing of and responding to grievances.
- Provide a clear process for appealing a decision to the next level of review.
- Provide general guidelines for the grounds upon which a person might base an appeal.

District administration shall provide an opportunity for the stakeholder to provide feedback form to be completed by the stakeholder once there is complete resolution at any level to a grievance. The results of these feedback forms will be used to inform improvement of the grievance resolution process. to the policy and regulations. tracked. The Chief Education Officer will provide a report to the Board of Education on a semi-annual basis.

The <u>Districtstaff</u>, administrators and <u>the</u> Board will not <u>entertain consider</u> complaints about staff members that have not been formally addressed using the appropriate grievance forms and appeals procedures. In order to satisfactorily address each grievance and to avoid <u>convoluting confusing</u> the issues, stakeholders must address them separately in writing, beginning with the appropriate grievance form. If, while working through the grievance process, a stakeholder becomes concerned with the behavior or conduct of a <u>dD</u>istrict staff member, that concern then becomes a new matter for resolution, which must be addressed as a completely separate grievance.

The regulations, exhibits and forms associated with this policy shall be made available on the <u>dD</u>istrict website or in paper format upon request.

Urgent matters

While the grievance procedures designate timelines and sequence for raising concerns and receiving feedback, if a concern involves imminent danger to a student, staff member, or other member of our community, or if there is an urgent need for immediate resolution to the matter, the stakeholder is expected to immediately notify a <u>d</u>District administrator regarding the matter and request an <u>review expedited review</u> by a chief officer or his <u>appropriate</u> designee.

If the chief officer or his designee determines that the concern does not involve imminent danger, the stakeholder will be directed back to the procedures described herein.

Designation: KEA

Timelines

The <u>d</u>District desires to respond to grievances in a timely manner. The timelines established in the associated regulations and exhibit, at the discretion of the staff member designated at each level, may be altered to allow for an appropriately thorough review of the grievance <u>or to allow for an outside investigation</u>, (e.g. Office of Civil Rights, Law Enforcement, etc.). Any needed time extensions should be communicated to the concerned party as soon as practicable.

Independent review mechanism

At the outset of a grievance, a process <u>leaderfacilitator</u> will be assigned to facilitate the process <u>when needed</u>. <u>Normally, w</u> when an employee files a grievance, the Director of Culture & Services will serve as the process <u>facilitatorleader</u>. <u>Normally, w</u> when the grievance is initiated by any other stakeholder, the Director of Human Resources will serve as the process <u>leaderfacilitator</u>. <u>In assigning the facilitator, the district will review and attempt to mitigate potential conflicts of interest resulting from the facilitators' relationships to the parties and the <u>situation in question</u>.</u>

A chief officer or the Board of Education may request an internal review of a grievance. When this happens, the Chief Education Officer will direct either the Director of Human Resources or the Director of Culture & Services to perform a review of the particular grievance matter and provide a report to the requestor.

Recordkeeping

The <u>d</u>District shall maintain records associated with grievance proceedings for a minimum of three (3) years.

Good faith efforts

It is inevitable that conflicts will occur. How the parties handle conflict plays a major role in defining the culture of our district. When adults work together to resolve conflicts with civility, they model skills for students that will enable them to effectively resolve conflict.

The <u>d</u>District expects all stakeholders to treat others with respect and courtesy, and to strive for the following with regard to grievance resolution:

- 1. Seek to address issues at the appropriate level. For example, a concern about the classroom should be addressed first with the teacher. School wide issues should be addressed with the school principal.
- 2. While the <u>dDistrict seeks to support and assist individual families, recognize that all decisions must factor in the impact on other students and staff.</u>
- 3. Understand that the <u>d</u>District expects school administrators to make judgment calls. Generally speaking, judgment calls will not be overturned at a higher level unless there are compelling grounds based on policy issues.
- 4. Accept that privacy laws or other confidentiality requirements may expressly prohibit the administration from disclosing discipline measures taken with staff or with other students. The dDistrict recognizes that this limitation on open communication can be very frustrating for both parents and administrators.

Adopted: October 9, 2014Revised: September 10, 2015

• Revised: May 11, 2017

Designation: KEA



BOARD OF EDUCATION AGENDA ITEM 7.03e

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	KF Community Use of District Real Property (for Non-
	District Use)
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: There is no District 49 real property that has stipulations requiring availability for community use. Nevertheless, the District desires to be a good partner to the community and so has made certain components of real property available for community use through BoE policy KF - Community Use of District Real Property (for Non-District Use) and policy regulation KF-R - Community Use of District Real Property (for Non-District Use). Through the observation of a community member, we have discovered that policy KF and regulation KF-R are completely oriented to community group use and do not have provisions for and individual community member to use components of our facilities.

The perspective that is presented in policy KF and regulation KF-R are, in fact, oriented toward group use of certain components of district facilities. This use is managed through the District Business Office and facilitated in the district website under the 'Building and Field Use' selection included in the 'Community Support' menu. The overarching strategy of group use of District Real Property is to ensure that the school's students whose property is used by outside groups is not penalized in any way as a result of that use. Therefore, there are liability protections required to ensure no legal risk, property protections to ensure no unreimbursed damage risk, rental fees required to ensure no financial risk, and scheduling permission processes to ensure no programmatic risk to the school.

There are scenarios, however, where certain facilities, particularly exterior facilities are desired to be used by individual community members and not just community groups. The facilities that are specifically considered herein are high school tracks. A high school track has a surface that is designed to minimize repetitive impact damage to athletes which could be a benefit to persons in the community as well.

There is a concept of attractive nuisance that is common to schools, particularly elementary schools and their exterior facilities. The liability risks associated with that are significant and require a separate, focused, discussion on those issues. The high school tracks are typically fenced and locked to prevent the kind of easy access that is normally associated with attractive nuisance, so, this effort is intended to apply only to high school tracks and provide some appropriate process and boundaries (both philosophical and literal) to distinguish high school tracks from other district exterior facilities.

As we have considered the potential of allowing individual community member use of high school tracks, we have tried to balance the protections necessary for the school and district with the potential benefit to individual community members.

RATIONALE: A school district, particularly a suburban district (more than a rural or urban one) has the general charge of providing and education to students living in its boundaries and providing facilities to deliver that education. Beyond that a school district generally desires to be a good community member as well. The challenge is finding a balance between the two – the challenge of balancing 'needs' of students vs. 'wants' of the community. With the proposed policy and policy regulation changes, District 49 presents a scenario to keep us firmly on the tightrope – enabling community wants up to a point that does not infringe upon student needs.

RELEVANT DATA AND EXPECTED OUTCOMES: We expect individual community members to be respectful of District priorities for the education of community students. We further endeavor to be a good community partner and will make accommodations for appropriate community use wherever and whenever we can.



BOE Regular Meeting May 11, 2017 Item 7.03e continued

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

ture	Inner Ring—How we treat each other	Hearing issues respectfully and caring about others' perspectives
Cul	Outer Ring—How we treat our work	Considering innovative and creative approaches to complex problems.
	Rock #1 —Establish enduring <u>trust</u> throughout our community	Providing transparency to secondary matters surrounding decisions
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Seeking to respond to community observations about small ways to be respectful of community participation.
Strategy	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to launch each student toward success	Ensuring that each student receives maximum benefit for their relative share of per-pupil revenue as possible.

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion and review, I move to approve revisions to policy KF as recommended by the administration.

APPROVED BY: Brett Ridgway, Chief Business Officer **DATE:** April 28, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Community Use of District Real Property (for Non-District Use)
Designation	KF
Office/Custodian	Business/Executive Assistant to Chief Business Officer

While District real property is first and foremost to be available for District purposes, Colorado law authorizes the Board of Education to permit the non-district rental of its real property during times when such property is not being used for District purposes, where the non-district rental will not interfere with the District's use, and upon such other terms and conditions as the Board deems appropriate.

Through this policy, the Board authorizes the non-district rental of District real property for such lawful purposes and upon such terms and conditions as are deemed appropriate by the Chief Business Officer, & Chief Education Officer /Innovation Leader or designee. In addition, all non-district rentals shall be in accordance with applicable law, this policy, applicable administrative procedures/regulations, the District's rental agreement contracts, and other requirements that the District may impose.

The Board also authorizes the Chief Education Officer/Innovation Leader tChief Business Officer or designee to adopt a fee schedule that specifies rental fees that will be charged for the non-district rental use of District real property. The fee schedule may provide for uniform rental fees that are equally applicable to all renters. As an alternative, the fee schedule may provide a reduced rental fee for non-profit groups that are equally applicable to all such groups and a higher fee that shall be equally applicable to all other renters. All facility usage for non-district purposes requires a revocable license agreement.

The <u>Chief Education Officer/Innovation Leader Chief Business Officer</u> or designee shall cause administrative procedures/regulations to be developed that are consistent with this policy. The Board directs all employees to support and assist with the implementation of this policy and the procedures/regulations.

- Adopted: November 17, 1977
- Revised: January 20, 1983
- Revised: October 15, 1987
- Revised: January 8, 2004
- Revised: November 11, 2010
- Revised: October 27, 2011
- Revised: May 11, 2017

LEGAL REF:

• C.R.S. 22-32-110(1)(f) (Board of education-specific powers)

CROSS REF:

• EDC, Authorized Use of School-Owned Materials and Equipment



BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM:	Compensation Schedule Review
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: School District 49 has four distinct compensation schedules used in its operation; one each for Certified (Licensed) Staff, Administrative Staff, Professional/Technical Staff, and Educational Support Personnel (Classified) Staff. In budgeting for the 2017/18 fiscal year, district administration has recommended that staff be given a compensation adjustment as a normal step increase that comes with each employee's additional year of service to the district. The normal step increase for each schedule is targeted at approximately 2.1%. Past comp schedule designs limited the ability to grow 'base pay' which is the starting point of each schedule. This year's proposals eliminate that limitation by shrinking step changes and adding steps, to facilitate annual increases to each schedules base pay in future years that would 'ripple through' the entire schedule and still result in desired results for returning staff while allowing base pay to change each year as well.

RATIONALE: The District Compensation schedules intentionally do not create a consistent percentage increase for all staff on a schedule, nor do they facilitate a consistent dollar increase for all staff on a schedule. Each of those two options have undesired limitations. The D49 schedules instead promote a blended strategy with higher percentages for lower pay points and higher dollar, but lower percentage increases for higher pay points. The mix of all of the changes should blend to a $\sim 2.2\%$ increase for the district as a whole. Some employees will experience rates higher than 2.2% and some will be lower. It is the combination of all that will leave the district at the desired total increase target.

RELEVANT DATA AND EXPECTED OUTCOMES: The 2017/18 fiscal year budget is assuming an increase to the per-pupil funding rate of 2.5% and District Leadership felt that it was appropriate to propose a change in gross compensation that was fairly close to the change in the program formula revenue rate.

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

ture	Inner Ring—How we treat each other	Hearing issues respectfully and caring about others' perspectives
Cul	Outer Ring—How we treat our work	Considering innovative and creative approaches to complex problems.
	Rock #1—Establish enduring <u>trust</u> throughout our community	Clarity and transparency in budget strategy and decisions. Proactively doing what we can, when we can for improving employee compensation
Strategy	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The Teacher Compensation Task Force, formed in February to consider how to establish a process for 2016-3B MLO dollars has heard and supports the proposals.
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	



BOE Regular Meeting May 11, 2017 Item 7.04 continued

FUNDING REQUIRED:

AMOUNT BUDGETED: \$1.6mm estimated

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the Salary Schedules in item 7.04 as recommended by the administration.

APPROVED BY: Brett Ridgway, Chief Business Officer **DATE:** April 28, 2017

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11 37,922 38,412 39,480 40,224 41,040 42,096 42,312 43,416 44,160 45,192 12 38,556 38,976 40,056 40,788 41,628 42,696 42,900 44,000 44,076 45,768 45,768 43,910 39,108 39,108 39,108 40,620 41,352 42,044 43,266 42,900 44,060 44,736 45,768 45,114 39,660 40,116 41,196 41,191 42,792 41,836 44,052 45,156 45,912 46,6932 46,021 40,021 40,080 41,760 42,280 43,368 44,628 45,732 46,888 47,508 41,176 42,282 41,128 41,228 41,230 42,888 43,620 44,520 45,576 45,792 46,896 47,652 48,660 41,748 42,300 43,464 44,196 45,108 46,164 46,392 47,884 48,228 49,236 19 42,168 42,282 44,592 45,138 41,748 42,282 44,592 45,138 40,028 44,520 45,168 42,828 49,236 19 42,168 42,828 44,028 44,760 45,696 46,740 46,956 48,600 48,804 49,812 21 42,684 43,824 45,180 45,900 46,860 47,892 48,120 49,212 49,668 50,576 22 42,840 44,148 45,780 46,500 47,472 48,504 48,732 49,813 50,836 50,580 51,588 23 42,996 44,472 46,368 47,100 48,072 49,116 49,332 50,436 51,800 52,200 24,4176 44,820 47,220 48,300 49,284 50,340 50,556 51,666 52,404 53,312 24 43,092 44,652 46,800 47,700 48,684 49,728 49,956 51,686 52,404 53,312 26 43,176 44,820 47,220 48,300 49,284 50,340 50,556 51,666 52,404 53,312 26 43,176 44,820 47,220 48,300 49,284 50,340 50,556 51,666 52,404 53,312 27 43,176 44,820 47,220 48,300 49,284 50,340 50,556 51,666 52,404 53,312 29 43,176 45,348 48,644 49,800 51,732 52,776 52,995 54,996 54,864 55,248 31 43,176 45,248 49,946 51,120 52,356 53,400 53,412 52,776 52,386 53,488 54,522 53,628 54,636 31 43,176 45,248 49,946 51,120 55,505 52,266 55,268 56,772 57,800 58,800 59,748 60,240 42,176 43,708 49,944 51,612 55,055 52,266 55,040 59,166 60,276 61,368 49,944 52,265 58,440 60,000 62,100 63,048 64,140 64 43,176 45,708 49,944 52,265 58,440 60,000 62,100 63,048 64,140 64 43,176 45,708 49,944 52,265 58,440 60,000 62,100 63,048 64,140 64 43,176 45,708 49,944 52,265 58,440 60,000 62,100 63,040 64,040 64,041 64,04												44,844	46,704	
12 38,556 38,976 40,056 40,788 41,628 42,696 42,900 44,004 44,736 45,768 41 339,108 39,540 40,620 41,352 42,204 43,260 43,476 44,580 45,324 46,6344 41,196 41,916 41,916 42,792 43,836 44,052 45,156 45,912 46,932 45,156 40,212 40,680 41,760 42,480 43,368 44,400 44,628 45,732 46,488 47,508 40,776 41,256 42,324 43,056 43,944 44,988 45,216 46,320 47,076 48,084 41,288 43,620 44,520 45,576 45,792 46,696 47,075 48,084 41,288 43,620 44,520 45,576 45,792 46,696 47,075 48,084 41,474 41,228 41,200 43,464 44,196 45,108 46,164 46,392 47,484 48,228 49,236 42,248 42,188 44,028 44,760 45,696 46,740 46,956 48,660 48,804 49,312 42,684 43,332 44,592 45,336 46,284 47,316 47,544 48,636 49,392 50,400 42,432 43,332 44,592 45,336 46,284 47,316 47,544 48,636 49,392 50,400 42,432 43,332 44,592 45,336 46,284 47,316 47,544 48,636 49,392 50,400 42,432 43,342 45,180 45,900 46,860 47,704 48,732 49,383 50,586 51,588 23 42,996 44,472 46,368 47,100 48,072 49,116 49,332 50,436 51,180 52,200 42,43,176 44,632 47,220 48,300 49,284 50,340 50,555 51,048 51,804 52,812 54,176 44,820 47,220 48,300 49,284 50,340 50,555 51,048 51,804 52,812 54,176 44,184 45,168 48,048 49,140 50,508 51,552 51,768 52,872 53,628 54,636 51,318 43,176 45,000 47,640 48,708 49,896 50,952 51,168 52,272 53,016 54,024 52,812 54,176 44,184 48,184 48,184 49,140 50,508 51,552 51,768 52,872 53,628 54,636 51,318 43,176 45,008 49,944 50,142 52,356 53,400 53,616 54,720 55,808 57,688 33 43,176 45,708 49,944 50,142 52,356 53,400 53,616 54,720 55,800 56,884 43,176 45,708 49,944 51,612 55,056 56,088 57,768 59,928 59,148 60,852 44,176 45,708 49,944 51,612 55,056 56,088 57,768 59,928 59,148 60,852 44,176 45,708 49,944 51,612 55,056 57,000 59,124 59,320 60,396 61,356 62,448 44,1176 45,708 49,944 52,656 58,404 60,028 60,492 62,604 63,300 64,404 44,1176 45,708 49,944 52,656 58,404 60,028 60,492 62,604 64,606 62,772 64,606 62,772 64,606 62,772 64,606 62,772 64,606 62,772 64,606 62,772 64,606 62,772 64,606 62,772 64,606 62,772 64,606 62,772 64,606 62,772 64,606 62,772 64,606 62,772 64,606 62,772 64,6												45,432	47,280	
13												46,008	47,844	
14 39,660 40,116 41,196 41,916 42,792 43,836 44,052 45,156 45,912 46,932 40,680 41,760 42,480 43,368 44,400 44,628 45,732 46,848 47,508 4 16 40,776 41,256 42,324 43,056 43,944 44,988 45,216 46,320 47,076 48,084 47,508 17 41,328 41,820 42,888 43,620 44,520 45,576 45,792 46,896 47,652 48,660 42,188 41,748 42,300 43,464 44,196 45,108 46,164 46,392 47,484 48,228 49,236 19 42,168 42,828 44,028 44,760 45,696 46,740 46,956 48,060 48,804 49,812 20 42,432 43,332 44,592 45,336 46,284 47,316 47,544 48,636 49,392 50,400 19 21 42,684 43,824 45,180 45,900 46,860 47,892 48,120 49,212 49,968 50,580 51,588 23 42,996 44,472 46,368 47,100 48,072 49,116 49,332 50,436 51,180 52,200 24,43,176 44,820 47,220 48,300 49,284 50,340 50,555 51,660 52,404 53,412 25 43,176 44,820 47,220 48,300 49,284 50,340 50,555 51,660 52,404 53,412 27 43,176 45,168 48,048 49,140 50,508 51,585 51,660 52,404 53,412 29 43,176 45,168 48,048 49,140 50,508 51,578 52,872 53,016 54,024 13,176 45,348 48,648 49,140 50,508 51,578 52,872 53,016 54,024 29 43,176 45,348 48,656 49,800 51,732 52,776 52,992 54,096 54,864 55,848 49,140 50,508 51,578 52,872 53,016 54,024 53,412 43,176 45,048 48,648 49,140 50,508 51,578 52,872 53,016 54,024 53,44 54,548 48,165 50,124 52,555 53,466 55,848 43,176 45,048 49,944 51,612 55,056 52,626 55,526 55,626 57,168 52,772 55,000 56,884 57,084 43,176 45,708 49,344 50,784 53,580 54,622 55,948 56,688 57,768 43,176 45,708 49,944 51,612 55,056 56,268 57,168 57,924 59,052 64,3176 45,708 49,944 51,612 55,056 56,268 57,168 57,924 59,052 64,444 43,176 45,708 49,944 52,656 58,641 58,244 63,376 45,708 49,944 52,656 58,840 60,000 62,100 63,048 64,140 64,44 43,176 45,708 49,944 52,656 58,840 60,028 60,492 62,604 63,804 65,532 64,444 44,446 43,176 45,708 49,944 52,656 58,840 60,028 60,456 60,4												46,584	48,420	
15												47,160	48,984	
16												47,748	49,548	
17												48,324	50,112	
18 41,748 42,300 43,464 44,196 45,108 46,164 46,392 47,484 48,228 49,236 19 19 42,168 42,828 44,028 44,760 45,696 46,740 46,956 48,000 48,004 49,812 39 50,400 9 21 42,684 43,824 45,180 45,900 46,860 47,892 48,120 49,212 49,968 50,976 2 22 42,840 44,148 45,780 46,500 47,472 48,502 49,9836 50,580 51,588 52,200 3 42,996 44,472 46,368 47,100 48,672 49,116 49,332 50,436 51,180 52,200 2 48,310 49,212 49,836 50,580 51,588 52,200 3 43,996 44,652 46,800 47,700 48,684 49,728 49,956 51,048 51,804 52,812 52 43,176 45,004 48,708 49,896 50,355 51		· ·		-			-				-	48,900	50,688	
19												49,464	51,264	
20												50,052	51,828	
21 42,684 43,824 45,180 45,900 46,860 47,892 48,120 49,212 49,968 50,976 2 22 42,840 44,148 45,780 46,500 47,472 48,504 48,732 49,836 50,580 51,588 5 24 43,092 44,652 46,800 47,700 48,684 49,728 49,956 51,048 51,804 52,812 2 25 43,176 44,620 47,220 48,300 49,284 50,340 50,556 51,660 52,404 53,412 5 26 43,176 45,168 48,048 49,140 50,508 51,552 51,660 52,704 53,412 5 27 43,176 45,644 48,312 49,476 51,132 52,176 52,368 53,484 54,252 55,248 2 28 43,176 45,444 48,816 50,124 52,356 53,400 53,616 54,720 55,500 56,484 <td< td=""><td></td><td>42,168</td><td>42,828</td><td>44,028</td><td>44,760</td><td>45,696</td><td>46,740</td><td>46,956</td><td>48,060</td><td>48,804</td><td>49,812</td><td>50,628</td><td>52,392</td><td></td></td<>		42,168	42,828	44,028	44,760	45,696	46,740	46,956	48,060	48,804	49,812	50,628	52,392	
22 42,840 44,148 45,780 46,500 47,472 48,504 48,732 49,836 50,580 51,588 5 23 42,996 44,472 46,368 47,100 48,072 49,116 49,332 50,436 51,180 52,200 5 24 43,092 44,652 46,800 47,700 48,684 49,728 49,556 51,048 51,804 52,812 5 25 43,176 44,820 47,222 48,300 49,284 50,340 50,556 51,660 52,404 53,412 5 26 43,176 45,168 48,048 49,140 50,508 51,552 51,768 52,272 53,016 54,024 5 28 43,176 45,548 48,564 49,800 51,732 52,776 52,992 54,096 54,864 55,848 5 30 43,176 45,528 49,068 50,448 52,968 54,012 54,228 55,332 56,076 <td< td=""><td>20</td><td>42,432</td><td>43,332</td><td>44,592</td><td>45,336</td><td>46,284</td><td>47,316</td><td>47,544</td><td>48,636</td><td>49,392</td><td>50,400</td><td>51,204</td><td>52,980</td><td></td></td<>	20	42,432	43,332	44,592	45,336	46,284	47,316	47,544	48,636	49,392	50,400	51,204	52,980	
23	21	42,684	43,824	45,180	45,900	46,860	47,892	48,120	49,212	49,968	50,976	51,780	53,544	
24 43,092 44,652 46,800 47,700 48,684 49,728 49,956 51,048 51,804 52,812 52 25 43,176 44,820 47,220 48,300 49,284 50,340 50,556 51,660 52,404 53,412 5 26 43,176 45,168 48,048 49,140 50,508 51,552 51,686 52,272 53,628 54,636 28 43,176 45,168 48,312 49,476 51,132 52,176 52,368 53,484 54,252 55,248 52,948 53,484 54,252 55,248 55,848 53,476 45,348 48,564 49,800 51,732 52,776 52,992 54,096 54,864 55,848 53,444 55,848 53,444 50,784 48,564 49,800 51,732 52,776 52,992 54,096 54,864 55,848 53 34,176 45,624 49,344 50,784 53,580 54,624 54,228 55,332 56,076 57,	22	42,840	44,148	45,780	46,500	47,472	48,504	48,732	49,836	50,580	51,588	52,380	54,144	
25 43,176 44,820 47,220 48,300 49,284 50,340 50,556 51,660 52,404 53,412 5 26 43,176 45,000 47,640 48,708 49,896 50,952 51,168 52,272 53,016 54,024 5 27 43,176 45,168 48,048 49,140 50,508 51,552 51,768 52,872 53,628 54,636 5 28 43,176 45,264 48,312 49,476 51,132 52,176 52,368 53,484 54,252 55,248 5 29 43,176 45,348 48,564 49,800 51,732 52,776 52,992 54,096 54,864 55,848 5 31 43,176 45,528 49,068 50,448 52,968 54,012 54,228 55,332 56,076 57,084 5 32 43,176 45,708 49,344 50,784 53,580 54,624 54,525 55,944 56,688 <td< td=""><td>23</td><td>42,996</td><td>44,472</td><td>46,368</td><td>47,100</td><td>48,072</td><td>49,116</td><td>49,332</td><td>50,436</td><td>51,180</td><td>52,200</td><td>53,004</td><td>54,732</td><td></td></td<>	23	42,996	44,472	46,368	47,100	48,072	49,116	49,332	50,436	51,180	52,200	53,004	54,732	
26 43,176 45,000 47,640 48,708 49,896 50,952 51,168 52,272 53,016 54,024 54,168 48,048 49,140 50,508 51,552 51,768 52,872 53,628 54,636 52,872 53,628 54,636 53,484 54,5264 48,312 49,476 51,132 52,176 52,368 53,484 54,252 55,248 55,248 52,348 53,484 54,544 48,816 50,124 52,356 53,400 53,616 54,720 55,500 56,684 55,607 57,084 53,400 53,616 54,720 55,500 56,684 55,648 53,400 53,616 54,720 55,500 56,684 57,084 53,580 54,624 54,852 55,332 56,076 57,084 53,580 54,624 54,852 55,944 56,688 57,768 52,333 43,176 45,708 49,444 50,784 53,580 54,624 54,852 55,944 56,688 57,768 53,340 53,431 54,722 <td>24</td> <td>43,092</td> <td>44,652</td> <td>46,800</td> <td>47,700</td> <td>48,684</td> <td>49,728</td> <td>49,956</td> <td>51,048</td> <td>51,804</td> <td>52,812</td> <td>53,640</td> <td>55,260</td> <td></td>	24	43,092	44,652	46,800	47,700	48,684	49,728	49,956	51,048	51,804	52,812	53,640	55,260	
27 43,176 45,168 48,048 49,140 50,508 51,552 51,768 52,872 53,628 54,636 52,888 24,3176 45,264 48,312 49,476 51,132 52,176 52,368 53,484 54,252 55,248 55,248 53,484 54,528 55,248 55,248 55,248 55,248 52,2776 52,992 54,096 54,864 55,848 55,248 52,968 54,012 54,228 55,332 56,076 57,084 58,248 53,348 43,176 45,708 49,944 50,784 53,580 54,624 54,852 55,944 56,688 57,768 58,404 52,448 53,443 43,176 45,708 49,944 <td>25</td> <td>43,176</td> <td>44,820</td> <td>47,220</td> <td>48,300</td> <td>49,284</td> <td>50,340</td> <td>50,556</td> <td>51,660</td> <td>52,404</td> <td>53,412</td> <td>54,216</td> <td>55,776</td> <td></td>	25	43,176	44,820	47,220	48,300	49,284	50,340	50,556	51,660	52,404	53,412	54,216	55,776	
28	26	43,176	45,000	47,640	48,708	49,896	50,952	51,168	52,272	53,016	54,024	54,828	56,460	
29 43,176 45,348 48,564 49,800 51,732 52,776 52,992 54,096 54,864 55,848 53 30 43,176 45,444 48,816 50,124 52,356 53,400 53,616 54,720 55,500 56,484 53 31 43,176 45,528 49,068 50,448 52,968 54,012 54,228 55,332 56,076 57,084 53 32 43,176 45,624 49,344 50,784 53,580 54,624 54,852 55,944 56,688 57,768 59 33 43,176 45,708 49,608 51,120 54,192 55,236 55,452 56,556 57,300 58,404 50 34 43,176 45,708 49,608 51,120 54,192 55,256 55,556 57,500 58,404 50 34 43,176 45,708 49,944 51,612 55,056 56,268 56,472 57,780 58,536 59,628	27	43,176	45,168	48,048	49,140	50,508	51,552	51,768	52,872	53,628	54,636	55,428	57,132	
29 43,176 45,348 48,564 49,800 51,732 52,776 52,992 54,096 54,864 55,848 53 30 43,176 45,444 48,816 50,124 52,356 53,400 53,616 54,720 55,500 56,484 53 31 43,176 45,528 49,068 50,448 52,968 54,012 54,228 55,332 56,076 57,084 53 32 43,176 45,624 49,344 50,784 53,580 54,624 54,852 55,944 56,688 57,768 59 33 43,176 45,708 49,608 51,120 54,192 55,236 55,452 56,556 57,300 58,404 50 34 43,176 45,708 49,608 51,120 54,192 55,256 55,556 57,500 58,404 50 34 43,176 45,708 49,944 51,612 55,056 56,268 56,472 57,780 58,536 59,628	28	43,176	45,264	48,312	49,476	51,132	52,176	52,368	53,484	54,252	55,248	56,040	57,816	
30 43,176 45,444 48,816 50,124 52,356 53,400 53,616 54,720 55,500 56,484 5 31 43,176 45,528 49,068 50,448 52,968 54,012 54,228 55,332 56,076 57,084 5 32 43,176 45,624 49,344 50,784 53,580 54,624 54,852 55,944 56,688 57,768 5 33 43,176 45,708 49,608 51,120 54,192 55,236 55,452 56,556 57,300 58,404 5 34 43,176 45,708 49,776 51,372 54,612 55,752 55,968 57,168 57,224 59,052 6 35 43,176 45,708 49,944 51,612 55,056 56,268 56,472 57,780 58,536 59,628 6 36 43,176 45,708 49,944 51,992 55,488 56,784 56,988 58,296 59,148 <td< td=""><td></td><td></td><td>45,348</td><td>48,564</td><td></td><td>51,732</td><td>52,776</td><td>52,992</td><td>54,096</td><td></td><td>55,848</td><td>56,640</td><td>58,356</td><td></td></td<>			45,348	48,564		51,732	52,776	52,992	54,096		55,848	56,640	58,356	
31 43,176 45,528 49,068 50,448 52,968 54,012 54,228 55,332 56,076 57,084 5 32 43,176 45,624 49,344 50,784 53,580 54,624 54,852 55,944 56,688 57,768 5 33 43,176 45,708 49,608 51,120 54,192 55,236 55,452 56,556 57,300 58,404 5 34 43,176 45,708 49,776 51,372 54,612 55,752 55,968 57,168 57,924 59,052 6 35 43,176 45,708 49,944 51,612 55,056 56,268 56,472 57,780 58,536 59,628 6 36 43,176 45,708 49,944 51,792 55,488 56,784 56,988 58,296 59,148 60,240 6 37 43,176 45,708 49,944 51,960 55,920 57,288 57,504 58,800 59,748 60,852 6 38 43,176 45,708 49,944 52,488		43,176										57,276	58,956	
32 43,176 45,624 49,344 50,784 53,580 54,624 54,852 55,944 56,688 57,768 5 33 43,176 45,708 49,608 51,120 54,192 55,236 55,452 56,556 57,300 58,404 5 34 43,176 45,708 49,776 51,372 54,612 55,752 55,968 57,168 57,924 59,052 6 35 43,176 45,708 49,944 51,612 55,056 56,268 56,472 57,780 58,536 59,628 6 36 43,176 45,708 49,944 51,792 55,488 56,784 56,988 58,296 59,148 60,240 6 37 43,176 45,708 49,944 51,960 55,920 57,288 57,504 58,800 59,748 60,852 6 38 43,176 45,708 49,944 52,140 56,352 57,804 58,020 59,316 60,276 61,368 6 39 43,176 45,708 49,944 52,308		""										57,876	59,556	
33 43,176 45,708 49,608 51,120 54,192 55,236 55,452 56,556 57,300 58,404 53,404 53,416 43,176 45,708 49,776 51,372 54,612 55,752 55,968 57,168 57,924 59,052 66,352 56,472 57,780 58,536 59,628 66,240 66,343 67,84 56,988 58,296 59,148 60,240 66,352 60,472 57,780 58,536 59,628 66,240 66,352 67,84 56,988 58,296 59,148 60,240 66,352 60,472 57,780 58,536 59,628 66,240 60,240 66,352 60,472 57,780 58,536 59,628 60,240 60,352 60,341 60,472 57,780 58,536 59,628 60,852 60,852 60,888 58,296 59,148 60,240 60,852 60,852 60,888 58,296 59,148 60,240 60,852 60,852 60,852 57,504 58,800 59,748 60,852 60,852 60,852 60,852 60,852 60,852 60,852 60,852 <												58,656	60,156	
34 43,176 45,708 49,776 51,372 54,612 55,752 55,968 57,168 57,924 59,052 6 35 43,176 45,708 49,944 51,612 55,056 56,268 56,472 57,780 58,536 59,628 6 36 43,176 45,708 49,944 51,792 55,488 56,784 56,988 58,296 59,148 60,240 6 37 43,176 45,708 49,944 51,960 55,920 57,288 57,504 58,800 59,748 60,852 6 38 43,176 45,708 49,944 52,140 56,352 57,804 58,020 59,316 60,276 61,368 6 39 43,176 45,708 49,944 52,308 56,772 58,320 58,524 59,820 60,792 61,872 6 40 43,176 45,708 49,944 52,488 57,192 58,728 58,932 60,396 61,356 62,448 6 41 43,176 45,708 49,944 52,656												59,304	60,756	
35 43,176 45,708 49,944 51,612 55,056 56,268 56,472 57,780 58,536 59,628 6 36 43,176 45,708 49,944 51,792 55,488 56,784 56,988 58,296 59,148 60,240 6 37 43,176 45,708 49,944 51,960 55,920 57,288 57,504 58,800 59,748 60,852 6 38 43,176 45,708 49,944 52,140 56,352 57,804 58,020 59,316 60,276 61,368 6 39 43,176 45,708 49,944 52,308 56,772 58,320 58,524 59,820 60,792 61,872 6 40 43,176 45,708 49,944 52,488 57,192 58,728 58,932 60,396 61,356 62,448 6 41 43,176 45,708 49,944 52,656 57,600 59,124 59,340 60,960 61,938 <td< td=""><td></td><td><u> </u></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>60,012</td><td>61,464</td><td></td></td<>		<u> </u>										60,012	61,464	
36 43,176 45,708 49,944 51,792 55,488 56,784 56,988 58,296 59,148 60,240 6 37 43,176 45,708 49,944 51,960 55,920 57,288 57,504 58,800 59,748 60,852 6 38 43,176 45,708 49,944 52,140 56,352 57,804 58,020 59,316 60,276 61,368 6 39 43,176 45,708 49,944 52,308 56,772 58,320 58,524 59,820 60,792 61,872 6 40 43,176 45,708 49,944 52,488 57,192 58,728 58,932 60,396 61,356 62,448 6 41 43,176 45,708 49,944 52,656 57,600 59,124 59,340 60,960 61,908 63,000 6 42 43,176 45,708 49,944 52,656 57,852 59,460 59,676 61,536 62,484 <td< td=""><td></td><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td><td></td><td></td><td>-</td><td>60,528</td><td>62,148</td><td></td></td<>				-							-	60,528	62,148	
37 43,176 45,708 49,944 51,960 55,920 57,288 57,504 58,800 59,748 60,852 6 38 43,176 45,708 49,944 52,140 56,352 57,804 58,020 59,316 60,276 61,368 6 39 43,176 45,708 49,944 52,308 56,772 58,320 58,524 59,820 60,792 61,872 6 40 43,176 45,708 49,944 52,488 57,192 58,728 58,932 60,396 61,356 62,448 6 41 43,176 45,708 49,944 52,656 57,600 59,124 59,340 60,960 61,908 63,000 6 42 43,176 45,708 49,944 52,656 57,852 59,460 59,676 61,536 62,484 63,576 6 43 43,176 45,708 49,944 52,656 58,092 59,784 60,000 62,100 63,048 64,140 6 44 43,176 45,708 49,944 52,656			<u>-</u>									61,140	62,844	
38 43,176 45,708 49,944 52,140 56,352 57,804 58,020 59,316 60,276 61,368 6 39 43,176 45,708 49,944 52,308 56,772 58,320 58,524 59,820 60,792 61,872 6 40 43,176 45,708 49,944 52,488 57,192 58,728 58,932 60,396 61,356 62,448 6 41 43,176 45,708 49,944 52,656 57,600 59,124 59,340 60,960 61,908 63,000 6 42 43,176 45,708 49,944 52,656 57,852 59,460 59,676 61,536 62,484 63,576 6 43 43,176 45,708 49,944 52,656 58,092 59,784 60,000 62,100 63,048 64,140 6 44 43,176 45,708 49,944 52,656 58,272 59,952 60,168 62,268 63,300 64,440 6 45 43,176 45,708 49,944 52,656												61,740	63,360	
39												62,280	63,864	
40 43,176 45,708 49,944 52,656 57,600 59,124 59,340 60,960 61,356 62,448 64,140												62,784	64,356	
41 43,176 45,708 49,944 52,656 57,600 59,124 59,340 60,960 61,908 63,000 60,000 42,000 43,176 45,708 49,944 52,656 58,092 59,784 60,000 62,100 63,048 64,140 60,000 42,000												63,348	64,908	
42 43,176 45,708 49,944 52,656 57,852 59,460 59,676 61,536 62,484 63,576 6 43 43,176 45,708 49,944 52,656 58,092 59,784 60,000 62,100 63,048 64,140 6 44 43,176 45,708 49,944 52,656 58,272 59,952 60,168 62,268 63,300 64,440 66 45 43,176 45,708 49,944 52,656 58,440 60,120 60,324 62,436 63,552 64,728 66 46 43,176 45,708 49,944 52,656 58,440 60,288 60,492 62,604 63,804 65,028 67 47 43,176 45,708 49,944 52,656 58,440 60,456 60,660 62,772 64,056 65,316 66 48 43,176 45,708 49,944 52,656 58,440 60,456 60,660 62,772 64,056 65,316 66 48 43,176 45,708 49,944 52,656 58,440 60,624 60,828 62,940 64,224 65,532 66												63,900	65,460	
43 43,176 45,708 49,944 52,656 58,092 59,784 60,000 62,100 63,048 64,140 64,440 44,44 43,176 45,708 49,944 52,656 58,272 59,952 60,168 62,268 63,300 64,440 64,45 45,708 49,944 52,656 58,440 60,120 60,324 62,436 63,552 64,728 64,728 49,944 52,656 58,440 60,120 60,324 62,436 63,552 64,728 64,728 49,944 52,656 58,440 60,288 60,492 62,604 63,804 65,028 64,728 49,944 52,656 58,440 60,456 60,660 62,772 64,056 65,316 64,728 49,944 52,656 58,440 60,456 60,660 62,772 64,056 65,316 64,728 49,944 52,656 58,440 60,456 60,660 62,772 64,056 65,316 64,728 49,944 52,656 58,440 60,624 60,828 62,940 64,224 65,532 66														
44 43,176 45,708 49,944 52,656 58,272 59,952 60,168 62,268 63,300 64,440 66 45 43,176 45,708 49,944 52,656 58,440 60,120 60,324 62,436 63,552 64,728 66 46 43,176 45,708 49,944 52,656 58,440 60,288 60,492 62,604 63,804 65,028 66 47 43,176 45,708 49,944 52,656 58,440 60,456 60,660 62,772 64,056 65,316 66 48 43,176 45,708 49,944 52,656 58,440 60,624 60,828 62,940 64,224 65,532 66												64,476	66,024	
45 43,176 45,708 49,944 52,656 58,440 60,120 60,324 62,436 63,552 64,728 60 46 43,176 45,708 49,944 52,656 58,440 60,288 60,492 62,604 63,804 65,028 60 47 43,176 45,708 49,944 52,656 58,440 60,456 60,660 62,772 64,056 65,316 60 48 43,176 45,708 49,944 52,656 58,440 60,624 60,828 62,940 64,224 65,532 60												65,040	66,588	
46 43,176 45,708 49,944 52,656 58,440 60,288 60,492 62,604 63,804 65,028 60,492 43,176 45,708 49,944 52,656 58,440 60,456 60,660 62,772 64,056 65,316 60,481 43,176 45,708 49,944 52,656 58,440 60,624 60,828 62,940 64,224 65,532 60,481 60,624 60,828 62,940 64,224 65,532 60,481 60,624 60,828 62,940 64,224 65,532 60,481 60,624 60,828 62,940 64,224 65,532 60,481 60,624 60,828 62,940 64,224 65,532 60,481 60,624 60,828 62,940 64,224 65,532 60,481 60,624 60,828 62,940 64,224 65,532 60,481												65,376	66,996	
47 43,176 45,708 49,944 52,656 58,440 60,456 60,660 62,772 64,056 65,316 6 48 43,176 45,708 49,944 52,656 58,440 60,624 60,828 62,940 64,224 65,532 6					L	f'''''						65,700	67,392	
48 43,176 45,708 49,944 52,656 58,440 60,624 60,828 62,940 64,224 65,532 6										-		66,036	67,716	
												66,372	68,040	
49 43,176 45,708 49,944 52,656 58,440 60,780 60,996 63,108 64,380 65,736 €												66,624	68,340	
		43,176	45,708	49,944	52,656	58,440	60,780	60,996				66,876	68,640	
		43,176	45,708	49,944	52,656	58,440	60,780	60,996				67,128	68,964	
51 43,176 45,708 49,944 52,656 58,440 60,780 60,996 63,432 64,716 66,156 6	51	43,176	45,708	49,944	52,656	58,440	60,780	60,996	63,432	64,716	66,156	67,380	69,276	
52 43,176 45,708 49,944 52,656 58,440 60,780 60,996 63,432 64,716 66,360 6	52	43,176	45,708	49,944	52,656	58,440	60,780	60,996	63,432	64,716	66,360	67,632	69,600	
53 43,176 45,708 49,944 52,656 58,440 60,780 60,996 63,432 64,716 66,564 6	53	43,176	45,708	49,944	52,656	58,440	60,780	60,996	63,432	64,716	66,564	67,872	69,912	
54 43,176 45,708 49,944 52,656 58,440 60,780 60,996 63,432 64,716 66,564	54	43,176	45,708	49,944	52,656	58,440	60,780	60,996	63,432	64,716	66,564	67,872	70,104	
55 43,176 45,708 49,944 52,656 58,440 60,780 60,996 63,432 64,716 66,564	55	43,176	45,708	49,944	52,656	58,440	60,780	60,996	63,432	64,716	66,564	67,872	70,296	
56 43,176 45,708 49,944 52,656 58,440 60,780 60,996 63,432 64,716 66,564		43,176	45,708	49,944	52,656	58,440	60,780	60,996	63,432	64,716	66,564	67,872	70,296	

For Career Path Planning, each cell on this schedule should be adjusted by estimated \$600 for every additional out year

		El Paso	County S	School D	istrict 49)	adding	\$0.12	to the m	in wage	base rat			•		eates a	2.19%	average	e increas	e, rangin	g from o	3.17%	high to a	1.10%	low	
		2017-18	S ESP rate	es - effe	ctive 7/1	/2017		C	O ameno	lment 70	-2016 :	9.30		pport Pei 10.20		2018	11.10	8.8%	2019	12.00	8.1%	2020			5%	0
					-	-								'			•			•					1/6	ナ
0.97%	sub rate	1	2	3	А	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
- 1	SubTate			<u> </u>	-		U	,	U	<u> </u>	10	11	12	15	1-7	13	10	17	10	13	20			23	4 -1	23
2	5																									
3	3																									
4	10.20	10.22	10.32	10.42	10.52	10.62	10.73	10.83	10.94	11.04	11.15	11.25	11.36	11.47	11.58	11.69	11.81	11.92	12.04	12.15	12.27	12.39	12.51	12.63	12.76	12.88
5	10.21	10.64	10.75	10.85	10.96	11.06	11.17	11.27	11.38	11.49	11.60	11.71	11.83	11.94	12.06	12.17	12.29	12.41	12.53	12.65	12.78	12.90	13.03	13.15	13.28	13.4
ϵ	10.60	11.10	11.21	11.32	11.43	11.54	11.65	11.76	11.88	11.99	12.11	12.22	12.34	12.46	12.58	12.70	12.83	12.95	13.08	13.20	13.33	13.46	13.59	13.72	13.86	13.9
7	11.02	11.52	11.63	11.74	11.85	11.96	12.08	12.19	12.31	12.43	12.55	12.67	12.81	12.92	13.05	13.17	13.31	13.44	13.57	13.70	13.83	13.97	14.11	14.24	14.37	14.5
8	11.48	11.98	12.10	12.21	12.33	12.45	12.57	12.69	12.82	12.94	13.07	13.19	13.32	13.45	13.58	13.71	13.85	13.98	14.12	14.25	14.39	14.53	14.67	14.81	14.96	15.1
g	11.91	12.42	12.54	12.66	12.79	12.91	13.04	13.16	13.29	13.42	13.55	13.68	13.82	13.95	14.09	14.22	14.36	14.50	14.64	14.78	14.93	15.07	15.22	15.36	15.51	15.6
10	12.35	12.84	12.97	13.09	13.22	13.34	13.47	13.60	13.74	13.87	14.01	14.14	14.28	14.41	14.56	14.69	14.83	14.97	15.12	15.26	15.42	15.56	15.71	15.86	16.02	16.1
11	12.80	13.30	13.43	13.56	13.69	13.80	13.96	14.07	14.23	14.34	14.48	14.62	14.76	14.90	15.05	15.19	15.34	15.49	15.64	15.79	15.95	16.11	16.26	16.43	16.57	16.7
12	13.23	13.73	13.88	14.00	14.15	14.27	14.42	14.57	14.70	14.84	15.00	15.13	15.28	15.43	15.57	15.72	15.87	16.01	16.18	16.33	16.50	16.65	16.81	16.96	17.14	17.2
13	13.66	14.16	14.30	14.43	14.58	14.71	14.86	15.01	15.15	15.29	15.44	15.59	15.74	15.89	16.05	16.20	16.36	16.51	16.67	16.83	17.00	17.16	17.33	17.49	17.66	17.8
14	14.10	14.60	14.73	14.88	15.03	15.17	15.31	15.46	15.61	15.76	15.92	16.08	16.23	16.40	16.54	16.70	16.86	17.03	17.20	17.36	17.52	17.70	17.87	18.04	18.22	18.3
ຸກ 15	14.54	15.04	15.18	15.32	15.48	15.63	15.78	15.93	16.10	16.24	16.42	16.55	16.71	16.87	17.05	17.21	17.38	17.53	17.71	17.88	18.06	18.23	18.41	18.59	18.77	18.9
15		15.47	15.62	15.77	15.94	16.09	16.25	16.41	16.56	16.72	16.88	17.04	17.22	17.37	17.54	17.72	17.89	18.05	18.24	18.40	18.60	18.78	18.96	19.13	19.33	19.5
17	15.40	15.90	16.06	16.21	16.37	16.52	16.68	16.84	17.01	17.17	17.34	17.50	17.67	17.84	18.02	18.19	18.37	18.54	18.72	18.90	19.09	19.27	19.46	19.64	19.84	20.0
18	15.88	16.39	16.53	16.69	16.85	17.02	17.19	17.35	17.51	17.69	17.86	18.03	18.21	18.38	18.56	18.74	18.92	19.10	19.29	19.47	19.66	19.86	20.04	20.23	20.43	20.6
19	16.30	16.82	16.98	17.15	17.31	17.48	17.65	17.81	17.98	18.16	18.33	18.52	18.69	18.87	19.06	19.24	19.42	19.61	19.80	19.99	20.18	20.38	20.57	20.76	20.96	21.1
20		17.24	17.40	17.56	17.74	17.91	18.09	18.26	18.43	18.62	18.80	18.99	19.16	19.35	19.53	19.72	19.93	20.11	20.31	20.50	20.69	20.89	21.09	21.30	21.49	21.7
21		17.68	17.85	18.00	18.20	18.35	18.55	18.73	18.91	19.07	19.28	19.44	19.65	19.85	20.03	20.20	20.42	20.59	20.79	20.99	21.22	21.40	21.63	21.84	22.05	22.2
22	17.60	18.12	18.29	18.46	18.64	18.82	19.02	19.18	19.38	19.55	19.74	19.95	20.13	20.33	20.53	20.72	20.91	21.11	21.32	21.51	21.73	21.94	22.17	22.37	22.61	22.8
23	18.07	18.57	18.75 19.19	18.93 19.37	19.12 19.56	19.30 19.75	19.49 19.96	19.67 20.12	19.87 20.34	20.05 20.51	20.25 20.73	20.44 20.92	20.64 21.12	20.84 21.33	21.04 21.52	21.24 21.74	21.45 21.95	21.65 22.15	21.86 22.38	22.07 22.59	22.29 22.82	22.50 23.03	22.72 23.25	22.93 23.48	23.15	23.3 23.9
24 25		19.01	19.19	19.37	20.00	20.19	20.39	20.12	20.34	20.51	20.73	20.92	21.12	21.33	22.00	22.21	21.95	22.15	22.86	23.08	23.31	23.03	23.25	23.48	23.69 24.23	23.9 24.4
25	18.97 19.39	19.43 19.91	20.09	20.29	20.00	20.19	20.39	20.58	20.77	20.97	21.10	21.50	22.13	21.79	22.57	22.21	22.45	23.20	23.43	23.64	23.87	23.33 24.10	24.33	23.55	24.25	24.4 25.0
27		20.32	20.52	20.23	20.48	20.07	21.31	21.50	21.72	21.48	22.16	22.36	22.13	22.34	23.01	23.23	23.46	23.67	23.43	24.13	24.37	24.10	24.33	25.08	25.34	25.5
																						25.13				
																						25.67				
						≣								E								26.22				
)				(())				26.73]
						≣								E								27.28				
_	14	29,328.00		30,368.00		31,282.40		31,844.80	•	32,468.80		33,113.60		33,758.40		34,403.20	:=	35,068.80		35,776.00		36,441.60		37,169.60	•	37

		El Paso	County S	School D	istrict 49)	adding	\$0.12	to the m	in wage	base rat						2.19%	average	increase	e, rangin	g from a	3.17%	high to a	1.10%	low	
		2017-18	ESP rate	es - effe	tive 7/1	/2017		С	O ameno	lment 70	0-2016 :		ucationa 2017	l Support 10.20			11.10	8.8%	2019	12.00	8.1%	2020			5%	2
		1				, ===					. 2010.	J.50		C+		'						2020	l 			ナ
0.97%	sub rate	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
- -	sub rate	20	21	20	23	30	31	32	33	34	33	30	37	36	33	40	41	42	43	44	43	40	47	40	43	30
	2																									
	3																									
i -	4 10.20	13.01	13.13	13.26	13.38	13.51	13.64	13.77	13.90	14.04	14.17	14.31	14.44	14.59	14.72	14.87	15.02	15.16	15.30	15.45	15.60	15.75	15.91	16.07	16.22	16.38
i	5 <i>10.21</i>	13.54	13.67	13.81	13.94	14.08	14.21	14.35	14.49	14.63	14.77	14.92	15.06	15.21	15.35	15.50	15.65	15.80	15.96	16.12	16.27	16.44	16.58	16.75	16.90	17.07
Ì	6 10.60	14.13	14.26	14.40	14.55	14.68	14.82	14.99	15.11	15.27	15.41	15.55	15.70	15.85	16.00	16.16	16.32	16.48	16.63	16.79	16.95	17.12	17.28	17.45	17.62	17.82
1	7 11.02	14.65	14.79	14.94	15.08	15.23	15.37	15.52	15.67	15.82	15.98	16.14	16.29	16.46	16.60	16.77	16.92	17.09	17.26	17.42	17.58	17.76	17.93	18.11	18.28	18.45
1	8 11.48	15.25	15.39	15.54	15.69	15.84	15.99	16.15	16.31	16.47	16.62	16.78	16.94	17.11	17.27	17.44	17.61	17.78	17.95	18.13	18.30	18.48	18.66	18.84	19.03	19.20
	9 11.91	15.81	15.97	16.13	16.28	16.45	16.59	16.76	16.91	17.08	17.25	17.41	17.57	17.75	17.92	18.10	18.27	18.44	18.63	18.81	19.00	19.17	19.36	19.54	19.73	19.94
1	0 12.35	16.34	16.49	16.64	16.80	16.97	17.13	17.30	17.46	17.63	17.79	17.97	18.14	18.32	18.50	18.67	18.85	19.05	19.22	19.41	19.59	19.78	19.97	20.17	20.36	20.55
1	12.80	16.89	17.06	17.23	17.39	17.55	17.73	17.90	18.08	18.25	18.42	18.61	18.79	18.98	19.15	19.34	19.52	19.71	19.92	20.10	20.30	20.49	20.68	20.88	21.08	21.28
1	2 13.23	17.47	17.64	17.80	17.96	18.15	18.31	18.51	18.68	18.86	19.04	19.23	19.40	19.60	19.79	19.98	20.16	20.37	20.56	20.75	20.95	21.16	21.36	21.58	21.77	21.97
1	3 13.66	18.01	18.18	18.36	18.53	18.71	18.89	19.08	19.26	19.45	19.63	19.83	20.01	20.21	20.40	20.60	20.80	21.00	21.20	21.41	21.61	21.82	22.03	22.25	22.46	22.67
0) 1	4 14.10	18.58	18.76	18.94	19.11	19.31	19.48	19.68	19.88	20.06	20.24	20.45	20.63	20.83	21.03	21.25	21.44	21.67	21.88	22.09	22.28	22.52	22.71	22.92	23.14	23.36
ğ _u	5 14.54	19.14	19.32	19.51	19.69	19.89	20.07	20.26	20.46	20.65	20.85	21.05	21.26	21.46	21.68	21.89	22.10	22.31	22.53	22.74	22.95	23.17	23.40	23.61	23.84	24.07
Range		19.70	19.90	20.08	20.27	20.47	20.66	20.86	21.06	21.27	21.47	21.69	21.90	22.12	22.32	22.55	22.75	22.96	23.18	23.42	23.62	23.86	24.09	24.31	24.55	24.78
1	_	20.22	20.41	20.61	20.81	21.01	21.21	21.42	21.62	21.83	22.04	22.26	22.47	22.69	22.90	23.12	23.34	23.57	23.79	24.02	24.25	24.49	24.72	24.96	25.20	25.44
	15.88	20.82	21.02	21.23	21.43	21.64	21.85	22.06	22.27	22.49	22.70	22.91	23.13	23.37	23.58	23.81	24.04	24.29	24.51	24.76	25.00	25.24	25.46	25.73	25.95	26.19
1	9 16.30	21.37	21.56	21.78	21.99	22.20	22.41	22.63	22.84	23.06	23.28	23.51	23.73	23.96	24.19	24.43	24.66	24.90	25.14	25.39	25.63	25.88	26.13	26.39	26.64	26.89
2	16.74	21.92	22.14	22.35	22.58	22.79	23.00	23.22	23.45	23.66	23.89	24.12	24.34	24.58	24.81	25.04	25.27	25.52	25.76		26.26	26.52	26.77	27.03	27.29	27.55
2		22.48	22.68	22.89	23.11	23.35	23.56	23.80	24.03	24.26	24.50	24.73	24.97	25.21	25.45	25.70	25.94	26.20	26.44	26.70	26.95	27.21	27.47	27.74	28.00	28.26
4	2 17.60	23.02	23.24	23.47	23.68	23.91	24.14	24.38	24.61 25.22	24.85	25.09 25.71	25.35	25.58	25.84	26.09	26.34	26.60	26.85	27.11	27.38	27.64	27.91	28.18 28.85	28.46	28.73	29.00
1 2	3 18.07 4 18.49	23.59 24.15	23.82 24.39	24.05 24.62	24.27 24.86	24.52 25.10	24.74 25.33	24.98 25.59	25.22	25.47 26.07	26.32	25.96 26.58	26.21 26.83	26.46 27.09	26.71 27.35	26.97 27.62	27.23 27.88	27.50 28.15	27.76 28.42		28.30 28.97	28.58 29.25	29.53	29.13 29.82	29.41 30.10	29.69 30.38
	18.49 5 18.97	24.13	24.59	25.17	25.41	25.66	25.90	26.15	26.40	26.66	26.91	27.17	20.63	27.09	27.96	28.23	28.50	28.78	29.05		29.61	29.23	30.18	30.48	30.77	31.06
: -	6 19.39	25.28	25.51	25.77	26.00	26.25	26.50	26.76	27.01	27.27	27.53	27.17	28.06	28.33	28.60	28.88	28.30 29.15	29.44	29.72		30.30	30.60	30.18	31.19	31.49	31.79
1 2		25.83	26.08	26.33	26.59	26.84	27.10	27.37	27.63	27.90	28.17	28.45	28.72	29.01	29.28	29.57	29.85	30.14	30.43		31.02		31.62	31.93	32.23	32.53
																						31.98				
:	9 20.70												1									32.66				
•	0 21.13						28.86						E								=	33.32		E		
•	1 21.57																					33.99				
•	2 22.01																									
	14	•	38,646.40		39,395.20		40,164.80	:	40,934.40		41,724.80		42,538.00		43,326.40		44,200.00		45,073.60	:	45,947.20	3	46,841.60	■	47,673.60	

El Paso County School District 49

Professtional / Technical Salary Schedule



Proposed:

	Current:	examples at	midpoint of ea	ach category		2x steps+1 +	1.40%	to base	
Before & After School Program Manager Building Manager/Zone Coordinator Central Enrollment Supervisor Fleet Supervisor Human Resources Generalist Nutrition Services Supervisor Purchasing Agent Safety & Health Compliance Specialist		40,600.00 steps 11	60,600.00 result 51,600.00	1,000.00 2.46% 1.65% lowest 1.98% mid	20 steps		61,200.00 result 52,700.00 2.1% 1,100.00	•	40 steps
2 Broadcasting & Media Specialist Budget Analyst Building Automation Specialist Building Custodial Supervisor Business & Operations Senior Systems Analyst Data Analyst Health And Wellness Coordinator Payroll Manager Senior Accountant		45,600.00 steps 11	·	1,150.00 2.52% 1.62% lowest 1.97% mid	22 steps		71,700.00 result 59,625.00 2.4% 1,375.00	·	
3 Accounting & Grants Fiscal Compliance Manager Digital Communications Manager Educational Technology Specialist Facilities Manager Fire & Electrical Supervisor Human Resources Manager Internal Communications Manager Purchasing & Procurement Manager Risk And Benefits Manager Safety & Security Specialist (Student/School Safety Senior Data Analyst Strategic Planning And Construction Manager System Administrator Transportation Manager Security Manager)	50,600.00 steps 12		1,300.00 2.57% 1.59% lowest 1.96% mid	24 steps	-	82,800.00 result 72,400.00 9.4% 6,200.00		
Security Manager							94,500.00 result 80,000.00 40,000.00	725.00 1.28% highes 0.77% lowes 0.96% mid chg \$ chg	

For Career Path Planning, each step should be supplemented by a change in base of an estimated \$600 for every additional out year

El Paso County School Distrcit 49								510
Administrative Salary Schedule - 2017/18						Approx.		DAY
	Role Factor	Ed Cert	Exp	Base	Days	Per Diem	Low	High
Chief Education Officer	1.991	0.065		65,000.00	261	512.00	133,600.00	160,200.00
Chief Business Ofc./Chief Operations Ofc.	1.852	0.050		65,000.00	261	474.00	123,600.00	150,300.00
Innovation Leader/Asst. Sup.	1.746	0.050		65,000.00	261	447.00	116,700.00	143,200.00
Executive Officer for Educational Services	1.520	0.050		65,000.00	261	391.00	102,100.00	123,300.00
Executive Director / Education Officer	1.520	0.050		65,000.00	261	391.00	102,100.00	121,600.00
Director	1.440	0.050		65,000.00	261	371.00	96,900.00	116,400.00
Coordinator	1.320	0.050		65,000.00	261	341.00	89,100.00	108,600.00
Learning Services Specialist	1.320	0.050		65,000.00	215	414.00	89,100.00	108,600.00
Group Manager	1.180	0.025		65,000.00	215	364.00	78,300.00	97,800.00
Assistant Director / Manager	1.080	0.025		65,000.00	261	275.00	71,800.00	91,300.00
High School Principal	1.460	0.050		65,000.00	220	446.00	98,200.00	117,700.00
Zone CIA	1.400	0.050		65,000.00	220	428.00	94,300.00	113,800.00
Middle School Principal	1.320	0.050		65,000.00	215	414.00	89,100.00	108,600.00
Elementary Principal	1.240	0.050		65,000.00	210	399.00	83,900.00	103,400.00
High School Assistant Principal	1.130	0.050		65,000.00	210	365.00	76,700.00	96,200.00
Middle School Assistant Principal	1.080	0.050		65,000.00	205	358.00	73,500.00	93,000.00
Elementary Assistant Principal	1.050	0.050		65,000.00	203	352.00	71,500.00	91,000.00
Curriculum Specialist	1.050	0.050		65,000.00	203	352.00	71,500.00	91,000.00
Instructional Coach	1.000	0.050		65,000.00	205	333.00	68,300.00	87,800.00
Pre-School Supervisor	0.700	0.050		65,000.00	207	236.00	48,800.00	68,300.00
Education Certifications	multiplier	<u>.</u>						
Doctorate	0.080							
Educational Specialist	0.065			64,500.00	•			
Masters	0.050			500.00	\$ chan	ge to base		
Bachelor's	0.025			0.8%	% char	nge to base		
Less than a Bachelor's	0.010							
Each Year as an Administrator	0.010							

For Career Path Planning, each step should be supplemented by a change in base of an estimated \$500 for every additional out year



BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Andy Franko, iConnect Zone Leader
TITLE OF AGENDA ITEM:	PPSEL Renewal Contract
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Pikes Peak School of Expeditionary Learning submitted a renewal application in December of 2016. The charter renewal application was reviewed, a site review was conducted, and the Board of Education approved the renewal in February of 2017.

RATIONALE:

The Charter School Act of Colorado requires the Authorizer (D49) and the School (PPSEL) maintain a charter contract throughout the agreed upon term.

RELEVANT DATA AND EXPECTED OUTCOMES:

The proposed agreement places the Pikes Peak School of Expeditionary Learning and District 49 under contract through June 30, 2022

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

I III.	THE TE CIT THE BISTING! SWINSSICH TRICK!	THE MINGERIAL ROCKS.
ulture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1—Establish enduring <u>trust</u> throughout our community	The contract provides clarity to the agreements made between D49 and the PPSEL Board of Directors.
	Rock #2 —Research, design and implement programs for intentional community participation	PPSEL has been a strong partner within the District community.
Strateox	Rock #3— Grow a robust portfolio of distinct and exceptional schools	The charter renewal supports the continuation of the EL model school within the district.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: N/A

AMOUNT BUDGETED: N/A

DATE: April 28, 2017

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Move to approve the charter contract between District 49 and Pikes Peak School of Expeditionary Learning as presented.

APPROVED BY: Peter Hilts, Chief Education Officer

PIKES PEAK SCHOOL OF EXPEDITIONARY LEARNING

CHARTER SCHOOL CONTRACT

This Charter School Contract ("Contract"), dated effective as of _1_ day of _July_, 2017, is made and entered into by and between Falcon School District No. 49 ("District") and Pikes Peak School of Expeditionary Learning ("the School"), a public charter school organized as a Colorado non-profit corporation (collectively, the "Parties").

SECTION ONE: RECITALS

- 1.1. WHEREAS, the Colorado General Assembly has enacted the Charter Schools Act ("Act"), C.R.S. §§ 22-30.5-101 *et seq.*, for certain purposes as enumerated in C.R.S. §§ 22-30.5-102(2) & (3); and
- 1.2. WHEREAS, on January 8, 2004, the School District's Board of Education ("Board") conditionally approved the School's charter application (the "Original Application") to operate a charter school in the District for a period of three years; and
- 1.3. WHEREAS, on March 8, 2007, pursuant to a renewal application (the "First Renewal Application") filed by the School, the Board approved the renewal of the School's charter through June 30, 2012;
- 1.4. WHEREAS, on or about December 8, 2011, pursuant to a renewal application (the "Second Renewal Application") filed by the School, the Board approved the renewal of the School's charter through June 30, 2017;
- 1.5. WHEREAS, on February 9, 2017, pursuant to a renewal application (the "Third Renewal Application") filed by the School, the Board approved the renewal of the School's charter through June 30, 2022
- 1.6. WHEREAS, the Parties desire to enter into a charter school contract for the ongoing operation of the School pursuant to the Application and the Charter Schools Act for a term of five (5) years; and
- 1.7. WHEREAS, this Contract, together with the Application (as incorporated by reference herein as Attachment 7 and with the attachments and exhibits thereto and hereto, contains all terms, conditions, and provisions hereof and the entire understandings and all representations of understandings and discussions of the parties relating thereto, and all prior representations, understandings and discussions are merged herein and superseded and canceled by this Contract;

NOW THEREFORE, in consideration of the foregoing Recitals and the mutual understandings, releases, covenants and payments contained herein, the Parties agree as follows:

SECTION TWO: ESTABLISHMENT OF SCHOOL

- 2.1. **Term**. This Contract is effective as of July 1, 2017 and shall continue through June 30, 2022. Although this Contract is for operation of the Charter School for a period of five years, any financial commitment on the part of the District contained in this Contract is subject to annual appropriation by the District and the Parties agree that the District has no obligation to fund the financial obligations under this Contract other than for the current year of the Contract term; and that the District has not irrevocably pledged and held for payment sufficient cash reserves for funding the School or for providing services herein for any subsequent fiscal year during the remaining term of the Contract.
- 2.2. Charter School Legal Status. The School has been recognized as a Section 501(c)(3) tax-exempt entity by the Internal Revenue Service. Unless the parties agree otherwise in writing, the School shall continue to operate as a Colorado non-profit corporation and shall assure that its operation is in accordance with its articles of incorporation and bylaws. The School shall notify the District promptly of any change in its corporate and/or tax-exempt status.

The School is organized and maintained as a separate legal entity from the District for all purposes of the Contract. As provided by the Charter Schools Act, the School shall constitute a public school in Colorado. Notwithstanding its existence as a separate legal entity, the educational programs conducted by the School are considered to be operated by the School as part of the District. As such, the School is subject to Colorado laws and District policies that apply to all public schools unless waived in accordance with Section 5.5 of this Contract. Further, the School is a public entity within the meaning of C.R.S. §24-10-106, and is therefore entitled to the protections of the Colorado Governmental Immunity Act, and is a local public body within the meaning of C.R.S. §24-6-402(1)(a), and therefore subject to the Sunshine Law and the Open Records Act.

SECTION THREE: DISTRICT-SCHOOL RELATIONSHIP

3.1. District Rights and Responsibilities.

A. Right to Review. The School shall operate under the auspices of, and shall be accountable to, the District and subject to, unless specifically waived or delegated pursuant to the Contract, all applicable federal and state laws and regulations, Board policies and regulations. All records established and maintained in accordance with the provisions of this Contract, Board policies and regulations, and federal and state law and regulations shall be open to inspection and review and made available in a timely manner to District officials who have legitimate educational interests in such records within the meaning of the Family Educational Rights and Privacy Act (FERPA). Records include, but are not limited to, the following:

- i. School records including, but not limited to, student cumulative files, policies, special education and related services;
- ii. Financial records;
- iii. Educational program, including test administration procedures and student protocols;
- iv. Criminal background check verifications;
- v. The School's operations, including health, safety and occupancy requirements; and,
- vi. Inspection of the School facility.
- vii. Waiting Lists the School holds at each grade level, including name, address and contact information for each student on the School's waiting list.

Further, the District may make announced or unannounced visits to the School to fulfill its oversight responsibilities. Except in emergencies endangering health or safety, as directed by responsible District administrative officials, visits should be pre-arranged in a professional manner to avoid needless disruption of the educational process.

Notwithstanding anything to the contrary herein, the District shall not have access to (1) documents constituting communication with the School's attorney concerning a matter that is protect by attorney client privilege, or attorney work product doctrine; or (2) documents that would otherwise be executive session minutes or subject to the work product exception relating to negotiations with the District.

- B. <u>Complaints</u>. The District agrees to notify the School regarding any material complaints about the governance, safety or contractual compliance of the School that the District receives within three (3) working days of the receipt of the complaint by the District and shall include information about the substance of the complaint, taking into consideration any complainant's request for anonymity. The District further agrees to direct any complaining party to the School's internal grievance policy, so that the School and the complaining party may address the complaint at the School level. Any written complaint shall be provided to the School as soon as possible but no later than three (3) days after receipt by the District.
- C. <u>School Health or Safety Issues</u>. The District shall immediately notify the School of any circumstances requiring School closure, lockdown, emergency drills or any other action that may affect the health and safety of the School's students.
- D. <u>Access to Data and Information</u>. The District will timely provide the School with access to any data and information pertaining to the School that the District receives from the State or other sources, including but not limited to, test scores,

Elementary and Secondary Education Act (ESEA) school improvement status, Adequate Yearly Progress (AYP), accreditation, special education, and funding information.

- E. Accreditation Data and Process. No later than five (5) business days following the receipt of the information, the District shall provide to the School data used by the Colorado Department of Education ("CDE") to conduct its analysis of the School's performance and CDE's initial recommendation considering the type of performance plan the School should be required to implement. The District shall give due consideration to any appeal made by the School to the plan assignment, provided that the School has submitted valid and reliable data for consideration in accordance with a reasonable deadline established by the District. The District shall represent any appeal it deems valid to the Department in accordance with CCR 301-1-10.03. No later than five (5) business days following the receipt of the information, the District shall provide to the School the final plan assignment determination that the School shall implement, and the final accreditation status assigned to the School and the District's assessment of the progress made by the School toward the goals and objectives set forth in Section 7.3 of this Contract.
- F. Access to Student Records. The District shall timely make available to the School cumulative files and/or student information, including but not limited to information regarding special education and related services for students of the School. The School shall use such information exclusively for fulfillment of its educational responsibilities or for compliance with the law and shall not use student information acquired from the District for any other purpose.

Student records include but are not limited to immunization records, class schedules, records of academic performance, disciplinary actions, attendance and standardized test results, and documentation required under federal and state law regarding the education of students with disabilities.

- G. <u>District Responsibility to Report Costs/Accounting to the School</u>. Within ninety (90) days after the end of each fiscal year, the District shall provide to the School the costs of services actually provided to the School from among the District's central administrative overhead costs and any direct costs that were charged to the School in accordance with the provisions of C.R.S. § 22-30.5-112(2)(a.4)(I,II). Pursuant to subsection -112(2)(a.4)(II), any difference between the amount initially charged to the charter school and the actual cost shall be reconciled and paid to the owed party. Projected cost figures for any service to be purchased by the School from the District shall be provided to the School during its budget formulation phase.
- H. <u>Reasonable Assistance</u>. The District shall, within three (3) business days, provide all requested signatures and, when necessary, all requested supporting documentation in order to permit the School to apply for any state, federal, or charitable grant of the School's election.

- 3.2. Pursuant to C.R.S. § 22-30.5-109(6), the District shall provide the School the same opportunities for publicizing the School as an educational option as are provided to other District educational options to include advertising, availability of mailing lists and labels, or other informational activities, provided the School pays for its share of such publicity at cost. School's Rights and Responsibilities.
 - A. Records. The School agrees to comply with all federal, state, and District record keeping requirements including those pertaining to students, governance, and finance. This includes maintaining up-to-date information about enrolled students in the School's student information system. In addition, the School shall ensure that records for students enrolling in other Schools are transferred in a timely manner. Financial records shall be posted in accordance with the Financial Transparency Act (C.R.S. §§22-44-301 et seq.) and reconciled at least monthly. All records shall be maintained at the School and shall be open to inspection, consistent with law, during reasonable business hours. The School further agrees to assist the District in accessing or reviewing any record as part of its oversight responsibility or to address compliance requirements, subject to the limitations set forth in section 3.1A.
 - B. <u>Notifications provided to the District</u>. The School shall timely notify the District (and other appropriate authorities) in the following situations:
 - i. The discipline of employees at the School arising from misconduct or behavior that may have resulted in harm to students or others, or that constituted serious violations of law; or
 - ii. Any complaints filed against the School by any governmental agency.

Immediate notice. The School shall immediately notify the District of any of the following:

- i. Conditions that may cause the School to vary from the terms of this Contract, applicable District requirements, federal, and/or state law;
- ii. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction or damage to School facilities;
- iii. The arrest of any member of the Charter Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft;
- iv. Misappropriation of funds;

- v. A default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more, or
- vi. Any change in its corporate status with the Colorado Secretary of State's Office or status as a 501(c)(3) entity, if applicable.
- C. <u>Compliance</u>. The School shall comply with all applicable federal and state laws, local ordinances, and District policies applicable to charter schools, except to the extent that the School has obtained waivers from state law and regulations and District policies in accordance with Section 5.5 of this Contract. A list of some, but not all, of the federal and state laws with which the School must comply are listed in Attachment 2.
- D. Reports. The School shall timely provide to the District any reports necessary and reasonably required for the District to meet its oversight and reporting obligations. Required reports include, but are not limited to those listed below along with projected due dates for the current school year. Timely notification shall be provided when due dates are changed. The District will annually update the list of required reports and due dates and provide this information to the School. Failure to provide reports within ten (10) days after the date due, unless previously coordinated with the District, may constitute a material violation of the Contract, and the District may take actions outlined in Section 3.2I.
 - i. Accreditation report, including the Unified Improvement Plan, in accordance with state requirements.
 - ii. Annual Performance Report (APR) to include:
 - a. Quarterly reports, due within 30 days after each quarter, or October 30, January 30, April 30, and July 30, that include:
 - 1. Quarterly projected and actual enrollment
 - 2. Quarterly financial reports
 - 3. Governance information to include the charter school board roster and contact information, signed board disclosure/conflict of interest forms for each board member and policies addressing conflicts of interest, nepotism, excess benefits, and discrimination by October 30.
 - 4. Anything else as may be included in the District's Annual Performance Report and required of its charter schools.
 - iii. Required financial reports in addition to posting financial data on-line in accordance with C.R.S. §§ 22-44-301 *et seq.* (including current year budget and the two immediately prior two years' budgets).
 - 1. Proposed Budget-due April 15
 - 2. The School Board approved budget-due June 1

- 3. Annual Financial Audit-due October 15
- 4. End of the year balance- due August 20
- iv. School calendar due June 1
- v. Insurance certification due September 1
- vi. Health and Safety Information (Including a report of previous year's fire drills, updated emergency plans, and emergency contact information) due June 30;

E. Reserved.

- F. <u>Indemnification</u>. To the extent permitted by law and not covered by insurance or not otherwise barred by the Colorado Governmental Immunity Act, the District and the School each agree to indemnify and hold the other and its respective employees, directors, officers, agents and assigns harmless for all liability, claims and demands of third parties arising on account of personal injury, sickness, disease, death, property loss, or damage or any other losses of any kind whatsoever that are proximately caused by the negligent, grossly negligent or intentional acts of the indemnitor or its respective employees, directors, officers, agent and assigns. The foregoing provision shall not be deemed a relinquishment or waiver of any applicable bar or limitation on liability provided by the Colorado Governmental Immunity Act or other law. The indemnitee shall reasonably seek to recover any amounts due under this Section from any applicable insurance policy paid for by the indemnitor before withholding funds otherwise due to the indemnitor.
- G. Procedures for Articles of Incorporation and Bylaws Amendments. The School shall follow any requirements of the Colorado Revised Non-Profit Corporations Act, the Charter Schools Act, and/or the Charter School Collaboratives Act in amending its articles of incorporation and bylaws and shall provide the District with notice of any such changes. Proposed changes to the School's articles of incorporation and bylaws must be approved by the District, which approval shall not be withheld unless such change is contrary to law, this Contract, or District policy. The bylaws or policies of the School shall include a requirement that each Board member annually sign a conflict of interest disclosure, which shall, at a minimum, meet the requirements set forth in Attachment 3.
- H. <u>District-School Dispute Resolution</u>. All disputes arising out of the implementation of this Contract, and not subject to immediate appeal to the State Board of Education, shall be subject to the dispute resolution process set forth in this Section; unless specifically otherwise provided. All timelines in this Section may be extended by mutual agreement:
 - i. The School and the District agree that the existence and details of a dispute notwithstanding, both parties shall

- continue without delay their performance hereunder, except for any performance that may be directly affected by such dispute.
- ii. Either party shall notify the other party that a dispute exists between them within thirty (30) days from the date the dispute arises. Such notification shall be in writing and shall identify the article and section of the Contract that is in dispute and the grounds for the position that such article and section is in dispute. The matter shall be immediately submitted to the President of the Board of the School and the President of the Board of the District, or their respective designees, for further consideration and discussions to attempt to resolve the dispute.
- iii. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure within thirty (30) days after the date of notification by one to the other of the existence of such dispute, then either party may elect to submit the matter to the boards of the School and the District for their consideration. The submission to the boards shall be made in writing to the other party and to the board Presidents for delivery to the boards, no later than forty (40) days after the initial date of notification by one party to the other of the existence of the dispute. The Presidents of both boards are required to place the item on the agenda at the earliest meetings for discussion by the respective boards. The board Presidents are required to inform each other in writing of any resolution proposed by their respective boards within ten (10) days after the board meeting at which the item is discussed. The board Presidents may elect to meet to identify possible solutions.
- iv. In the event that the matter is not resolved by the Boards, then the matter shall be submitted by either party to non-binding mediation by notice in writing to the other party within thirty (30) days following the Board meetings. The thirty (30) days shall be determined by the date of the last Board meeting at which the matter is discussed.
- v. Any and all disputes which cannot be resolved informally shall be addressed by mediation to the extent not inconsistent with the requirements of state law, subject to either party's right of appeal to the State Board. The parties expressly agree that the mediator(s) shall be required to render a written opinion concerning the matters in controversy, together with their findings.
- vi. If either party submits a notice of mediation, it shall at the same time designate in writing a proposed mediator. If the

other party does not agree with the designation, then it shall designate an alternate mediator within five (5) days. If the other party does not agree with the alternate designation, it shall give notice within five (5) days, and the two proposed mediators shall meet within ten (10) days and agree upon a third person to act as mediator. Each party shall pay one-half of the reasonable fees and expenses of the neutral mediator. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, or mediators not jointly appointed, shall be paid by the party incurring such costs.

- vii. The mediators shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or to issue a finding having such an effect.
- viii. Either party may appeal to the State Board within thirty (30) days of the written release of the mediation opinion.
- I. Other Remedies. If the School is subject to nonrenewal or revocation pursuant to C.R.S. § 22-30.5-110(3), state or federal laws or regulations, or if the District has finally adjudicated that the School materially breached the Contract, the District may, but is not required to, impose other remedies prior to initiating revocation procedures in accordance with Section 11.3. Remedies include, but are not limited to, those listed below. These remedies may be applied individually, in succession, or simultaneously.

Prior to applying a remedy other than that described in Section 3.2.K (Emergency Powers), the District shall send a notice of breach and provide the School an opportunity to cure. The notice shall state the deficiency and the basis (evidence), provide an opportunity for the School to contest the deficiency, and indicate a reasonable timeframe for remedying the deficiency and the expected results. Unless extraordinary circumstances dictate a different period, the School shall have thirty (30) days from receipt of notice to cure any perceived deficiency.

i. Withholding up to Eight Percent (8%) of Funds Due to the School. This remedy may be applied in situations where the School could reasonably take actions to remedy the breach prior to the withholding of funds. These situations include, but are not limited to, failure to submit reports listed in Section 3.2.D by the established deadlines, failure to submit other required information or records by the date requested, and failure to submit a budget to the District that meets the requirement of Section 8.3. Any action taken pursuant to this subsection is subject to the limitation set forth in C.R.S. § 22-30.5-112(8)(5) and is subject to review as provided in C.R.S. § 22-30.5-112(9).

- ii. Submission of Plan to Remedy Deficiency. At the request of the District, the School shall develop a remediation plan to cure a deficiency and submit it to the District for review and comment. The plan may be revised at the discretion of the School and then submitted to the charter board for approval. The approved plan shall include a statement that directs the School's staff to implement the plan and provide the charter board and the District's board with periodic reports of progress. The District may request the School to review and revise the plan if it reasonably determines it is not effective in remedying the deficiency. This remedy may be applied if the School fails to 1) make progress toward achieving its goals and objectives as described in this Contract after a reasonable period of time, 2) achieve District accreditation requirements. 3) implement its educational program after a reasonable period of time, or 4) complete two (2) or more required reports by the established deadlines.
- J. <u>District Violations of Charter School Law or Contract</u>. If the School believes that the District has violated any provision of this Contract or law, the School may initiate the dispute resolution procedures of Section 3.2.H, file an appeal with the State Board, or seek other remedies provided by law.
- K. <u>Emergency Powers</u>. If the District seeks a preliminary order under the Emergency Powers set forth in C.R.S. §§ 22-30.5-701 *et seq.*, it shall follow the procedures set forth therein.

SECTION FOUR: SCHOOL GOVERNANCE

4.1. **Governance**. The School's articles of incorporation and bylaws shall not conflict with the School's obligation to operate in a manner consistent with this Contract. The School Board's policies shall provide for governance of the operation of the School consistent with this Contract. The governing board shall operate in accordance with these documents. The School shall follow any requirements of the Colorado Revised Nonprofit Corporation Act, C.R.S. §§ 7-121-101 to 7-137-301, or the Colorado Charter School Collaboratives Act, C.R.S. Sec. 22-30.5-601 to 22-30.5-605 in amending its articles of incorporation and bylaws. The bylaws or policies of the School shall include a requirement that each charter school board member annually sign a conflict of interest disclosure. The School agrees that its articles, bylaws, policies, operating agreement with an educational service provider (ESP), and any other documents or practices shall comply with the Charter Schools Act, the Colorado Revised Nonprofit Corporation Act, the Open Meetings Law, the Open Records Act, the Public School Financial Transparency Act, and all other Colorado or federal law that applies to the School or its operation as a charter school in Colorado. The School further agrees that any changes to any documents that affect the fundamental governance of the School must be reviewed and approved by the District prior to such changes becoming effective.

- 4.2. **Corporate Purpose**. The purpose of the School as set forth in its articles of incorporation shall be limited to the operation of a charter school pursuant to the Colorado Charter Schools Act, C.R.S. §22-30.5-101 *et seq*.
- 4.3. **Transparency**. The School shall make its Board-adopted policies, meeting agendas, minutes, and related documents readily available for public inspection and shall conduct meetings consistent with principles of transparency, the Colorado Sunshine and Open Records laws, and shall adopt and strictly enforce a conflict of interest policy.
- 4.4. **Administrator Evaluation**. The governing board shall conduct a performance evaluation of the school's lead administrator at least annually in accordance with C.R.S. § 22-9-106, unless waived, in which case a replacement plan and rationale shall be submitted and approved in accordance with Section 5.5 of this Agreement.
- 4.5. **School Dashboard and Annual Performance Report**. The School's Board shall develop a school dashboard that reflects the Board's focus on specific measures and metrics to determine the overall success of the School. This dashboard shall be reported quarterly to the District and included in the Annual Performance Report.
- 4.6. **Complaints**. The School shall establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the School Board of Directors, not the District's Board of Education.

4.7. Contracting for Core Educational Services.

- A. The School shall not have the authority to enter into a contract or subcontract with a third party for the management or administration of its core instructional programs or services, including special education and related services unless improved in writing in advance by the District, which approval shall not be unreasonably withheld or delayed. Core educational services shall mean services that are a critical component to the educational process for students, such as areas of teaching in which there are CMAS or PARCC testing and special education. This will not prevent the School from engaging independent contractors to teach selected, specific courses, or provide specific services as a portion of the School's educational program or operations. Should the School desire to contract with a third party for core educational services, the School must additionally satisfy the ESP Agreement provisions contained in Attachment 4.
- B. Notwithstanding section 4.7.A of this Contract, the School may negotiate and contract with a school food authority, or any third party for the use, operation and maintenance of a school building and grounds, the provision of any service, activity or undertaking that the School is required to perform in order to carry out the educational program described herein.

4.8. **Board Training**. The School's Board shall adopt policy for its annual training plan. Further, each charter board member will satisfactorily complete charter school governing board training modules online [http://onlinelearning.enetcolorado.org/ or similar] and report progress on module completion at least annually by June 1 or comparable training within the discretion of the School and at the expense of the School, within a year of executing this Contract (for those members currently serving on the Board) or being seated on the Board (for all future board members), whichever comes first. Failure to complete this requirement will be noted in the Annual Performance Report compiled by the District.

SECTION FIVE: OPERATION OF SCHOOL AND WAIVERS

- 5.1. **Operational Powers**. The School shall be fiscally responsible for its own operations, and shall have authority independently to exercise the following powers (together with such powers as provided for elsewhere in this Contract): contracting for goods and services; preparation of budgets; selection, supervision, evaluation, and determination of compensation for personnel; promotion and termination of personnel; procure insurance; lease or otherwise acquire facilities for school purposes and the School retains the sole authority for deciding what leases to enter into; purchase, lease or rent furniture, equipment and supplies; retain fees collected from students in accordance with law; and accept and expend gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any of the terms of this Contract; and, adoption of policies and bylaws consistent with the terms of this Contract.
- 5.2. **Transportation**. The District and the School acknowledge and agree that transportation is not required to be provided to students attending the School. Transportation of special education students who require transportation or a related service shall be provided by the District consistent with the service agreement by which the district will serve students at the School with special needs (those with Individualized Education Plans).
- 5.3. **Food Services**. The District and the School acknowledge and agree that foodservices are not required to be provided to students attending the School. If requested to do so by the School, the District shall consult with the School to provide school meals, including free and reduced price meals, in a manner determined by the District and in accordance with Board policy and applicable federal and state laws. The costs associated with all food services shall be borne by the School.
- 5.4. **Insurance**. During the term of this Contract, the School shall maintain insurance coverage either purchased in its own right or through the District. Such insurance shall at a minimum include the following:
 - A. <u>Commercial General Liability</u>. School will maintain commercial general liability insurance covering all operations by or on behalf of the School, including operations of any subcontractor, on an occurrence basis against claims for

personal injury (including bodily injury or death) and property damage (including loss of use). Such insurance will have the following limits and coverages:

- i. Minimum Limits:
- \$1,000,000 each occurrence
- \$2,000,000 general aggregate
- \$2,000,000 products and completed operations aggregate
 - ii. Coverages:
- Occurrence form
- Products and completed operations coverage
- Personal injury
- Contractual liability
- Defense in addition to the limits of liability
- Sexual abuse and misconduct coverage
- Coverage for athletic participants, if the School participates in athletic programs
- Special events coverage
- Severability of interests provision
- Additional insured endorsement on behalf of the District
- B. <u>Automobile Liability</u>. School will maintain business auto liability coverage covering liability arising out of any auto (including owned, hired, and non-owned autos):
 - i. Minimum Limits:
 - a. \$1,000,000 combined single limit each accident
 - ii. Coverages:
 - a. Additional insured endorsement on behalf of the District
 - b. Excess coverage for employees as insured using personal vehicles on School business
- C. <u>Workers' Compensation Insurance</u>. School will maintain workers' compensation insurance, including occupational disease provisions covering the School in accordance with applicable state laws and employer's liability insurance:
 - i. Minimum Limits:
 - a. Workers' compensation statutory limits
 - b. Employer's liability: \$250,000 bodily injury for each accident; \$250,000 each employee for disease and \$500,000 disease aggregate.
- D. <u>Educators' Legal Liability</u>. During the term of the Charter Contract, the School shall maintain Educators' Legal Liability Insurance covering its professional errors and omissions with a limit of not less than \$2,000,000 per claim/aggregate. If coverage is purchased on a "Claims Made" basis, coverage must be endorsed to

- cover acts of the entity from the first date of operation. In addition, if operations of the entity cease, an extended reporting period of at least two years must be purchased (an umbrella policy may be used to meet the limits requirement).
- E. <u>Directors and Officers Liability</u>. During the term of the Charter Contract, School shall maintain Directors and Officers Liability Insurance covering the wrongful acts, errors and omissions of its governing Board arising out of the administration of the School with a limit of not less than \$2,000,000 per claim/aggregate. This coverage may be included in the Educators' Legal Liability coverage. Coverage shall also include Employment Practices Liability. If coverage is purchased on a "Claims Made" basis, coverage must be endorsed to cover acts of the entity from the first date of operation. In addition, if operations of the entity cease, an extended reporting period of at least two years must be purchased.
- F. Excess/Umbrella Liability. The School shall maintain umbrella/excess liability on an occurrence basis in excess of general liability, auto liability, employer's liability insurance described above, and, if available, excess of the Educators' Legal Liability and Directors and Officers Liability such that the total coverage for each policy combined with the umbrella/excess liability policy has a minimum limit of \$2,000,000.00 for each occurrence and aggregate.
- G. <u>Property Insurance</u>. All property (building and contents) owned or leased by the School will be the responsibility of the School unless otherwise agreed by contract. School will carry property insurance covering its owned or leased property on an all risk form, including replacement cost coverage, equipment breakdown (if applicable), and business interruption/extra expense.
- H. <u>Crime Insurance</u>. School will maintain employee dishonesty coverage in an amount of not less than \$250,000 to protect it from theft of money and securities by employees. Coverage must also include volunteers as employees.

5.5. Waivers.

- A. State laws and regulations.
 - i. <u>Automatic Waivers</u>. The District agrees to seek waivers from the State Board of Education of state statutes and regulations that are automatically approved, upon request pursuant to 1 Colo. Code of Regulations 301-35. the School agrees to provide acceptable replacement policies for these automatic waivers. The waivers from state law or regulation, to be requested jointly, are set forth in Attachment 5.
 - ii. <u>Additional Waiver Requests</u>. Waivers are neither necessary nor appropriate when a statute or rule by express terms does

not apply to a charter school, or when a District power or duty has been fully delegated, as more specifically stated in this Contract, to the School. The School is expected to seek waivers only if a statute or rule applies to the School and is inconsistent with the School's operational or educational needs.

- iii. Procedures for Additional Waiver Requests. The District Board of Education agrees to jointly request waivers of the state laws and regulations, in addition to those automatically granted, that are listed in Attachment 5. To the extent that the State Board does not grant the requested waivers or imposes conditions upon the School with respect to such waivers, it is agreed that representatives of the Parties shall meet to negotiate the effect of such State Board action.
- Subsequent Waiver Requests. The School may request iv. additional waivers after the original request. Upon receipt of such request, District officials shall have thirty (30) calendar days to review the request and, thereafter, shall present the matter before the District Board at its next regular meeting. The Board shall, unless otherwise agreed by the Parties, have thirty (30) calendar days to consider the matter prior to rendering a decision at a regular meeting. The District agrees to jointly request such a waiver from the State Board, if the District's Board first approves the request, which shall not be unreasonably withheld, conditioned, delayed or denied. District Board of Education approval of requests to waive state law or regulations shall not be unreasonably withheld. To the extent that the State Board does not grant the requested waivers or imposes conditions upon the School with respect to such waivers, it is agreed that representatives of the Parties shall meet to negotiate the effect of such State Board action.

5.6. **District Policies**

A. <u>Automatic Waivers</u>. The District shall grant automatic waivers that are necessary or appropriate when a policy by its express terms does not apply to a charter school. Through this Contract, the District has delegated this authority to the School. Such automatic waivers from District policy are subject to compliance with all state and federal laws, rules and regulations. In addition, any District policies enacted after the Effective Date of this Contract shall not apply to the School unless and until the School's governing board passes a resolution agreeing to be bound by the same.

- B. <u>Additional Waivers</u>. The School shall be granted certain waivers from District policies upon approval of the Board of acceptable replacements.
- C. <u>Subsequent Waiver Requests</u>. The School may request additional waivers after the original request. Upon receipt of such request, District administrators shall have thirty (30) calendar days to review the request and, thereafter, shall present the matter before the District Board at its next regular meeting. The Board shall, unless otherwise agreed by the Parties, have thirty (30) calendar days to consider the matter prior to rendering a decision at a regular meeting. Waivers of District policies may be granted only to the extent permitted by state law. Waiver of District policies shall not be unreasonably withheld.
- D. <u>Revocation of Waivers</u>. For reasonable cause and after providing notice to the School, the District may revoke waivers previously granted.

SECTION SIX: SCHOOL ENROLLMENT AND DEMOGRAPHICS

- 6.1. **Student Grade Levels**. The School will serve students in grades K through 8. Should an expansion of the approved program to grades beyond the 8th grade be contemplated, the School shall seek Board approval of its expansion plan in accordance with whatever processes or requirements may be established by the District, which approval shall not be unreasonably withheld, conditioned, or delayed.
- 6.2. **Student Demographics**. The School shall abide by the provisions of the Colorado Charter Schools Act, C.R.S. §22-30.5-104(3). The School shall have and implement a recruitment and enrollment plan that ensures that it is open to any child who resides within the District. The School shall make reasonable efforts to enroll a percentage of students that are eligible for free or reduced lunch programs consistent with District averages, considering the demographics of other public schools within a reasonable proximity to the School. The School shall consistently attempt to make reasonable progress toward this goal.
- 6.3. **Minimum Enrollment**. The District Board approves the School's enrollment procedures as articulated in the charter application. The School will have a waiting list when the planned capacity of its facilities is reached.
- 6.4. **Eligibility for Enrollment/Admissions**. Students shall be enrolled/considered for admission into the School without regard to race, color, creed, national origin, sex, sexual orientation, marital status, religion, ancestry, disability or need for special education services.
- 6.5. Enrollment Preferences, Selection Method, Timeline and Procedures. Enrollment preferences, selection method, and procedures are described in Attachment 8.

- 6.6. Admission Process and Procedures for Enrollment of Students with Disabilities or a Section 504 Plan. To ensure the needs of students with disabilities are met, the following procedures must be followed.
 - A. Following the application deadline and upon completing the lottery if appropriate, the School shall require that the student/District provide the most recent IEP or Section 504 Plan, if any.
 - B. Admission of applicants with an IEP or Section 504 Plan shall be in compliance with Federal and State Law and District requirements and procedures concerning the education of students with disabilities. Every student who is admitted with an IEP or Section 504 Plan from his/her previous school shall be placed directly in a program that meets the requirements of such IEP or Section 504 Plan unless and until a review staffing by the IEP Team or Plan review meeting is held and the IEP or Section 504 Plan is changed.
 - C. When an applicant has an IEP or Section 504 Plan, prior to the decision to admit or deny admission, a screening team consisting of the School Principal or designee, the School special education coordinator, and a District representative. at the request of the School, shall review the IEP or Section 504 Plan, and, if deemed appropriate, confer with staff at the student's previous school, and shall make a determination whether the services and space available at the School are sufficient to deliver the program required by the IEP or to provide the accommodations required in the Section 504 Plan. If the screening team cannot reach consensus, the District representative shall convene a complete IEP Team to make the final determination.
 - When a student who has intensive service needs as identified by an IEP Team D. applies for admission into the School, the School Principal shall convene an IEP Team meeting, which shall include a District representative. The student's application for admission is contingent upon the determination by the IEP Team that the student can receive a free appropriate public education in the least restrictive environment at the charter school in its existing programs with or without reasonable modifications. If the determination is that Free Appropriate Public Education ("FAPE") is not available, the student's application for admission shall be denied and the student's current placement shall remain as determined by the prior IEP Team meeting, unless changed at the School's IEP Team meeting. Representatives from the student's prior school shall be invited to participate in the IEP Team meeting at the School. Additionally, an application for attendance at the School may be denied for a student seeking placement in the School in the same manner and for the same reasons as such application may be denied for a student without disabilities.

- 6.7. **Participation in Other District Programs**. No student may be jointly enrolled in the School and another District school or program without the written permission of the District and the School. Such written permission shall include the manner in which the costs of instruction shall be divided between the School and the District. Payment by the School to the District, if any, pursuant to any such agreement shall be deemed payment for a purchased service under the Charter Schools Act.
- 6.8. **Non-Resident Admissions.** Subject to its enrollment guidelines, the School shall be open to any child who resides in the District and to any child who resides outside the District, subject to compliance with applicable Colorado public schools of choice statutes, Board policy, and this Contract. If the School has more applicants than it has space, preference shall be given to those students who reside within the District, and then to students who are new to the District, subject to its overall enrollment guidelines. Once accepted for enrollment, a non-District resident may reenroll for subsequent school years until completing his or her schooling at the School, through the highest grade served by the School, absent expulsion, court ordered placement, IEP placement, transfer, withdrawal, or gradation.
- 6.9. **Extracurricular Activities**. Subject to the provisions of C.R.S. § 22-32-116.5 and this Contract, the School's students may participate in nonacademic activities at other schools in the School District provided that the prerequisites for participation are met and there is space available in the desired activity or program. Where such participation requires payment of a fee, the School or the student shall be responsible for payment of the fee consistent with the policies and practices of the School. The School students shall not be eligible for enrollment in academic courses at other schools on a part-time basis.
- 6.10. **Student Movement after October 1**. After October 1, any movement of students between the School and any other school, including a school serving the student's resident address that is not operated pursuant to a charter school contract, is subject to an agreement between the School and the superintendent of such school or such superintendent's designee. The School agrees to use the standard applicable administrative transfer process for such students. Requests for transfer from the School to a school serving the student's resident address shall not be unreasonably denied. Notwithstanding anything else herein, the School retains discretion to create and implement its own enrollment policies, consistent with Colorado and federal law. *See* C.R.S. § 22-30.5-104(3) & 7(a).
- 6.11. **Expulsion and Denial of Admission**. The authority to hold expulsion hearings shall remain with the District Board of Education. However, the charter board, or its designee shall make findings of fact and recommendations to the District Chief Education Officer and a decision to expel a student from the District may be appealed to the District Board. Any decision to expel a charter school student by the District Board shall specify which District school(s) the student is expelled from attending and which schools, if any, the student may attend as an alternative. Any general education services required by law to be provided to suspended or expelled students shall be the sole responsibility of the

- District. All costs for truancy shall be paid for by the School. The School may deny admission to a student pursuant to 22-33-106, C.R.S.
- 6.12. Attendance. School students' attendance shall be in compliance with Colorado's compulsory attendance laws, including but not limited to the required number of instructional hours and the distinction made between excused and unexcused absences. The School agrees to pay the actual costs incurred by the District in enforcing the attendance provisions of Colorado's compulsory attendance laws with respect to the School's students.
- 6.13. **Continuing Enrollment**. Students who enroll in the School shall remain enrolled in the School through the eighth grade, absent expulsion, graduation, court ordered placement, or IEP placement. Students wishing to transfer from the School to another school in the District may do so only through the District's within-District transfer procedures.
- 6.14. **Volunteer Requirements**. Any requirement that parents commit a number of volunteer hours shall be subject to a waiver process that considers individual family circumstances. The School shall not condition the enrollment of any student on the commitment of the student's parents to provide any number of volunteer hours or on otherwise donating volunteer hours to the School.

SECTION SEVEN: EDUCATIONAL PROGRAM

- 7.1. **Vision**. Our vision is to be a community that actively cultivates character in a challenging and engaging learning environment.
- 7.2. **Mission**. Pikes Peak School of Expeditionary Learning's mission is to develop motivated, independently thinking individuals who demonstrate strong character, academic achievement, social confidence and service to the community by utilizing the Expeditionary Learning Model.
- 7.3. **School Goals and Objectives**. As noted in the Application, the School desires to increase individual student achievement in Literacy by ensuring an alignment of curriculum and standards, instruction, and student assessment.
 - A. <u>Student Performance</u>. If the School fails to maintain a rating of Performance on the Colorado School Performance Framework, it will be required to submit a corrective action plan to the District. Two (2) consecutive years of ratings below Improvement will entitle the District to pursue non-renewal and/or revocation of the charter contract.
- 7.4. **Educational Program Characteristics**. Based upon the mission, as described in Section 7.2, the School's educational philosophy is based upon the premise that children learn best through personal, direct experience. The School's educational philosophy additionally promotes rigorous educational goals and utilizes effective and innovative teaching techniques based upon the EL Education model, as more thoroughly described in the Application. Students acquire knowledge and skills primarily through learning expeditions that cut across and make

connections among disciplines. Students work individually, in small groups, and as a member of a "crew" or class. Instruction is individualized, with the focus on meeting the needs of every crew.

- 7.5. GED and On-line Programs. The School's educational program as contained in the Application and reviewed by the District does not include a GED program or online program; accordingly, the School is prohibited from offering such GED or online programs, without permission of the District.
- 7.6. Curriculum, Instructional Program, and Pupil Performance Standards. The School shall have the authority and responsibility for designing and implementing its educational program, subject to the conditions of this Contract. The educational program, pupil performance standards and curriculum designed and implemented by the School shall meet or exceed any content standards adopted by the District, shall be designed to enable each pupil to achieve such standards, and shall be consistent with the School's vision and mission.
- 7.7. **English Language Learners**. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall follow the District's procedures of identifying, assessing and exiting English language learners.
- 7.8. **Indigent Students**. The School shall waive all applicable fees for indigent students (meaning students who qualify for free lunch under the federal guidelines) in accordance with School District policy/regulations, unless waived, and applicable federal and state law. The School shall survey its student population for eligibility for free and reduced lunches under federal guidelines in accordance with State Board of Education regulations. On all fee lists and schedules, the School shall include notification of the policy of waiver of fees for indigent students. the School shall comply with all state and federal requirements regarding the provision of services to students eligible for free and reduced lunches if and when the School offers food service.
- 7.9. **Gifted and Talented Students**. The parties agree that the School's curriculum offers the potential of meeting the needs of students identified as gifted and talented. The District agrees to flow through to the School, on a per pupil basis, any state or federal funds received and granted to support such a program for those the School students who are properly identified and qualified using District criteria or criteria that have been approved by the District's Board of Education.

7.10. Education of Students with Disabilities.

A. The District shall provide special education support services to students at the School, except that the School may hire its own special education teacher(s) subject to review of licensing by the Chief Education Officer. The School shall staff its special education program applying the same staffing formula used within

other District schools. Therefore, special education services at the School shall be commensurate with those provided at other District schools. The District shall assign other special education support staff as necessary to meet student needs. Support services shall include psychologists, social workers, nurses, physical therapists, occupational therapists, audiologists, speech therapists, staff development and administrative and office support. Support services do not include legal costs or special education instructional service costs.

- B. A description of the special education services to be provided by the District pursuant to Section 7.10.A above and their cost is provided in Attachment 6. District services for special education shall include, but not be limited to, the District being responsible for providing and paying the cost of defense of any and all charges, complaints, or investigations concerning special education by the Office of Civil Rights (OCR), the Department's Federal Complaints Officer, or IDEA due process proceedings. The District and the School agree that enrollment at the School is a choice and as such students with disabilities are generally not eligible for transportation services. Should transportation be required for a student with disabilities, it shall be the responsibility of the District.
- C. The School agrees to comply with all Board policies and regulations and the requirements of state and federal laws and regulations concerning the education of students with disabilities, and shall provide for the attendance of any School employees who should be present at any meetings at which IEPs are developed or modified. If the School and the District disagree as to the correct interpretation or application of a statute or regulation concerning the education of students with disabilities, the District's position shall control.
- D. The School shall direct the development and/or modification of any IEP for special education students of the School and may request the District's assistance. The District's Executive Director of Exceptional Student Services, or designee, shall maintain the same administrative responsibilities and authority in the School as in all other District special education programs and services. The School shall use District special education forms and procedures and shall document compliance with the requirements of state and federal law, including procedural due process. The District shall respect the School's curriculum, instructional program, and mission in the development of IEPs for students enrolled in the School.
- E. The School's special education teachers are not required to attend, but shall nonetheless be invited to participate in relevant staff meetings, professional development, and trainings sponsored by the District.
- F. The District or the School may identify from time to time changes to the educational program of the School that (1) are reasonably necessary to comply with applicable law for educating students with disabilities, or (2) provide cost savings or other benefits in connection with educating students with disabilities.

- After good faith discussion of these changes with the School, the District shall have the right to require such changes necessary to comply with law, and shall have the right to request other changes on behalf of students with disabilities.
- G. Special education programs and services shall be available to each student as part of the regular school day in accordance with the least restrictive environment mandate of state and federal law.

SECTION EIGHT: FINANCIAL MATTERS

8.1. **Revenues/Funding**.

- Α. District Per Pupil Revenue Funding. During the term of this Contract, the parties agree that the School District shall provide funding to the School in the amount of one hundred percent (100%) of the School District per pupil revenues ("PPR"), as defined by C.R.S. § 22-30.5-112(2)(a.5)(II), for each funded FTE pupil enrolled at the School. The District, however, shall retain the actual amount of the School's per pupil share of the central administrative overhead costs for services actually provided to the School; except that such amount shall not exceed five (5%) of the District's PPR for each funded FTE pupil enrolled at the School. The District may also withhold the per pupil costs of services purchased by the School from the District, to include funds to cover the School's obligation to offset SPED LEA costs and potential risk associated with potential students with "severe" needs, as defined by the District. The term "funded FTE pupil," as used in this Section, shall be deemed to mean a full-time equivalent student enrolled as of the counting dates or periods set forth in the Public School Finance Act of 1994, C.R.S. §§ 22-54-101 et seq., or corresponding provisions in any successor acts, and State Board of Education regulations. Children enrolled in the preschool program shall not be counted in any student count. The funds withheld by the District to cover the actual costs of central administrative overhead, services purchased under this Contract, and any actual direct costs as negotiated between the parties prior to the beginning of each fiscal year under this Contract shall be subject to an itemized accounting and presented to the School within ninety (90) days after the end of the fiscal year and shall be reconciled to actual costs for services actually provided within ninety (90) days after the end of the fiscal year as required by C.R.S. § 22-30.5-112(2)(a.4). If the actual costs of central administration overhead, direct costs, and the costs of services directly purchased by the School are less than the funds withheld, the difference between the amount initially charged to the School and the actual cost shall be paid to the School. Conversely, if the amount withheld is less than the actual costs, the difference shall be repaid to the District on a per pupil basis by withholding over the remainder of the budget year.
- B. <u>Financial Adjustments</u>. Any CDE audits of district pupil counts and per pupil revenue that impact the funding received by the School shall be reflected as an adjustment to subsequent payments from the District to the School, spread out

- over the remaining months in the school year, rather than as a "lump sum" in any one month's distribution.
- C. <u>Mill Levy Funds and Capital Expenditures</u>. The District shall pay to the School its proportionate share of the Mill Levy Override Funds for which it is eligible. The School agrees to use such funds in accordance with District guidelines. Funds shall be made available to the School on the same schedule that they are made available to other District schools.

The School shall re-evaluate its long-term facility needs on or before April 1 of each year in connection with the development of its proposed annual budget. Requests by the School to fund necessary capital construction projects through ballot questions for approval of bonded indebtedness and/or a special mill levy shall be submitted in writing with a capital construction plan as specified in C.R.S. §22-30.5-404(3) and other supporting documentation to the School District's designee as far in advance of the November election date as possible, and such requests shall be considered and action thereon shall be taken in accordance with governing law. As provided in the Charter Schools Act, funding to the School under this Contract shall be reduced by the amount of any direct payments of principal and interest due on any bonds which may be issued on behalf of the School by a governmental entity other than the School District for the purpose of financing capital construction that were made by the State Treasurer or the School District on behalf of the School. Payment of principal and interest due on any bonds or notes which may be issued on behalf of the School by a non-governmental entity will be the responsibility of the School as established by the financing documents, as appropriate.

- D. Federal Categorical Aid. Each year the District shall provide to the School the School's proportionate share of applicable federal Elementary and Secondary Education Act (ESEA) funding (e.g., Titles I through V) received by the District for which the School is eligible and/or proportionate share of services pursued in a coordinated and collaborative manner generally to maximize effectiveness through greater scale. When fund distributions are the chosen option, Schools are eligible for such funds upon approval of their plans for such funds either by the District or CDE as required. Funds shall be distributed on a documented expenditure reimbursement basis on a monthly interval as long as the School provides the District with the required documentation.
- E. <u>State Categorical Aid</u>. On or before January 15 of each school year, the District shall provide to the School the School's proportionate share of applicable state categorical aid (*e.g.*, English Language Proficiency, Gifted and Talented, capital construction funds, or transportation funding) received by the District for which the School is eligible and/or proportionate share of services pursued in a coordinated and collaborative manner generally to maximize effectiveness through greater scale. When fund distributions are the chosen option, Schools are

- eligible for such funds upon approval of their plans for such funds either by the District or CDE, as required.
- F. <u>Significant Changes to the Public School Finance Act</u>. The Parties agree that if the Public School Finance Act of 1994, C.R.S. § 22-54-101 et seq., is significantly changed, then the Parties will re-negotiate the financial portions of this Contract that are affected so that they align with the new public school finance law.
- G. Grant Funding. One hundred percent of any and all revenues from grants applied for and/or received by the School ("Grant Revenues") shall be retained by the School and no such financing shall be due or payable to the District, unless such Grant Revenues are explicitly awarded to the School and the District as joint grant applicants or to the District as the local education agency (LEA), or as otherwise set forth in the terms of the grant award.

8.2. **Disbursement of Per Pupil Revenue**.

- A. <u>Disbursement of Per Pupil Revenue</u>. Commencing on July 1 of each fiscal year of the Contract term, District per pupil revenue funding as described in Section 8.1A shall be dispersed to the School in monthly installments, subject, however, to annual appropriation and the District's receipt of funding. July through December funding shall be based on the School's enrollment projections submitted in accordance with Section 8.4. Funding for December and subsequent months of each fiscal year shall be adjusted in accordance with Section 8.2B. Funds shall be dispersed within five (5) days of being received by the District.
- B. Adjustment to Funding. The District's disbursement of funds shall be adjusted as follows: December 31 of each year, funding may be revised on the number of FTE pupils actually enrolled at the School as determined at the October 1 count and included in the official membership count, and to reflect any change in PPR, positive or negative, so that the overall funding for the year is equal to PPR provided for in the District and not otherwise deducted. Funding may also be adjusted for any services provided by the District under this Contract. In addition, to the extent that the District experiences any reduction or increase in state equalization support by a legislative rescission or other action, proportionate reductions or increases shall be made to the School's funding.
- 8.3. **Budget**. The School shall prepare and administer its budget in accordance with the laws and regulations governing charter school budgets and the state mandated chart of accounts. The School shall present its proposed budget to the District on or before April 15 of each year so that the District can review the School's proposed budget for the upcoming fiscal year in order that the amounts may be coordinated in conjunction with the School District's and the School's budget development and adoption process. Any significant changes in adjustments in the amounts withheld by the School District for special education, support and access to District-wide programs, central administrative

overhead costs, other direct purchases of services and agreed direct costs necessitated by changes in revenue and/or expenses shall be memorialized in writing. The School's provision of its proposed budget and any subsequent approved revisions shall be submitted to the District along with the Charter Board's resolution approving the budget or budget revision by June 30. A material violation of this provision may result in the District initiating remedies described in Section 3.2I.

- 8.4. **Enrollment Projections**. The School shall provide the District with its latest and best estimates of its anticipated enrollment for the next school year by April 15, along with any discussion or plans under consideration for any increase or decrease of enrollment greater than 10 percent (10%) of the official enrollment for the current school year. Enrollment data must include all students' District-run school of attendance. The Parties agree that the purpose of this Section is to provide information to allow the District to prepare its future budgets, and that any information provided under this Section shall not be used by the District for the purpose of restricting the School's enrollment or otherwise inhibiting the growth of the School.
- 8.5. **TABOR Reserve**. The School shall maintain its own TABOR reserve.
- 8.6. **Contracting**. The School shall not extend the faith and credit of the District to any third person or entity. The School acknowledges and agrees that it has no authority to enter into a Contract that would bind the District, and the School's authority to contract is limited by the same provisions of law that apply to the District. Unless otherwise agreed in writing by the District each contract or legal relationship entered into by the School shall include the following provisions:
 - A. The contractor acknowledges that the School is not an agent of the District, and accordingly contractor expressly releases the District from any and all liability under this agreement.
 - B. Any financial obligations of the School arising out of this agreement are subject to annual appropriation by its Board of Directors and the District.

8.7. Annual Audit and Trial Balance.

A. Annual Audit. The School will undergo an independent, outside governmental audit by a certified public accountant, chosen by the School's governing body, of its financial and administrative operations on an annual basis, in accordance with state and CDE rules and regulations. The results of the audit shall be provided to the School District in written form within the same statutory time limits required of the School District and shall be published and posted as required by law. The School will bear the costs of its independent audit. The School is aware of the interactive nature of its audit and that of the District and will ensure that its independent auditor cooperates with the District auditor in providing relevant information by October 1 so that both audits might be finalized by October 20. The District, in turn, will attempt to provide preliminary figures associated with

the annual itemized accountings for central administrative overhead costs, purchased services and agreed direct costs in advance of the ninety (90) day period from the end of the fiscal year as required by C.R.S. § 22-30.5-112(2)(a.4). In the event the School fails to provide the financial information to the District in the form and on the dates provided for in this Contract or as otherwise required by the state or federal government, the School District, after providing written notice to the School, may withhold up to ten percent (10%) of any monthly funding flow due the School until such time as the School complies with the financial reporting requirements.

- B. <u>Trial Balance</u>. The School shall transmit the final trial balance to the District using the CDE chart of accounts with the submission of the annual audit in accordance with the dates and procedures outlined above. The School shall transmit any preliminary trial balance reports provided to their auditors within 3 business days after they sent to their auditors.
- 8.8. **Quarterly Reporting**. The School shall prepare quarterly financial reports for the District in compliance with C.R.S. §22-45-102(1)(b) and post required reports pursuant to C.R.S. §22-44-301 *et seq*. Such reports, in addition to a detailed trial balance, shall be submitted to the District no later than twenty-five (25) days following the end of each quarter except that all fourth quarter and year end reports shall be submitted with the annual independent financial audit. The Parties covenant and agree to cooperate with one another and the officers and agents of each in order to provide such information and assistance as is reasonably necessary to meet all financial reporting deadlines.
- 8.9. **Non-commingling**. Except as may be permitted within the Collaborative pursuant to Colorado law, assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization.
- 8.10. Encumbrances and Borrowing. During the term of this Contract, the School shall not enter into any loans or encumbrances of assets unless such financing or encumbrance is fiscally and economically responsible and sound and is reasonably necessary, in the determination of the Charter Board, for the operation of the School.
- 8.11. **Loans**. No loans may be made by the School to any person or entity (other than an affiliated entity) for any purpose without District approval.
- 8.12. **Direct Costs/District Services**. The School shall be responsible for all costs associated with its operations, including the cost of contracting for goods and services. The School may purchase from the School District the services and materials specified in Attachment 6 at the costs as calculated in accordance with provisions of the Charter Schools Act. Costs shall be re-determined each subsequent year this Contract is in effect. Annually, when adopting its budgets, the School will commit to purchasing the services it selects from the School District for the entire budget year. If the School wishes to terminate a

contracted service during a budget year, it may do so only with mutual agreement with the District. Costs may be adjusted periodically by the School District based upon its then-current budget/forecast and reconciled to actual costs within ninety (90) days after the end of each fiscal year as required by C.R.S. §22-30.5-112(2)(a.4), and any difference between the amount initially charged to the School and the actual cost shall be paid to the owed party in a timely manner. If the School does not purchase optional services, it shall be responsible for performing those activities or services itself, in the manner required by law for other schools in the school district, unless otherwise waived. The parties acknowledge and agree that the provision of services, whether there are charges for such services, and the amount of charges for such services, may be negotiated at the end of each fiscal year for the immediately following fiscal year. The parties mutually recognize that the District is barred from withholding funding for direct costs unless the payment of such costs has been negotiated and memorialized in writing prior to the beginning of each fiscal year.

SECTION NINE: PERSONNEL

- 9.1. **Employee Matters**. The parties agree that teachers and other staff employed at the School are employees of the School or Collaborative (collectively, the "Employer"), and are not employees of the School District. The Employer will be solely responsible for selecting, supervising, disciplining, determining compensation for, and terminating its employees. No person employed by the Employer shall be considered an employee of the School District by virtue of such employment, and the School District shall have no liability or responsibility for such persons.
 - A. <u>Hiring of Personnel</u>. Personnel may be selected by the Employer, subject to compliance with all state and federal rules and regulations, including, without limitation, requirements concerning the recruitment of applicants and the use of background and criminal checks, unless a specific waiver is obtained from the State Board of Education or other proper authority. The Employer may terminate the employment of any personnel without cause and for any reason not prohibited by law.
 - B. <u>Employee Compensation, Evaluation and Discipline</u>. The Employer shall adopt its own written policies in compliance with federal and state law concerning the recruitment, promotion, discipline, and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures. Final administrative appeals in matters regarding employment and employee discipline shall be determined by the governing board of the Employer and not by the School District's Board. Nothing in this Section shall be construed to alter the at-will status of any employee of the Employer.

The School shall immediately notify the School District and other appropriate authorities, in accordance with state law, of discipline of employees at the School arising from misconduct or behavior that may have resulted in harm to students or

- others or that may have constituted violations of law or applicable School District policy/regulations.
- C. <u>Benefits</u>. The School is entitled to provide its own benefits to its employees.
- D. <u>PERA Membership</u>. Employees of the School shall be members of the Public Employees' Retirement Association and subject to its requirements. The School shall be responsible for the cost of the District's/Employer's respective share of its total payroll for PERA contributions as required by state law. If this amount changes in subsequent years, the School budget will be adjusted to reflect the change. The School further recognizes that under state law, only public employers assigned to the local government division may terminate their association with PERA, and that the District and the School are in the school division.
- E. <u>Employee Welfare, Safety, and Training</u>. Unless and until the School adopts its own set of written policies that are approved by the District, the School shall comply with all District policies concerning employee welfare, safety, and training. All policies shall comply with applicable federal and state laws, concerning employee welfare, safety, and health issues, including, without limitation, the requirements of federal for a drug-free work place, and statutorily required training concerning the Child Protection Act of 1987, C.R.S. § 19-3-301 *et seq.*
- F. <u>Employee Records</u>. Unless and until the School adopts its own set of written policies that are approved by the District, the School shall comply with all District policies concerning employee records. All policies must comply with all applicable federal and state laws, concerning the maintenance and disclosure of employee records, including, without limitation, the requirements of the Colorado Public Records Law, C.R.S. § 24-72-201 *et seq*.
- G. <u>Employee Conflicts of Interest</u>. All employees at the School shall comply with applicable state law and the District's policy and regulation, or the School replacement policy approved by the District, concerning employee actual and potential conflicts of interest.
- 9.2. **Instructional Providers**. The Employer shall employ or otherwise utilize in instructional positions only those individuals who are qualified in accordance with applicable state and federal laws, rules and regulations (unless waived), including the federal Elementary and Secondary Education Act, as amended or its equivalent.
- 9.3. **Background Checks, Fingerprinting**. The School shall establish and implement procedures for conducting background checks (including a check for a criminal record) of all employees to the extent required by applicable laws, rules and regulations.

SECTION TEN: SERVICE CONTRACTS WITH THE DISTRICT

- 10.1. Direct Costs. The School and the District agree to negotiate payment to the District of the School's share of the direct costs incurred by the District for charter schools pursuant to C.R.S. § 22-30.5-112(2)(a.9) and (b.5). Such negotiations shall be concluded by June 15 of the year preceding that to which the costs apply.
- 10.2. Direct Services. Except as is set forth in Attachment 6, which provides for the purchase of special education services being purchased by the School from the District, and any subsequent written agreement between the School and the District, or as may be required by the law, the School shall not be entitled to the use of or access to District services, supplies, or facilities. Such agreements by the District to provide services or support to the School shall be negotiated annually and subject to all terms and conditions of this Contract, except as may be otherwise agreed in writing.

SECTION ELEVEN: FACILITIES

- 11.1. **School Facilities.** The School shall be responsible for the construction, renovation and maintenance of any facilities owned or leased by it, although any leased facilities shall be subject to the agreement between the School and any appropriate third party as to renovation and maintenance arrangements. If the Board of Education of District 49 declares space in a district facility to be surplus, then the School may request access to conduct operations in that space. Absent a surplus declaration, the District and the School may enter into a lease agreement for available district space and equipment.
- 11.2. **Use of District Facilities.** The School may not use District facilities for activities and events without prior written consent from the District.
- 11.3. **Impracticability of Use.** If use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct/renovate or upgrade a facility cannot be secured, the District shall not be obligated to provide an alternative facility for use by the School to operate. However, should such impracticability occur, the District will look favorably toward allowing the School the use of under-utilized District facilities until the impracticability condition is corrected.

SECTION TWELVE: CHARTER RENEWAL, REVOCATION AND SCHOOL-INITIATED CLOSURE

12.1. **Renewal Process.** The School shall submit its renewal application during the 2021-2022 school year in accordance with then-current District procedures and process. The District Board of Education shall act on the renewal application by resolution no later than February 1, 2022, unless the term of this Contract has been previously extended by Board action. Before the District Board acts, it shall allow a public hearing wherein the School shall have the opportunity to address the Board about its renewal request. If the Board of Education decides to not renew the Contract, it shall detail the reasons in its resolution.

- 12.2. **Renewal Application Contents.** In addition to contents required by law, the renewal application may include comments and additional information provided by the School about its progress toward meeting the District's accreditation indicators. The format of the renewal application shall be provided to the School by the District prior to September 1 of the year in which the application is due.
- 12.3. **Criteria for Renewal or Non-renewal and Revocation**. The District may terminate, revoke or deny renewal of the Contract for any of the grounds provided by state law, C.R.S. §22-30.5-110(3), as they exist now or may be amended, or material breach of this Contract. Grounds for termination, revocation, or denial also include, but are not limited, to the following:
 - A. Pursuant to C.R.S. §22-11-210(1)(d), the School is accredited with a priority improvement plan or turnaround plan for a combined total of five (5) consecutive years or any lesser number of years established by the State Board of Education after which closure or restructuring is required.
 - B. The School is accredited with a turnaround plan and does not attain a higher accreditation rating at its next performance review in accordance with C.R.S. §22-11-406(3).
- 12.4. **Termination and Appeal Procedures.** The District shall provide the School written notice of the grounds for termination and the date of the termination hearing before the District Board. Prior to providing this notice, the District shall, to the extent practicable, send the School a notice of concern and a notice of breach, the content of which are described in Section 3.2.I. Termination shall not take effect until the School has exhausted its opportunity to appeal such decision to the State Board of Education. The District may impose other appropriate remedies for breach of this Contract, including, without limitation, revocation of waivers and withholding of funds, as specified herein.
- 12.5. **School-initiated Closure.** Should the School choose to terminate this Contract before the end of the Contract term, it may do so in consultation with the District at the close of any school year and upon written notice to the District given at least ninety (90) days before the end of the school year. Notice would ideally be given by January 1 to allow families to take advantage of district choice enrollment dates.
- 12.6. **Dissolution.** In the event the School should cease operations for whatever reason, including the non-renewal or revocation of this Contract, the School agrees to continue to operate its educational program until the end of the school year or another mutually agreed upon date. The District shall supervise and have authority to conduct the winding up of the business and affairs for the School, provided, however, that in doing so, the District does not assume any liability incurred by the School beyond the funds allocated to it by the District under this Contract and state law. Should the School cease operations for whatever reason, the District maintains the right to continue the School's operations as a District facility until the end of the school year, without acquiring any equity interest

in the facilities if such facilities are held by another nonprofit entity, under lease to the School. The District's authority hereunder shall include, but not be limited to:

- A. The return and/or disposition of any assets acquired by donation or purchase by the School during the time of its existence, subject to the limitations of Section 12.7 below, and,
- B. Reassignment of students to different schools within the District. School personnel and the School's Board of Directors shall cooperate fully with the winding up of the affairs of the School including convening meetings with the parents at the District's request and counseling with students to facilitate appropriate reassignment.
- 12.7. **Return of Property.** In the event of termination or dissolution, all property owned by the School that was purchased in whole or in part with funding provided by the District, including, but not limited to, real property, shall be returned to and shall remain the property of the District. Notwithstanding the foregoing, the District shall not have the right to retain property owned, or held in the name of any other entity related to the School that specifically does not belong to the School. All non-consumable grants, gifts and donations of assets purchased from these revenue sources shall be considered the property of the School unless otherwise identified by the donor in writing. Assets purchased exclusively with tuition paid by parents for a preschool program operated by or in conjunction with the School shall not be subject to this paragraph. Assets not purchased with public funding provided by the District may be donated to another mutually agreeable not-for-profit organization.

SECTION THIRTEEN: GENERAL PROVISIONS

- 13.1. **Order of Precedence.** In the event of any conflict among the organic documents and practices defining this relationship, it is agreed that the Contract shall take precedence over policies of either Party and the Application, applicable policies of the District Board of Education that have not been waived shall take precedence over policies and practices of the School and the Application, and policies of the School or mutually-acceptable practices developed during the term of the Charter Contract shall take precedence over the Application.
- 13.2. **Amendments.** No amendment of the Contract shall be valid unless ratified in writing by the District Board and the School's Board of Directors and executed by authorized representatives of the Parties.
- 13.3. **Merger.** This Contract contains all terms, conditions, and understandings of the Parties relating to its subject matter. All prior representations, understandings and discussions are merged herein and are superseded by this Contract.
- 13.4. **Non-assignment.** Neither Party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the Party under this Contract unless the other

- Party agrees in writing to any such assignment. Such consent shall not be unreasonably withheld, conditioned or delayed.
- 13.5. **Governing Law and Enforceability.** This Contract shall be governed and construed according to the Constitution and laws of the State of Colorado and applicable federal laws of the United States. If any provision of this Contract or any application of the Contract to the School is found contrary to law, such provision or application shall have effect only to the extent permitted by law. Either Party may revoke this Contract if a material provision is declared unlawful or unenforceable by any court of competent jurisdiction or the parties do not successfully negotiate a replacement provision. The Parties agree, upon the request of either, to meet and discuss in good faith any material changes in law that may significantly impact their relationship.
- 13.6. **No Third-party Beneficiary.** The enforcement of the terms and conditions of this Contract, and all rights of action relating to such enforcement, shall be strictly reserved to the School District and the School. Nothing contained in this Contract shall give or allow any claim or right of action whatsoever by any other or third person. It is the express intent of the Parties to this Contract that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only.
- 13.7. **No Waiver.** The Parties agree that no assent, express or implied, to any breach by either of them of any one or more of the covenants and agreements expressed herein shall be deemed or be taken to constitute a waiver of any succeeding or other breach.
- 13.8. **Notice.** Any notice required or permitted under this Contract shall be in writing and shall be effective upon personal delivery (subject to verification of service or acknowledgement of receipt) or three (3) days after mailing when sent by certified mail, postage prepaid, to 11925 Antlers Ridge Dr., Falcon, CO 80831, Attn: Principal, in the case of notice being sent to the School, or to the District's Administrative Offices, 10850 East Woodmen Road, Falcon, CO 80831, Attn: Chief Business Officer, in the case of notice being sent to the School District. Either Party may change the address for notice by giving written notice to the other Party.
- 13.9. **Severability.** If any provision of this Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in full force and effect, unless otherwise terminated by one or both Parties in accordance with the terms contained herein.
- 13.10. **Interpretation.** In the event of any disagreement or conflict concerning the interpretation or enforcement of this Contract, the Application, and School District policies, regulations, procedures or other requirements, other than those for which waivers have been granted, it is agreed that the provisions of this Contract and School District policies/regulations shall control over the Application, and that compliance by the School shall be required and measured in the same manner as may be applied and expected by the District of otherwise comparable charter schools within the District.

[Signature Page Follows]

IN WITNESS WHEREOF, the Parties have executed this Contract as of the date first above written.

Pikes Peak School of Expeditionary Learning

	By
	President, Board of Directors
ATTEST:	
	_
Secretary, Board of Directors	
FALCON SCHOOL DISTRICT NO	. 49
	By:
	President, Board of Education
ATTEST:	
Secretary, Board of Education	
Approved as to form:	Approved as to form:
School District Attorney	Charter School Attorney



BOARD OF EDUCATION AGENDA ITEM 7.06a

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Kayla Martinez, Kids' Corner Manager
	Sean Dorsey, Sand Creek Zone Leader
TITLE OF AGENDA ITEM:	Proposed New Job Descriptions for Kids' Corner
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In 2014 the Sand Creek Zone piloted the Kids' Corner Before and After School Program as a district run school age child care program, with much success The POWER and Falcon Zones have decided to not renew their contract with a third party vendor and instead expand the Kids' Corner program into the three elementary schools in each zone. Currently, a single manager runs the program with seven team members and roughly 90-100 students in attendance on average daily. As of June 1, 2017 there will be two additional summer programs and in the coming school year there will be a total of nine locations. Total staffing needs is expected to grow to roughly 24 staff members in the coming 2017-2018 school year.

Proposed is a new job description for an Assistant Manager to assist in managing the program on a day to day basis, as well as continue building the program into a solid community asset. With this increase, the Job Description for Manager has been updated as well and moved to a higher salary to compensate for the added responsibilities and authority.

RATIONALE: Adding an Assistant Manager and revising the Manager position will be crucial in maintaining program quality for all stakeholders.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring—How we treat each other	Kids' Corner is dedicated to maintaining the highest quality of staff members; observation, quality feedback, coaching, and purposeful professional development are key. Having an Assistant Manager and upgrading the Manager position will help maintain the quality which we currently have in Kids' Corner.
	Outer Ring—How we treat our work	Adding an Assistant Manager to the Kids' Corner program will help the ability for the current Manger to maintain the highest quality of work.
V	Rock #1—Establish enduring trust throughout our community	With current enrollment one manager is able to answer family needs and questions in a timely manner, by adding an Assistant Manager the ability to maintain high quality customer service to our families and perspective families will be continued in the expansion.
Strateg	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust portfolio of distinct and exceptional schools	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	



BOE Regular Meeting May 11, 2017 Items 7.06a continued

Rock #5— Customize our educational systems to
nch each student toward success

FUNDING REQUIRED: As with all of our positions, this position will be solely funded by tuition.

AMOUNT BUDGETED: N/A

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

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** April 28, 2017



BEFORE AND AFTER SCHOOL PROGRAM MANAGER

Job Title:	Before and After School Program Manager	Related Organization Chart
Initial:		
Revised:	May 11, 2017	Zone Leader
Work Year:	<u>\$261</u> 261	
Office:	Education	Before and After
Department:	Before and After School ProgramCare	School Program Manager
Reports To:	Innovation Zone Leaders	
FLSA Status:	Exempt	
Pay Range:	Professional Technical Range <u>3</u> 4	

SUMMARY: The Before and After School Program Manager Responsible for Proactive front line management role for Before and After School Program in Falcon School District 49. The manager effectively leads, operates and manages all aspects of the Kid's Corner Before and After School Program to include, to include:

- Quality programming
- Operational compliance
- Customer/client acquisition and retention
 - Managing people
- Providing program observations, feedback and coaching
- Financial management
- Providing direction and guidance to all staff members

The Before and After School Manager actively leads teaching staff in the execution of the program goals and initiatives. The manager ensures effective site operations through proactive practices and by following Falcon School District 49 policies and procedures. The manager is directly accountable for operational aspects of a group of sites which includes: ensuring quality care and education for children; achievement of financial targets; applying rigorous, proactive cost controls; incorporating active continuous improvement of quality of operations; demonstrating results in employee development and contribution; delivering excellent customer service by conducting instructor observations and providing prompt feedback; developing and retaining business; keeping accurate records of student attendance and program results; and ensuring legal compliance.

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.

- Earns and sustains the public's trust through honest, truthful, and responsible conduct, transactions, partnerships and relationships.
- The Before and After School Manager a Actively leads teaching staff in the execution of the program goals and initiatives.
- The manager eEnsures effective site operations through proactive practices and by following Falcon School District 49 district policies and procedures.
- Provides orientation and training for all site staff to ensure staff comply with all: applicable federal and state laws; company policies and procedures; proper implementation of company approved curriculum; and licensing requirements when necessary.
- Ensures Site Leaders develop and maintain a system for promoting continuous quality improvement in programming and services.
- Builds and implements a training and a professional development plan that promotes learning, skill development, and advancement for self and Kid's Corner staff.
- Anticipates staffing needs and prepares staffing schedule to ensure that state regulations are met at all times.
 Recruits, interviews, hires, and trains qualified employees and provides appropriate counseling as required.
- Evaluates and documents staff job performance.
- Complies with all Falcon School District 49 department procedures.
- Tracks all monetary transactions with clients and ensures that all related record keeping requirements are met. Enforces company tuition requirements and appropriately imposes policy regarding non-payment of tuition
- Ensures each site program is in compliance with State of Colorado School Age Child Care Regulations.
- Communicates with zone and other district leaders in regard to the program operations and functioning-
- Facilitates meetings, workshops, seminars, etc. (e.g. financial procedures, regulatory requirements, community or outside agencies, interdepartmental needs, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a district representative.

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- Complies with Falcon School District 49 contract and state regulations regarding the care of children. Keeps supervisor informed of all necessary information regarding the care and safety of children.
- Maintains positive communication with parents/clients. Recognizes parent/client concerns, evaluates course of action and responds professionally to the needs of the parents/clients.
- Executes, maintains and is accountable for achieving results relative to client management plans, as directed by supervisor. Maintains a high degree of customer service, strengthening partnerships with teachers, educational specialists, school/district administrators, and parent/teacher organizations, resulting with goals being met.
- Achieves financial results. Maintains and has knowledge of Performs budget analysis, expense reviews, P&L analysis, and general ledger reconciliations. Makes necessary changes by flexing personnel and variable cost expenses to the revenue generation.
- Actively partners with school personnel, zone leaders, and principals to create marketing strategies that maximize utilization and enrollment.
- Responds to all enrollment inquiries: . Is able to provides facility tours and give detailed information about the company philosophy, programs and procedures.
- Consistently grows the business with new enrollment per location and retention.

- Visits each program at least twice per month to teach and manage quality programming. Provides necessary feedback to site staff and helps devise site action plans when necessary.
- Attends and participates in a variety of meetings (district, local community, local and state child care licensing) for the purpose of conveying and gathering information regarding a wide variety of subjects required to carry out their administrative responsibilities, program growth and quality, and professional development.
- Researches a variety of topics (e.g. grants, community service organizations, etc.) for the purpose of being knowledgeable on trends and changes and/or making recommendations.
- Stays apprised of all licensing regulations changes to ensure compliance.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- Supervises Will oversee site staff at various locations. Evaluates and documents staff job performance. Provides Evaluation of staff in collaboration with Zone Leader/Zone Superintendent to be performed one time per year at a minimum. cCoaching and strength building towithin Kid's Corner staff to be done on an ongoing basis.
- Recruits, interviews, hires, and trains qualified employees and provides appropriate counseling as required.
- Provides orientation and training for all site staff to ensure staff comply with all: applicable federal and state laws; district policies and procedures; proper implementation of approved curriculum; and licensing requirements when necessary.
- Will eEnsures all staff receive members have at least the minimum amount of professional development/on going education hours required by Colorado State Licensing.
- Recruits, interviews, hires, and trains qualified employees and provides appropriate counseling as required.
- Evaluates and documents staff job performance.

Budget Responsibility:

• This position does not have Manages Before and After School budget: 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:

- Required State Licensing requirements for a Program Director. High school diploma or equivalent required
- Perferred Four (4) year college degree with a major such as recreation, education with a specialty in art, elementary or early childhood education, or a subject in the human service field.

Experience:

- Experience working within a childcare, daycare of or education setting:
- Preferred experience in business management and customer service-

Knowledge Skills & Abilities:

- Must be qualified by demonstrated knowledge, training and experience to fulfill the responsibilities of the program. This will include but not be limited to: Ooutstanding interpersonal skillsand, customer service skills
- and eExtensive knowledge of financial management skills.

- Working knowledge of SKILLS required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job, to include: operating standard office equipment including utilizing-pertinent software applications
- Ability to ; planning and manageing projects and programs
- ; overseeing program financial activities; Ability to develop and maintaining effective working relationships ; preparing and maintaining accurate financial activities; preparing and maintaining accurate records; administering personnel policies and procedure; and coordinating with other agencies.
- Ability to perform KNOWLEDGE—is required to perform bbasic math; read technical information, compose a variety of documents, and/or facilitate group discussions and analyze situations to define issues and draw conclusions.
- Specific knowledge-based competencies required to satisfactorily perform the functions of the job include:

 Knowledge of pertinent laws, codes, policies, and/or regulations; personnel processes; standard business practices; teaching strategies; working with families and stages of child development.

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Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Driver license with specific endorsements, if needed, for van and/or short bus driving.
- Must be CPR, CPI and First Aid Certified or obtain within 30 days of hire. Valid auto insurance

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:

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. The district may make reasonable accommodations to enable individuals with disabilities to perform the essential functions.

Must be capable of bending, crouching or kneeling at children's level. Must be able to lift children weighing up to 50 (fifty) pounds. Must be able to reach at and above shoulder height. Must be capable of frequent changes of positions throughout work shift. Must be able to walk with children and play sitting and outdoor games with children. Must be willing to drive a van or short bus if needed during summer and school breaks.

Work Environment: (Select the appropriate description and delete the other)

- Must be able to travel to each location in personal vehicle. Noise level at various sites may be moderate to noisy at times.
- Must be able to sit for long periods of time or stand for periods at a time
- Must be able to give direction to all site staff and act in a lead role
- Noise level at various sites may be moderate to noisy at times

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.



BOARD OF EDUCATION AGENDA ITEM 7.06b

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Nancy L. Lemmond, PhD – Executive Director of
	Individualized Education
TITLE OF AGENDA ITEM:	Gifted Education (GE) Specialist
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: A current job description, D49 Pathways Data Technician, has responsibilities for Concurrent Enrollment (CE), management of College in Colorado (CIC) for iCAP milestones, and GE support. This new job description removes GE support from the D49 Pathways Data Technician job description and creates a position strictly focused on GE.

RATIONALE: Due to resignation of the current D49 Pathways Data Technician and growth in GE enrollment, it is a good time to split the position. This also eliminates the conflict of "dual supervisors" – a practice that is not encouraged by the Director of HR and allows intentional hiring of personnel.

RELEVANT DATA AND EXPECTED OUTCOMES: With a split of the position, it is expected that GE Coordinator will be able to recruit and retain an individual who has a passion for GE.

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

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	Continued focus on how to best serve our students and families
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
7	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Strategy	Rock #3— Grow a robust portfolio of distinct and exceptional schools	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	Acknowledge the growth of our GE population with improved support and attention.

FUNDING REQUIRED: N/A – the current D49 Pathways Data Technician is being split.

AMOUNT BUDGETED: No Change (ESP Range 17)

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion at the previous work session, I move to approve the job description in item 7.06b as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** April 28, 2017



GIFTED EDUCATION (GE) SPECIALIST

Job Title:	Gifted Education (GE) Specialist	Related Organization Chart
Initial:	May 11, 2017	Gifted
Revised:		Education Coordinator
Work Year:	220 days	Coordinator
Office:	Individualized Education	
Department:	Gifted Education	Gifted Education
Reports To:	Gifted Education Coordinator	Specialist
FLSA Status:	Non-Exempt	
Pay Range:	Education Support Personnel Range 17	

SUMMARY: Under the direction and guidance of the Gifted Education (GE) Coordinator, the Gifted Education (GE) Specialist is responsible for assistance to instructional staff, students, families, and other stakeholders with supporting the GE program within the schools, district, and state.

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.

- Member of the GE identification team.
- Maintain all GE records to standards set forth by the Colorado Department of Education and D49.
- Maintain personal knowledge and understanding of rules regarding GE identification, Advanced Learning Plan (ALP), state reporting, and other foundations required by the position's responsibilities.
- Interpret and disaggregate results from state assessments.
- Create skeletal ALPs for identified students.
- Assist schools in completion of ALPs as needed.
- Assist with planning and co-facilitation of enrichment activities.
- Certified administer of gifted testing to include CogAT, TOMAGS, KBIT2, NNAT, TERA, TEMA.
- Train staff on CogAT administration.
- Member of the Early Access testing and identification team.
- Attend trainings, conferences, work sessions, and other opportunities as requested.
- 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:

- High School Diploma or equivalent
- Associate or Bachelor's degree preferred
- Endorsement in Gifted Education desired

Experience:

• 2-5 years involved with school or district gifted education is desired

Knowledge Skills & Abilities:

- Understanding of gifted/talented identification including process, assessments, results, and criteria
- Note-taking skills
- Basic knowledge of gifted/talented education terminology
- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- Ability to read and understand construction drawings, and specifications
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to work as a member of a high performing team
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to maintain excellent attendance
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- CPR and First Aid certifications preferred at hire
- Certification in scoring and interpretation of assessments used for gifted identification preferred

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 regularly required to sit. The employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.

Work Environment:

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

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.



BOARD OF EDUCATION AGENDA ITEM 7.06c

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Mary Perez / Peter Hilts
TITLE OF AGENDA ITEM:	Revised Job Description – 49 Pathways Specialist
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: For the last two years, program administrative support has been a shared position between the Gifted Education Program, ICAP technical support, and Concurrent Enrollment. Support needs now exceed capacity for one person. This position will directly support the Director of Concurrent Enrollment with the coordination of semester reconciliations with PPCC, college course final grades and transcripting, tuition repayment fees and parent notifications, tracking of graduate tuition for D49 Concurrent Enrollment adjuncts, college texts and other associated program costs, coordinating events with IHE partners, archiving semester records for CDE audit and compliance, developing CE planning calendars to support all D49 high schools, and other duties.

RATIONALE: As the Gifted Education and Concurrent Enrollment program grow and support needs expand, there is a need to separate a shared support position into two part-time positions to more effectively accommodate the unique needs of both programs. Concurrent Enrollment is now implemented on all D49 high school campuses, including the Falcon Homeschool Program. Concurrent Enrollment growth is anticipated in D49 high schools for both career and academic pathways. The PPCC Career Start Program (formerly Area Vocational Program) for D49 students has doubled from the 2016-17 to 2017-18 school year. The onboarding of Power Technical Early College and Banning Lewis Ranch High School will also stretch existing management, mentoring, and support resources in the Concurrent Enrollment Office.

RELEVANT DATA AND EXPECTED OUTCOMES: The 49 Pathways initiative will inform elementary, middle school, and high school students and families about free college tuition opportunities through Concurrent Enrollment and CTE articulation. Concurrent Enrollment integrates into career and academic pathways, expanding certification, associate degree, and transfer options for our D49 high school students, allowing them to explore their interests while in high school, offsetting tuition costs for D49 families, and preparing students directly for career placement and/or transfer to 2 and 4 year colleges and universities.

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

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1—Establish enduring <u>trust</u> throughout our community	Provides college tuition cost relief to D49 parents for students seeking college transfer, professional certificates, and associates degrees.
Λō	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Concurrent Enrollment is part of the CTE and internship/apprenticeship continuum through high school into career preparation and college.
Strate	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Extending Concurrent Enrollment to all high schools gives more students more high quality options at their school of choice.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	ENG121 English Composition is delivered on most high school campuses as the foundational writing course prerequisite for subsequent college courses with writing components.



BOE Regular Meeting May 11, 2017 Item 7.06c continued

Rock #5— Customize our educational systems to	Successful completion of ENG121 and other college
launch each student toward success	level courses offered both on- and off-campus are
	mastery demonstrations for new D49 Graduation
	Requirements.

FUNDING REQUIRED: N/A

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review, I move to approve the 49 Pathways Specialist job description as recommended by the administration.

APPROVED BY: Peter Hilts, D49 CEO DATE: April 28, 2017



D49 PATHWAYS DATA TECHNICIAN SPECIALIST

Job Title:	49 Pathways Data Technician Specialist	Related Organization Chart
Initial:	August 2015	
Revised:	N/AMay 11, 2017	Director of Concurrent Enrollment
Work Year:	220 days	
Office:	Education	_
Department:	Individualized EducationConcurrent Enrollment	49 Pathways
Reports To:	Executive Director of Individualized Education Concurrent Enrollment	- Specialist
FLSA Status:	Non-Exempt	
Pay Range:	Educational Support Personnel Range 17	

<u>POSITION</u> SUMMARY: The 49 Pathways <u>Data Technician Specialist</u> supports to the successful implementation of 49 Pathways programming by:

A assisting the Director of Concurrent Enrollment Education in the management and implementation of Concurrent Enrollment and career and college planning. and the Academies programs; Assisting the Individualized Education department with College in Colorado data tracking; and providing technical support to all staff and students district wide;

Working cooperatively across all departments and divisions to align efforts.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

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

ICAP

- Creates and maintains Concurrent Enrollment data including, but not limited to budgeting information, final college grades, student coding, schedules, fees, and attendance records for CDE compliance.
- Provides College in Colorado technical expertise and support to all buildings for grades 6-12 to include account management for students/staff
- Assists CE Director with collection, review, and analysis of data.
- Researches and collaborates in development of ICAP grade-level curriculum and discussion prompts for soft skills and 21st century skills for middle and high schools.
 - Researches and updates college and career planning resources in the district's learning management system.
 - Prepares quarterly executive summary to include ICAP milestones per school by grade level.summaries for 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.

Director of Concurrent Enrollment.

- Loads courses into CIC to help students complete their Plan of Study Milestone
- Supports Assists CE Director in supporting principals, counselors, and staff with logistics and planning for ICAP implementationcareer and college planning.
- Serves as an informed resource to families regarding Individual Career & Academic Plans, CIC, and Concurrent Enrollment & ASCENT programs.
- Maintains Concurrent Enrollment grades in each semesterplanning calendars.
- Loads and maintains postsecondary master course catalog.
- Creates and maintains all Concurrent Enrollment student data including, but not limited to, budgeting
 information, student grades, student schedules, and student attendance/grade checks, Acts as a Lliaison
 between collegiate financial departments and District 49 for tuition and textbook payment for staff and
 students.
- Responsible for budget tracking for all Concurrent Enrollment accounts.
- Workings cooperatively across all departments and divisions to align efforts.
- Performs other related duties as assigned.

Individualized Education

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

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:

- High school diploma or equivalent required
- Associates degree preferred

Experience:

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

Knowledge Skills & Abilities:

- Excellent communication and presentation writing skills
- Demonstrated ability to work as a member of a high performing team
- Ability to work well with others in a diverse educational community and interact with all stakeholders in a

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.

professional and approachable manner

- Interpersonal relations skills
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to defuse and manage volatile and stressful situations
- Personal computer, keyboarding and word processing skills
- Operating knowledge of and experience with personal computers and common office equipment
- Operating knowledge of and experience with various software applications such as Microsoft Office and web applications
- Ability to create MS Excel spreadsheets, formulas, and charts/graphs

Certificates, Licenses, & Registrations:

Criminal background check required for hire

OTHER WORK FACTORS

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

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

Work Environment: 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.



DATE: April 28, 2017

BOARD OF EDUCATION AGENDA ITEM 7.06d

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Mike Pickering, POWER Zone Leader
TITLE OF AGENDA ITEM:	Job Description Modification – 21st Century Learning &
	Innovation Specialist
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Updated job description is needed to reflect zone needs.

RATIONALE: Candidate must coach, support, and provide coordinated professional development for 5 buildings with over 250 licensed staff members.

RELEVANT DATA AND EXPECTED OUTCOMES: Continued support of schools with 21st century teaching and learning opportunities throughout the zone. Increases in teacher and student opportunities to collaborate, communicate creatively, and think critically with one another.

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

e e	Inner Ring—How we treat each other	
Cultur	Outer Ring—How we treat our work	21st century skill attainment is now a required graduation element. This position directly supports teachers and students acquiring more knowledge in this area.
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
Strategy	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Many of the classroom tools that this position supports can be used to increase and improve communications between key stakeholders.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Increased and coordinated focus on 21st century skill learning further differentiates our portfolio.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to launch each student toward success	Individualized student demonstrations of learning will become more authentic through the increased use of student portfolios.

FUNDING REQUIRED: Additional 10% from base **AMOUNT BUDGETED:** Covered in zone budget

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion, I move to approve the job description in item 7.06d as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer B. Ridgway, Chief Business Officer



TEACHER ON SPECIAL ASSIGNMENT 21ST CENTURY LEARNING & INNOVATION SPECIALIST

Job Title:	Teacher on Special Assignment – 21 st Century Learning & Innovation Specialist]	Related Orga	nization Chart
Initial:	July 11, 2013			
Revised:	May 11, 2017	Zone Administrator		ministrator
Work Year:	210 days			
Office:	Education		TOSA - 21	st Century
Department:	Learning Services/TechnologyAssigned Zone	Learning & Innovation Specialist		
Reports To:	TOSA-Learning Services & TechnologyZone Administrator	L		, and
FLSA Status:	Exempt			
Pay Range:	Licensed Salary Schedule + 5%15%			

<u>POSITION</u> SUMMARY: A 21st Century Learning & Innovation Specialist leads transformative change in the realms of student achievement and professional learning related to the iPad pilots21st century skill integration in Falcon School District. This position will be responsible for providing support and aligning district wide efforts to positively impact the integration of instructional technology and blended learning in the K-12 classroom. The goal of this position is to provide high quality, ongoing job-embedded professional development for teachers that results in technology integration that increases in student achievement. The trainer works with staff to build capacity for successful integration of multiple technologies and effective instructional design to enhance student learning.

ESSENTIAL DUTIES AND 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.

- Create, restructure, and facilitate professional learning opportunities related to highly effective instruction in
 the blended learning and instructional technology arenas, both for schools within the feeder and for districtwide staff development.
- Co-plan and facilitate quarterly technology coordinator meetings to increase the use and understanding of
 district initiatives related to technology & learning and organize regular feeder level meetings for
 collaboration between schools and levels.
- Facilitate school and district-based high quality professional development
- Assist in the development, implementation and evaluation of the district's Educational Technology Plan.
- Coordinate & plan professional development initiatives in the district to help effectively model and integrate technology tools.

DISTRICT #49 BOARD APPROVED JOB DESCRIPTION



- Models best technology integration instructional practices through actual classroom demonstrations
- Introduces staff to new technology integration methods, materials and instructional design strategies that, through research, have proven in increase student achievement.
- Makes informal classroom observations and provides immediate feedback for the purpose of instructional support and program improvement (non-evaluative.)
- Participates in all required professional development and committees necessary for the success of the position.
- Monitors instructional effectiveness using data and a variety of other feedback tools.
- Differentiates support to staff members based on data and feedback from a variety of sources
- Ensures that the State and district content and technology standards are the foundation of instruction in all areas
- Works collaboratively and communicates effectively with district and building level staff.
- Will be available to train staff outside of regular teaching hours.
- Performs such other tasks and assumes such other responsibilities as may be assigned or requested.

Supervision & Technical Responsibilities:

• This position does not directly supervise or evaluate other employees.

Budget Responsibility:

This position does not have any budget responsibilities.

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 with Colorado license to teach at the elementary level

Experience:

- One year of successful teaching experience at the elementary level
- A background in Understanding by Design is desired
- Experience using iOS and Apple Configurator is helpful but not required

Knowledge Skills & Abilities:

- Ability to demonstrate understanding and implementation of blended learning models in varied classroom and school environments
- Excellent oral and written communication and interpersonal relation skills including the ability to effectively communicate technical information to a non-technical audience
- Ability to perform, track, and provide the current status of multiple simultaneous tasks
- Ability to keep sensitive information confidential

Certificates, Licenses & Registrations:

- An appropriate and valid Colorado teaching license is required
- A background in Understanding by Design is desired.
- Experience using iOS and Apple Configurator is helpful but not required.
- Criminal background check required for hire

DISTRICT #49 BOARD APPROVED JOB DESCRIPTION



OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is regularly required to communicate. The employee frequently is required to walk, sit, and use hands to finger, handle, and feel. The employee is occasionally required to stand, stoop, kneel, crouch, crawl, and lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, color vision, 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. The noise level in the work environment is usually moderate.

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



BOARD OF EDUCATION AGENDA ITEM 7.07a

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Kayla Martinez, Kids' Corner Manager
	Sean Dorsey, Sand Creek Zone Leader
TITLE OF AGENDA ITEM:	Proposed New Job Descriptions for Kids' Corner
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In 2014 the Sand Creek Zone piloted the Kids' Corner Before and After School Program as a district run school age child care program, with much success The POWER and Falcon Zones have decided to not renew their contract with a third party vendor and instead expand the Kids' Corner program into the three elementary schools in each zone. Currently, a single manager runs the program with seven team members and roughly 90-100 students in attendance on average daily. As of June 1, 2017 there will be two additional summer programs and in the coming school year there will be a total of nine locations. Total staffing needs is expected to grow to roughly 24 staff members in the coming 2017-2018 school year.

Proposed is a new job description for an Assistant Manager to assist in managing the program on a day to day basis, as well as continue building the program into a solid community asset. With this increase, the Job Description for Manager has been updated as well and moved to a higher salary to compensate for the added responsibilities and authority.

RATIONALE: Adding an Assistant Manager and revising the Manager position will be crucial in maintaining program quality for all stakeholders.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring—How we treat each other	Kids' Corner is dedicated to maintaining the highest quality of staff members; observation, quality feedback, coaching, and purposeful professional development are key. Having an Assistant Manager and upgrading the Manager position will help maintain the quality which we currently have in Kids' Corner.
	Outer Ring—How we treat our work	Adding an Assistant Manager to the Kids' Corner program will help the ability for the current Manger to maintain the highest quality of work.
Strategy	Rock #1—Establish enduring trust throughout our community	With current enrollment one manager is able to answer family needs and questions in a timely manner, by adding an Assistant Manager the ability to maintain high quality customer service to our families and perspective families will be continued in the expansion.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	



BOE Regular Meeting May 11, 2017 Items 7.07a continued

Rock #5— Customize our educational systems to
unch each student toward success

FUNDING REQUIRED: As with all of our positions, this position will be solely funded by tuition.

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the job description in item 7.07a as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** April 28, 2017



BEFORE AND AFTER SCHOOL PROGRAM ASSISTANT MANAGER

Job Title:	: Before and After School Assistant Related Organization C	
Initial:	May 11, 2017	<u> </u>
Revised:		Before and After School Program Manager
Work Year:	261	Managor
Office:	Education	
Department:	Before and After School Program	Before and After School Program
Reports To:	Before and After School Program Manager	Assistant Manager
FLSA Status:	Exempt	
Pay Range:	Professional Technical Range 1	

POSITION SUMMARY: The Before and After School Program Assistant Manager assists the Before and After School Program Manager in the effectively administration of Kids' Corner through leadership, oversight, ethical practice, financial management, risk management and prevention, and continuous improvement. The Assistant Manager develops and promotes good community relations among various district and community clientele.

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.

- Evaluates, improves, and creates Kids' Corner operational procedures, systems, and principles in the areas of information flow and management, business processes and enhanced management reporting
- Organizes and optimizes efficiency within Kids' Corner programs while coordinating support services among district departments
- Maintains and monitors inventory of major Kids' Corner assets.
- Demonstrates in-depth knowledge of and compliance with applicable laws and regulations.
- Builds and implements systems necessary to hire, motivate, develop, position, and retain staff to meet organization and program goals.
- Develops and delivers professional development for Kid's Corner staff.
- Provides orientation and training for all site staff to ensure staff comply with all: applicable federal and state laws; district policies and procedures; proper implementation of approved curriculum; and licensing requirements when necessary.
- Earns and sustains the public's trust through honest, truthful, and responsible conduct, transactions, partnerships, and relationships.

- Intentionally collaborates with colleagues, district leadership, and other stakeholders to improve program quality.
- Implements processes to effectively and efficiently resolve areas of conflict.
- Ensures Site Leaders demonstrate compliance with applicable laws and regulations.
- Assists Site Leaders to develop and maintain a system for promoting continuous quality improvement in programming and services.
- Conducts all transactions, partnerships, and relationships in an honest, truthful, and responsible manner.
- Collaborates with colleagues, district leadership, and other stakeholders systematically to improve program quality.
- Assists and advises Site Leaders to prevent and manage operational risk and liability.
- Identifies opportunities and implements solutions to maximize efficiencies and improve customer service with internal and external stakeholders.
- Collaborates with Kids' Corner Manager to develop long-term business goals that align with the district's strategic plan.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- This position will share in the supervision of Kids' Corner staff.
- Edits and monitors online system to track student attendance, account, registration etc.
- Edits and maintains site personnel files.
- Edits and maintains staff time cards.
- Monitors attendance to ensure adequate coverage at each program site to maintain compliance.

QUALIFICATIONS

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

Education & Training:

At a minimum must have verifiable education or training in work with school-age children in such areas as recreation, education, scouting, or 4-H. Additionally, the Assistant Manager must have completed at least one of the following qualifications:

- A four (4) year college degree with a major such as recreation, education with a specialty in art, elementary or early childhood education, or a subject in the human service field; or
- Two years of college training and six (6) months of satisfactory and verifiable full-time or equivalent parttime, paid or volunteer, experience, since attaining the age of eighteen (18), in the care and supervision of four (4) or more children; or
- Three years of satisfactory and verifiable full-time or equivalent part-time, paid or volunteer, experience, since attaining the age of eighteen (18), in the care and supervision of four (4) or more children. The Assistant Manager must complete six (6) semester hours, nine (9) quarter hours in course work from a regionally accredited college or university, or forty (40) clock hours of training in course work applicable to school-age children within the first nine (9) months of employment.

Experience:

Experience working within a childcare, daycare or education setting

Knowledge Skills & Abilities:

• Excellent oral and written communication and interpersonal relation skills

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

- Ability to give direction to all site staff and act in a lead role
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire with specific endorsements, if needed, for van and/or short bus driving
- Must be CPR, CPI and First Aid Certified or obtain within 30 days of working

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 50 pounds frequently. Must be capable of bending, crouching or kneeling at children's level. Must be able to lift children weighing up to 50 (fifty) pounds. Must be able to reach at and above shoulder height. Must be capable of frequent changes of positions throughout work shift. Must be able to walk with children and play sitting and outdoor games with children. Must be willing to drive a van or short bus if needed during summer and school breaks. Must be able to sit for long periods of time or stand for periods at a time. Noise level at various sites may be moderate to noisy at times.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment. Must be able to travel to each location in personal vehicle.

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.



BOARD OF EDUCATION AGENDA ITEM 7.07b

BOARD MEETING OF:	May 11, 2017	
PREPARED BY:	Nancy L. Lemmond, PhD – Executive Director of	
	Individualized Education	
TITLE OF AGENDA ITEM:	Director of Community Care	
ACTION/INFORMATION/DISCUSSION:	Action	

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Although this is a new job description, the responsibilities of the Director of Community Care have been performed for the past 15+ years by the Team Lead for School Psychologists. With the strategic initiative of community care, this job description directly supports the initiative and formalizes a previously informal position.

RATIONALE: While care of our stakeholders is unquestionably required during tragic times, care of stakeholders is also needed during the routine day as staff, students, and families experience a variety of stressors and experiences which affect their personal day and, in the case of students, their education. Great strides have been made in improving the culture of the district – within the classroom, building, and administrative departments. The same can be said for our legal compliance with district, state, and federal requirements. Formalizing this position moves the district further on our journey to be the best district to Learn, Work, and Lead.

RELEVANT DATA AND EXPECTED OUTCOMES: Please refer to the data from the October 2016 IE Performance report which provides numbers on our increasing special populations and administration of safety assessments. The expected outcome is continued care of our community.

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

Sulture	Inner Ring—How we treat each other	This position directly speaks to the tenets of "Caring" and "Respectful" treatment of each other.
Cul	Outer Ring—How we treat our work	
	Rock #1—Establish enduring trust throughout our community	Tragedy within a family, classroom, school, or district puts people at their most vulnerable. The Director of Community Care establishes and maintains trust during the most vulnerable times.
Strateov	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	Although Firm Foundations is focused on academics, learning cannot occur is a student is struggling with behaviors, grief, negative self-talk, and feelings of defeat. The Director of Community Care will closely assist the Dean of At-Risk/Expelled and PEAK programs which educate our most vulnerable populations.
	Rock #5 — Customize our educational systems to launch each student toward success	As with Rock #4, Launching Each Student Toward Success involves not only academics but also mental health, physical health, and other aspects of well-being.



BOE Regular Meeting May 11, 2017 Item 7.07b continued

FUNDING REQUIRED:

AMOUNT BUDGETED: Additional \$5K-\$12K

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After prior review, I move to approve the job description in item 7.07b as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: April 28, 2017



DIRECTOR OF COMMUNITY CARE

Job Title:	Director of Community Care	Related Organization Chart
Initial:	May 2017	
Revised:		Executive Director of Individualized
Work Year:	261	Education
Office:	Education	
Department:	Individualized Education	Divertor of
Reports To:	Executive Director of Individualized Education	Director of Community Care
FLSA Status:		
Pay Range:	Administrator Salary Schedule	-

POSITION SUMMARY: The Director of Community Care (DoCC) assists the Executive Director of Individualized Education, Director of Culture and Services, Director of Special Education, the D49's Crisis Response Team, D49's Grief-Loss-Trauma Support Team, and Safety and Security along with a variety of departments and teams with oversight for the social, emotional, and behavioral needs of our communities – building, classroom, school, zone, district, and surrounding area – that affect educational progress. The DoCC works closely with the Executive Director of Individualized Education to ensure the well being of the whole child and other stakeholders directly and indirectly associated with the child. The DoCC assures quality of services and supports primarily associated with the care of the whole child but also in support of the wellness needs of adults. When a specific need is identified and in consultation with the Executive Director, the DoCC assists teams to improve the social, emotional, and behavioral needs of the students and other members of the community.

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.

- Coordinate the resources, programs, and individuals who provide a full spectrum of care to all members of our community.
- Work closely with the Wellness Coordinator to ensure mental health and social/emotional supports are provided to staff and students.
- Work closely with D49 Crisis Response Team in development of processes and procedures.
- Evaluate safety assessment data for trends and clusters of concern so that appropriate supports are provided.
- Work with community agencies to incorporate a holistic community supports for the D49 community.

- Perform duties of Incident Commander for Grief-Loss-Trauma situations.
- Provide mental health information social, emotional, behavioral to communities within District 49.
- Assist both formally and informally with the development of systems of care and evaluation of those systems.
- Train specific teams (e.g. principals, counselors) on best practices within communities to meet identified social, emotional, and behavioral needs.
- Assist with supervision and evaluation of teams as determined by the Executive Director of Individualized Education.
- Assist the Executive Director with screening, interviewing, and hiring process for specific positions within Individualized Education.
- Attend team and department meetings related to educational, social, emotional, and behavioral student needs.
- Advise the central office staff, zone administration, building administration, itinerants, and classroom staff on related issues.
- Serve as a resource to Restorative Practices.
- Serve as an ambassador of Community Care and District 49 in all building and community based opportunities through effective and accountable leadership.
- Perform other related duties as assigned.

Supervision & Technical Responsibilities:

• Supervisory responsibilities determined by the Executive Director of Individualized Education and may vary year to year.

Budget Responsibility:

 Direct budget responsibilities determined by the Executive Director of Individualized Education and may vary year to year.

QUALIFICATIONS

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

Education & Training:

- Graduate degree in psychology (school or clinical) or counseling required.
- Graduate degree in educational administration or leadership beneficial.

Experience:

- Three years of crisis response, grief-loss-trauma response, and special education experience.
- Two years of administrative experience in district or school setting.

Knowledge Skills & Abilities:

- Thorough knowledge of grief counseling, crisis response, Applied Behavior Analysis (ABA), restorative practices, Individuals with Disabilities Education Improvement Act (IDEIA) and Colorado Rules for the Exceptional Children's Education Act (ECEA)
- Knowledge of the Whole School, Whole Community, Whole Child (WSCC) model
- Knowledge of child and adolescent development
- Knowledge of general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups

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.

- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current
- Knowledge of data collection and the ability to interpret data
- Knowledge of research supported interventions related to academic, social and behavioral concerns
- Ability to be flexible in order to meet the unique needs of the assignment

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

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

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

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

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



BOARD OF EDUCATION AGENDA ITEM 7.07c

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Dr. Kathy Pickering, Principal, Woodman Hills Elementary
TITLE OF AGENDA ITEM:	Primary Proficiency and Data Coach
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Primary literacy proficiency continues to be a district priority, and Woodmen Hills Elementary is committed to increasing the number of kindergarten through third grade students who meet or exceed grade level literacy expectations. As part of our district's commitment to continuous improvement, Woodmen Hills analyzes current and previous years' school level data and uses those findings to align resources to identified areas of need. Our data over the past few years indicates staff members need additional support in effective data analysis in order to adjust core instruction to meet individual student needs. Our current instructional coach role is too broad and does not align directly with our primary literacy and numeracy efforts. For this reason, we are interested in redefining our instructional coach role to provide more specific and targeted support.

RATIONALE: This job description accurately describes the roles and responsibilities of this position based on needs identified at our school. Accurate job descriptions provide employees clarity regarding job responsibilities and help the district increase performance through increased efficiency.

RELEVANT DATA AND EXPECTED OUTCOMES: This job description provides clarity regarding our specific needs and will allow for more targeted support.

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

ture	Inner Ring—How we treat each other	
Cul	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	The Primary Proficiency and Data Coach focuses on enhancing teachers' abilities to provide instruction that builds students' engagement in learning and their skills. The coach works directly with teachers in the school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development.
	Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: The current instructional coach position at WHES is on the Team Coach salary schedule and is a half time position. The proposed Primary Proficiency Coach position would be on a teacher salary schedule and would transition to a full time position, if possible, with the assistance of READ funds and building discretionary funds. If the building is not able to absorb the additional cost, the position will remain a .5 position and the district will see a savings based on the change to a teacher salary schedule.



BOE Regular Meeting May 11, 2017 Item 7.07c continued

AMOUNT BUDGETED: Full time position- \$30,000 (READ funds and building principal discretionary); Half time position- n/a

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, I move to approve the job description in item 7.07c as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** April 28, 2017



PRIMARY PROFICIENCY AND DATA COACH

Job Title:	Primary Proficiency and Data Coach	Re	lated Organization Chart
Initial:	May 11, 2017		
Revised:			Cito
Work Year:	Variable based on building need		Site Administrator
Office:	Education		
Department:	Assigned School	Р	rimary Proficiency
Reports To:	Site Administrator		and Data Coach
FLSA Status:	Exempt		·
Pay Range:	Licensed Salary Schedule		

SUMMARY: The Primary Proficiency and Data Coach supports staff in the implementation of the site plan and programming. The Primary Proficiency and Data Coach works directly with teachers in the school providing classroom-based demonstrations, providing collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The Coach focuses on enhancing teachers' abilities to provide instruction that builds students' engagement in learning and their skills.

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.

- Guide teachers to collect and analyze data to inform instruction and develop action plans in response to determined student needs.
- Provide individualized, classroom-based support to implement the comprehensive literacy program.
- Provide support and professional development in the use of benchmark and diagnostic assessments.
- Support teachers in meeting the needs of students with significant reading deficiencies by determining appropriate research-based interventions and making necessary adjustments to core instruction.
- Model literacy/learning strategies in classrooms.
- Serve as a resource for teachers, providing support in a non-judgmental way.
- Observe instruction in classrooms and provide feedback, allowing for reflection by the teacher.
- Support collaboration among teachers by assisting with and facilitating professional learning community meetings in an effort to build expertise and leadership within the team (i.e. examining samples of student work and assessment data, helping teachers interpret assessment information, and use that information to

provide more focused instruction based on student needs.)

- Work with the school's Leadership Team and literacy-focused groups/committees to determine strengths and needs for improvement in the areas of literacy in order to improve students' literacy achievement.
- Conduct and/or facilitate professional development activities for staff around effective reading instruction, instructional strategies, curriculum implementation and assessment practices.
- Assist in planning and implementation of the school unified improvement plan as it pertains to literacy and numeracy development.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- This position has no supervisory responsibilities at this time.
- Assist in management of digital resources, including literacy assessment data and analysis.

Budget Responsibility:

• This position has no budget responsibilities.

QUALIFICATIONS

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

Education & Training:

- Bachelors Degree in Education
- Masters Degree in Literacy/Reading preferred
- CDE Reading/Literacy Instruction Endorsement preferred

Experience:

• 5+ years successful elementary classroom teaching experience

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Deep knowledge of literacy development
- Demonstrated experience in providing professional development/coaching adult learners
- Basic math skills
- Ability to model and support the use of technology as an instructional tool
- Critical thinking and problem solving skills
- Organizational skills
- Must be proficient in the use of personal computers and common software applications (i.e. Microsoft Word, Excel, Power Point)

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

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

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.

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.



BOARD OF EDUCATION AGENDA ITEM 7.08

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Brian Smith, Principal, Falcon Middle School
TITLE OF AGENDA ITEM:	Falcon Zone Organizational Chart and Proposal for New
	Elementary School/New Job Description/Position:
	Executive Principal
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: With the upcoming addition of a fourth elementary school to the Falcon Zone, it is important to consider the overall organization of the zone, and maximize opportunities for increased student learning and success.

RATIONALE: The Falcon Zone emphasizes collaboration and teamwork among the existing five schools, and it is necessary to plan strategically for the addition of a school. This requires a thoughtful design which incorporates the unique occasion to begin a school "from scratch," while enhancing the coherence among all sites.

RELEVANT DATA AND EXPECTED OUTCOMES: By creating a new organizational chart and plan for the Falcon Zone, the leadership team may proceed in preparing for the opening of a new school while continuing to align goals, programs and strategies for improvement across the zone. The proposed chart and plan streamlines support and services provided by administrators in leading our schools.

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

Sulture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Major Impact: The proposed plan demonstrates fiscal responsibility, and maximizes direct, positive impact on students in classrooms.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	School Accountability Committees and the Falcon Zone Coalition will be involved in the planning and implementation processes.
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	Major Impact: This proposal honors existing strengths of Falcon Zone schools and allows for distinct characteristics to continue to emerge among four elementary schools.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Major Impact: The new elementary school staff will build upon the successes found in the existing elementary schools and middle school in providing quality instruction and increasing student performance levels.
	Rock #5— Customize our educational systems to launch each student toward success	Major Impact: The proposed plan highlights even greater coordination among all Falcon Zone Schools in recognizing the common goals and unique needs of each community in our zone. The increased attention to appropriate transitions between elementary schools and the middle school strengthens the pathways for all students as they progress from one level to the next,



DATE: April 28, 2017

BOE Regular Meeting May 11, 2017 Item 7.08 continued

	and ultimately graduate successfully from Falcon High School.
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FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review at the prior work session, I move to approve the Proposed Falcon Zone Innovative Plan Organizational Chart and Plan for New Elementary School and the Zone Executive Principal job description.

APPROVED BY: Peter Hilts, Chief Education Officer



ZONE EXECUTIVE PRINCIPAL

Job Title:	Zone Executive Principal	R	elated Org	ganization (Chart
Initial:	May 11, 2017	-	Zone l	Leader	
Revised:		_			
Work Year:	220 days	Г			
Office:	Education			xecutive cipal	
Department:	Assigned Zone and School(s)	L			
Reports To:	Zone Leader			School	
FLSA Status:	Exempt	-	Ad	ministrator	s
Pay Range:	Administrative Salary Schedule	-			

SUMMARY: The Zone Executive Principal will support the innovation zone by planning, organizing and Zone Leader. The Zone Executive Principal provides leadership to support successful implementation of zone goals, including securing resources to support student academic achievement through curriculum, instruction, and assessment. In addition, the Zone Executive Principal will oversee operations at assigned schools, including supervision of assigned administrators for the campus, and serving as the primary instructional leader.

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.

- Provide leadership to ensure successful implementation of zone goals and initiatives, including securing and scheduling resources to support student academic achievement through curriculum, instruction, and assessment.
- Assist the zone leader in supervising, mentoring, and evaluating administrators within the zone.
- Serve as an effective, collaborative and engaged member of the zone leadership team.
- Facilitate professional learning opportunities for teachers, administrators and other staff.
- Work closely with the zone leadership team to develop, implement, and account for zone goals and building
 goals to include school and zone level plans, school Unified Improvement Plans, and any other goals
 established through the zone.
- Serve as an instructional leader for the assigned school campus by coordinating the development of and monitoring the implementation of the school improvement plans, Unified Improvement Plans, in accordance with zone and district mission.

- Directly supervise and evaluate all administrators in the schools assigned as part of the campus.
- Support associate and assistant principals in the hiring, supervision and evaluation of all staff assigned to the campus.
- Develop and implement an imbedded collaborative professional learning model which focuses on improving instructional practices and increasing student achievement.
- Oversee and support site administrators in staffing, scheduling, budget, technology and facilities.
- Perform other related duties as assigned.

Supervision & Technical Responsibilities:

- Directly supervises assigned campus administrators.
- Shares supervisory responsibilities with zone leader as assigned.

Budget Responsibility:

Responsible for developing, administering and coordinating each assigned school's budget, with the assistance
of other site administrators.

QUALIFICATIONS

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

Education & Training:

• Masters Degree in Education-related Field (i.e. Elementary, Secondary, Leadership, Curriculum)

Experience:

 At least five successful years as a building principal and at least three years of successful experience as a classroom teacher

Knowledge Skills & Abilities:

- Instructional Leadership, particularly with research-based instructional strategies and curriculum implementation
- Supervision and evaluation
- Excellent oral and written communication and interpersonal relation skills
- Strategic, systems and critical thinking and problem solving skills
- Organizational skills
- Ability to communicate effectively with various stakeholders
- Collaboration and facilitation both in working on teams and leading teams
- Must be proficient in the use of personal computers and common software applications (i.e. Microsoft Word, Excel, Power Point)

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

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

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.

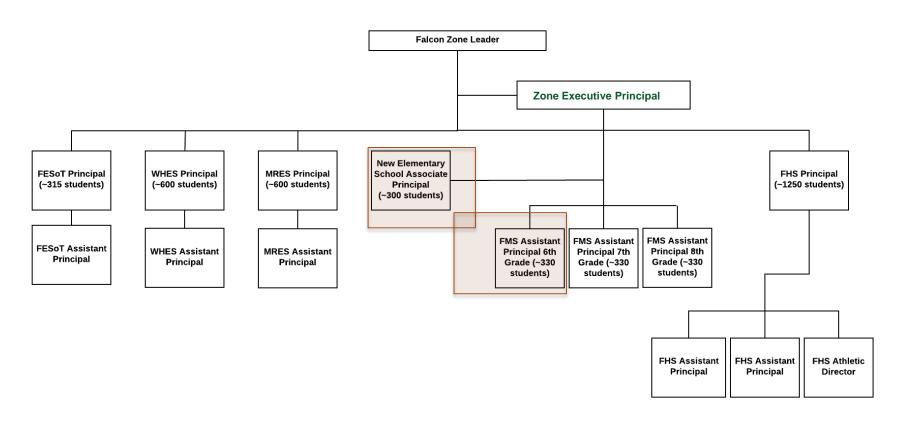
Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment.

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.

Plan B: Innovative Plan



Falcon Zone Proposed Organizational Plan



The Best Choice to Learn, Work and Lead



BOARD OF EDUCATION AGENDA ITEM 7.09

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Statement of Reduction in Program
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Due to lower student numbers than projected, the administration recommends a cancellation of the Dean position at Stetson Elementary School for the 2017-2018 school year. The program cancellation will result in the elimination of one full time position at Stetson Elementary School.

RATIONALE: Pursuant to Board Policy GCKAA, in the event that a programmatic change will result in the elimination of one or more staff positions, the Board of Education must direct the Chief Education Officer to take appropriate steps to comply with the policy.

RELEVANT DATA AND EXPECTED OUTCOMES: Student enrollment at Stetson Elementary did not meet the projections. This resulted in moving the Dean temporarily to Odyssey Elementary and discontinuing the positon at Stetson for next year..

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

ıte	Inner Ring—How we treat each other	
Culture	Outer Ring—How we treat our work	We have an obligation (accountability) to use personnel resources to best address the overall needs and interest of students.
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
Strateov	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	Allows the potential for additional teachers if student numbers increase.

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached statement of reduction in program as recommended by the administration.

APPROVED BY: Marie LaVere-Wright, Board President **DATE:** May 4, 2017

Statement of Reduction in Program

- 1. The Board of Education has determined that a reduction in program at Stetson Elementary School is necessary due to a decline in student enrollment.
- 2. The reduction in program requires the cancellation of one contract for the Dean of Students which will result in the displacement of one staff member.
- 3. The Board of Education directs the Secretary of the Board to transmit this statement to the Chief Education Officer to transmit to District faculty.
- 4. The Board of Education further directs the Chief Education Officer to cause written notice of displacement to be provided in accordance with District Policies GCKAA and GCKAA-R.

	El Paso County School District 49
	Marie LaVere-Wright, Board President
	Date
ATTEST:	
Tammy Harold, Board Secretary	
Date	



BOARD OF EDUCATION AGENDA ITEM 7.10

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Peter Hilts, Chief Education Officer
TITLE OF AGENDA ITEM:	Cultural Compass Proposal
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: In January, at the Annual Planning Retreat, the board approved a series of initiatives related to cultural and strategic planning. The initiative related to the cultural compass include direction to seek input and facilitate a discussion about calibrating the compass with new, modified, or additional language. During the months of March and April, the communications department administered a survey to gather stakeholder input about the current cultural compass as well as possible modifications. We intend to re-present the proposed compass to our entire community before the next board meeting.

RATIONALE: Calibrating the cultural compass is a cycle of learning that matches our commitment to continuous improvement. High-performing organizations do not set vision, mission, and values once and leave them unchanged forever. They revisit their core commitments regularly to ensure they are aligned with their stakeholders.

RELEVANT DATA AND EXPECTED OUTCOMES: The RMPEx site visit report last winter, and the survey results this spring both pointed out limitations of the current cultural compass. Those limitations and proposed solutions are included in the recalibration proposal.

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

e,	Inner Ring—How we treat each other	
Culture	Outer Ring—How we treat our work	In District 49, our culture and strategy of continuous improvement are embodied in our mission to learn, work, and lead. Along with our five strategic priorities,
Strategy	Rock #1—Establish enduring trust throughout our community	the inner and outer rings of the compass shape our organizational performance. Under the proposed recalibration, the inner ring of the cultural compass will still address interpersonal values—how we treat each other and the outer ring will continue to address workplace values—how we treat our work. The language will still reflect important values that are validated by our stakeholders, but it will be more accessible to students, and less redundant than the original version.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	

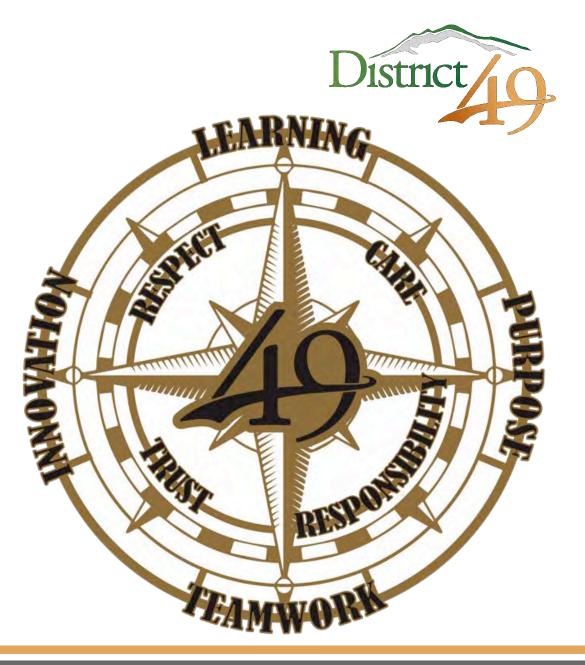
FUNDING REQUIRED: Approximately \$1-2,000 AMOUNT BUDGETED: \$1-2,000

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve Cultural Compass 2.0 as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** May 1, 2017

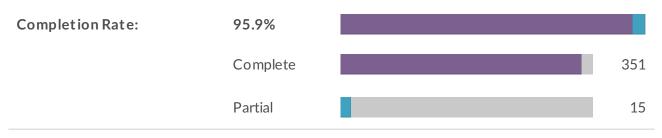
Proposed Compass 2.0





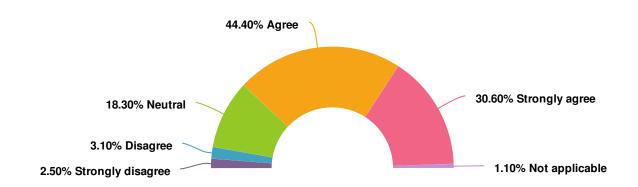
Report for VoW April 2017

Response Counts



Total: 366

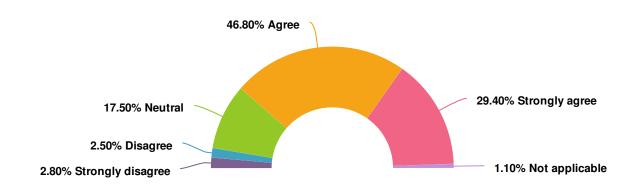
1. Based on your feedback from the last VoW, we have updated the inner ring of the Cultural Compass to reflect your voice. We updated transparent and accountable and, based on your feedback, revised the ring to include trust and responsibility. The heart of the compass rose guides our actions in how we relate to and treat each other. Please rate your level of agreement the new inner ring of the compass.



Value		Percent	Responses
Strongly disagree		2.5%	9
Disagree		3.1%	11
Neutral		18.3%	66
Agree		44.4%	160
Strongly agree		30.6%	110
Not applicable		1.1%	4

Total: 360

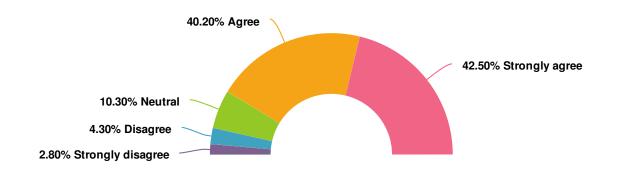
2. Your feedback from the last VoW also helped drive the decision to update the outer ring of the cultural compass. The outer face of the compass guides us in how we treat our work. The new ring removed strategic, creative, and life-long learning and added learning (the North Star for our district), purpose, and teamwork. Please rate your level of agreement for the new outer ring of the compass.



Value		Percent	Responses
Strongly disagree		2.8%	10
Disagree		2.5%	9
Neutral		17.5%	63
Agree		46.8%	169
Strongly agree		29.4%	106
Not applicable		1.1%	4

Total: 361

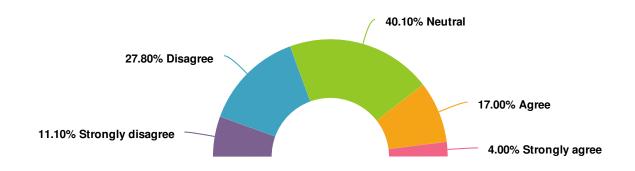
4. Anonymous feedback is valuable for performance improvement of our district.



Value Percent		Percent	Responses	
Strongly disagree		2.8%	10	
Disagree		4.3%	15	
Neutral		10.3%	36	
Agree		40.2%	141	
Strongly agree		42.5%	149	

Total: 351

5. District leaders break anonymity to retaliate against negative responses.

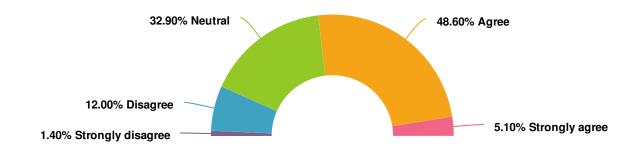


Value Percent		Percent	Responses
Strongly disagree		11.1%	39
Disagree		27.8%	98
Neutral		40.1%	141
Agree		17.0%	60
Strongly agree		4.0%	14

Total: 352

Statistics

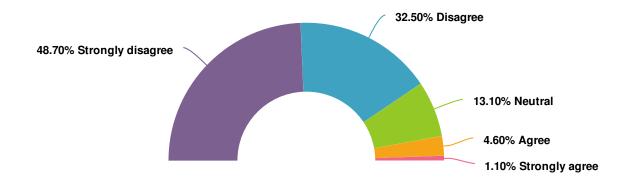
6. District leaders are responsive to feedback from VoW surveys.



Value		Percent	Responses
Strongly disagree		1.4%	5
Disagree		12.0%	42
Neutral		32.9%	115
Agree		48.6%	170
Strongly agree		5.1%	18

Total: 350

7. Employee surveys should be personally identifiable rather than anonymous.



Value Percen		Percent	Responses	
Strongly disagree		48.7%	171	
Disagree		32.5%	114	
Neutral		13.1%	46	
Agree		4.6%	16	
Strongly agree		1.1%	4	

Total: 351



BOARD OF EDUCATION AGENDA ITEM 7.11

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Proposed Revision to Policy GCBA, Instructional Staff
	Contracts/Compensation/Salary Schedules
ACTION/INFORMATION/DISCUSSION:	Discussion and Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: The market for talent is going increasingly competitive, especially in certain workforce segments such as math, special education and science teaching. Per current board policy, District 49 recognizes up to ten years of relevant work experience when determining pay for new hires. To improve our competitive position in the market for talent, the administration proposes increasing from 10 to 15 the number of years the district will recognize for setting pay.

RATIONALE: This change aligns us more closely with some other districts in the region.

RELEVANT DATA AND EXPECTED OUTCOMES: The administration requests that the board emergency approval of the revised policy, so that the district may begin applying the new experience limit immediately.

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

re	Inner Ring—How we treat each other	
Culture	Outer Ring—How we treat our work	The district strives to be strategic in the attracting the right talent to serve our students. The revised policy supports this strategy.
Strateov	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 portfolio of distinct and exceptional schools	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED:

AMOUNT BUDGETED:

DATE: May 4, 2017

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Recommend emergency approval of the revised Policy GCBA.

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



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Instructional Staff Contracts/Compensation/Salary Schedules
Designation	GCBA
Office/Custodian	Education & Business/Director of Human Resources, Executive Director
	of Learning Services and Finance

The Board of Education annually shall adopt a salary schedule for its regular teaching personnel. The Human Resources Department shall place each teacher in the deposition on the salary schedule at least commensurate with, but not limited to, his/her education, prior experience, and experience in the deposition, not to exceed 1510 years of previous experience for new hires unless authorized by the Chief Education Officer.

The placement of new hires on the salary schedule may be affected by recent financial conditions at the District that may have resulted in salary freeze actions. During an active salary freeze, the ten (10)fifteen (15) year maximum will be discounted by one year for every year that continuing staff has not received an increase in pay related to experience and/or cost of living adjustments. Once a salary freeze is no longer active, this discount will 'unwind' by two (2) years each year until expired.

The schedule adopted by the Board shall remain in effect until changed or modified by the Board in accordance with law. If the Board declares a fiscal emergency during a budget year as allowed by state law, it may reduce salaries for all employees on a proportional basis or the work year of employees may be altered. Any such reduction in salaries may be made notwithstanding any adopted salary schedule or policy.

Salary increments shall be conditioned upon evidence of the continued professional growth-development of the teacher. Within the framework of state statutes, employees who do not comply with the requirements of the Board and state may not be granted salary increases, or they may not be retained on the staff.

Placement on the salary schedule shall be in accordance with requirements developed by the administration and approved by the Board.

The District shall comply with statutory provisions regarding salary schedules.

- Adopted: April 21, 1977
- Revised: April 20, 1978
- Revised: January 18, 1979
- Revised: June 19, 1980
- Revised to conform with practice: date of manual revision
- Reviewed: May 11,2000
- Revised: August 28, 2001
- Revised: March 6, 2003
- Revised: June 10, 2010
- Revised: August 11, 2011
- Revised: March 8, 2012
- Revised: May 11, 2017

LEGAL REFS:

- C.R.S. 22-32-110(5) (agreement with employee group cannot exceed one year term unless subject to reopener on salaries and benefits)
- C.R.S. 22-32-115.5(2) (reductions in salary or alteration of work year due to fiscal emergency)

- C.R.S. 22-60.5-110 (renewal of teacher license)
- C.R.S. 22-63-401 through 403 (teacher compensation laws)
- C.R.S. 22-69-101 et seq. (grant program for alternative teacher compensation plans)

CROSS REFS:

- DBK Fiscal Emergencies
- GCQA Instructional Staff Reduction in Force

Designation: GCBA



BOARD OF EDUCATION AGENDA ITEM 7.12

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Kathlynn Jackson
TITLE OF AGENDA ITEM:	Revised Job Description Teacher on Special Assignment for
	Early Childhood Education
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Updated job description is needed to reflect leadership needs.

RATIONALE: An updated job description is needed to reflect the leadership needs of the role of the Early Childhood Leader.

RELEVANT DATA AND EXPECTED OUTCOMES: Special Education leadership met with preschool teachers on April 10, 2017 to seek input on the leadership expertise and other qualities the preschool teachers desired. This generated a refreshing of the job description to highlight supporting instructional coaching, support for homebound students, and refinement of the criteria that someone have an Early Childhood Special Education focus.

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

Julture	Inner Ring—How we treat each other	The expectations are that the new leader possesses and demonstrates the qualities of the inner circle.
Cul	Outer Ring—How we treat our work	The new leader will be expected to demonstrate the qualities of the outer circle.
Strategy	Rock #1—Establish enduring trust throughout our community	Enhance the professional development model within early childhood preschool classrooms to include more instructional coaching with an intentional focus on serving students with at-risk and special needs. This also addresses the Special Education Department's Area of Focus of Recruit and Retain Effective and Highly Effective staff. Finally, it corrects grammatical errors in the previous job description.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	Supports Best District through the increased focus on instructional coaching; therefore student outcomes will be positively impacted.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Supports the District's Primary Literacy focus.
	Rock #5 — Customize our educational systems to launch each student toward success	Focus on the individual needs of the student to excel academically, behaviorally, and socially.

FUNDING REQUIRED: None

AMOUNT BUDGETED:

DATE: May 1, 2017

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the revised job description for a Teacher on Special Assignment for Early Childhood Education as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer



TEACHER ON SPECIAL ASSIGNMENT FOR EARLY CHILDHOOD EDUCATION

	I			
Job Title:	TOSA for Early Childhood Education	Related Organ	nization Cha	rt
Initial:	June 27, 2012			
Revised:	May 11, 2017		Director of Education	
Work Year:	<u>197</u> days			
Office:	Education		or Early	
Department:	Special Education	Childhood	Educatio)n
Reports To:	Assistant Director of Special Services Education			
FLSA Status:	Exempt			
Pay Range:	Teacher Licensed Salary Schedule plus additional 15 days for Elementary School Level plus 15% stipend			

POSITION SUMMARY: The TOSA for Early Childhood Education works with staff to ensure implementation of effective programming that strives for inclusive excellence; serves as a resource for building SPED personnel, general education staff, building administrators, district administrators and parents; identifies and provides professional development opportunities for teachers, administrators and parents; and supports the overall goals and functions of the Special Education Department. The TOSA for Early Childhood Education is also responsible for Child Find expectations.

ESSENTIAL DUTIES AND 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.

- Promotes excellence and continuous improvement in student achievement by providing leadership and support at the district and school levels in effective instructional practices through implementation of the written, taught and tested curriculum for pre-school programs.
- Provides instructional coaching, modeling and effective feedback to teachers, providing professional development aligned with effective instructional practices which support district and school improvement initiatives including professional learning communities and School Improvement Plans.
- Assists in the coordination of district professional development programs for Pre-school teachers and Child Find staff (new teacher orientation, induction, and mentoring programs).
- <u>Provides</u> assistance to building Principals in the administration of the total pre- school program and is the primary contact for coordinating of all day-to-day events.
- Suggests alternative means and new ideas, different approaches to aid in achieving students' success and improved educational goals.

- Provides general oversight for regulatory requirements of CPP, DHS, Head-Start, and Child Find.
- Monitors referral system and multi-disciplinary staffings for student placement in appropriate programs to meet the individual needs of the students including Child Find and summer assessments.
- Communicates, collaborates, and cooperates with colleagues, supervisors, and students.
- Serves as a resource person to staff regarding policy, procedure, and special situations.
- Acts in an advisory capacity to the principal in matters relation to the formulation and execution of School policies.
- Collaborates with building administrators and Special Education Department Administration to promote the district in a positive manner.
- <u>Works collaboratively</u> community based agencies to foster improved programming for early childhood students (CPP, Head Start) and Child Find students.
- Attends required trainings and disseminates information appropriately.
- Collaborates to create and/or support the long range and short range plans of the <u>district's zones and schools</u>.
- Facilitates or attends meetings that may include a range of issues. Assists in objectively evaluating situations, discussing recommendations, identifying appropriate actions, identifying key personnel to implement the actions, and supporting the overall implementation and monitoring of the actions to ensure effective results.
- Maintains general oversight of specific programs and services including recordkeeping and compliance with district policies, state and federal regulations.
- Willingness to provide homebound tutoring to pre-school students who are out of school due to illness,
 injury, or other medical issues which prevents the child from attending school preferred
- Other duties as assigned.

Supervision & Technical Responsibilities:

This position does not directly supervise other employees.

Budget Responsibility:

• This positions does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Bachelors degree plus additional coursework required for certification or licensure
- Degree in Early Childhood Special Needs or related areas with state license as a teacher ages 0-5 Early Childhood Special Education

Experience:

- Experience in programming for regular Early Childhood and Early Childhood Special Needs preferred
- Demonstrated evidence of Administrative coursework or willingness to take Administrative coursework pursuant to SB 191 <u>preferred</u>

Knowledge Skills & Abilities:

 Strong knowledge of Early Childhood Education including best practices, learning patterns, and specific needs of pre-school program

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

Knowledge of Special Education processes and procedures

Certificates, Licenses, & Registrations:

- Colorado Department of Education Teacher License
- Endorsement in Early Childhood Special Education required
- Criminal background check required for hire

OTHER WORK FACTORS

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

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

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

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.



BOARD OF EDUCATION AGENDA ITEM 7.13

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Melissa Andrews, Strategic and Project Planning Manager
TITLE OF AGENDA ITEM:	Conveyance and Recording of Land at 11243 Londonderry
	Drive
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: When the Paint Brush Hills subdivision was proposed, an elementary school site was set aside in 1986 for School District 49.

RATIONALE: After the successful passing of the MLO in 2016, it was decided that this was the best location to build an elementary school to offload Meridian Ranch Elementary School and assist with continued residential development.

RELEVANT DATA AND EXPECTED OUTCOMES: All due diligence has been performed per State Statutes prior to acceptance of land dedication, to include Soils testing, environmental site assessment, traffic study, topographic survey and boundary survey. A deed has been drafted and signed by the Developer and the Board of County Commissioners and has been recorded by El Paso County. Construction can commence once the board approves the use of land at 11243 Londonderry Drive for construction of an elementary school.

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

Culture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1—Establish enduring trust throughout our community	Trust is established by doing our due diligence prior to accepting a land dedication, knowing as much about the site and what costs to expect before we commit to a particular location. Additionally, the District will strive to complete steps in the proper order to keep from having to go back and correct a process that could potentially be time consuming and costly.
Strategy	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: \$100

AMOUNT BUDGETED: \$100

DATE: May 3, 2017

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the conveyance of the deed.

APPROVED BY: Brett Ridgway CBO



Land Use and Construction

11243 Londonderry Drive

Melissa Andrews





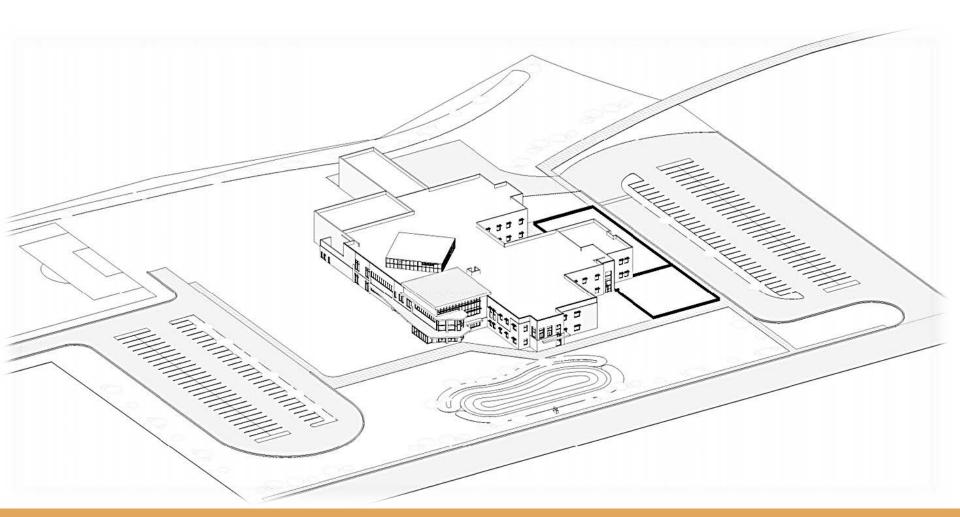
Location of 11243

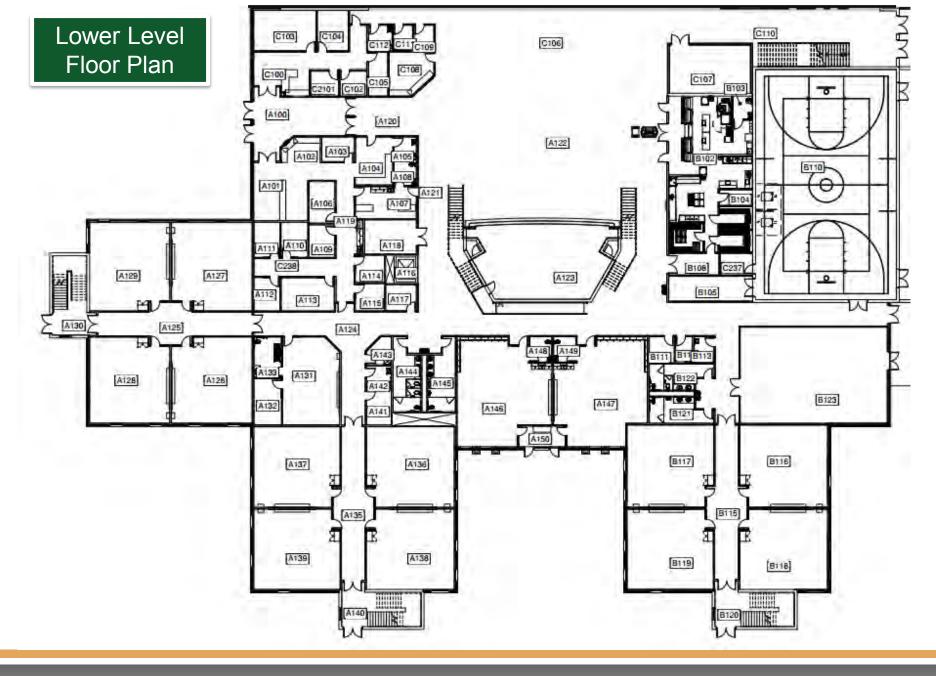
Londonderry Drive

- North of Falcon Middle School
- Campus Concept

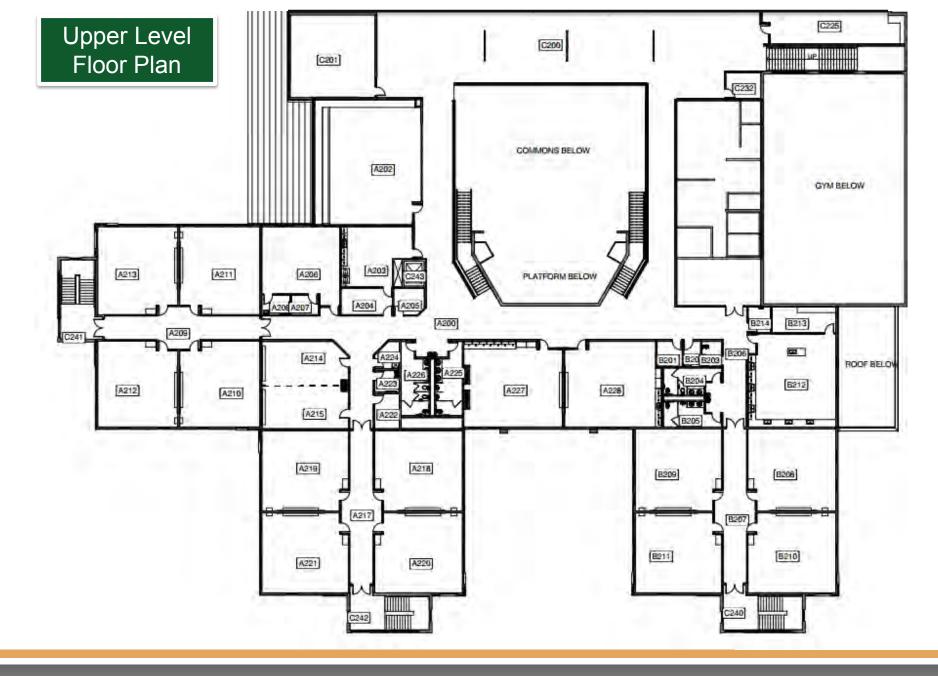
3D Rendering – 11243 Londonderry Drive







The Best Choice to Learn, Work and Lead



The Best Choice to Learn, Work and Lead

SPECIAL WARRANTY DEED

EPC FILE NO. SF-13-003

On this 24th day of April, 2017, SIX NINETY NINE LA, LLC ("Grantor"), a Colorado limited liability corporation duly organized under the laws of the State of Colorado, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, hereby grants and conveys to FALCON SCHOOL DISTRICT 49 ("Grantee") a Colorado public school district duly organized and existing under and by virtue of the laws of the State of Colorado, with a reverter to EL PASO COUNTY, BY AND THROUGH THE BOARD OF COUNTY COMMISSIONERS OF EL PASO COUNTY, COLORADO, all the real property, together with any improvements thereon, located at 11243 Londonderry Drive, El Paso County, State of Colorado, more particularly described as follows:

THE PROPERTY

TRACT B, PAINT BRUSH HILLS FILING NO. 13A, COUNTY OF EL PASO, STATE OF COLORADO

TOGETHER WITH all appurtenances thereto belonging, including, without limitation, all easements and other appurtenances thereto, if any, and all improvements and attached fixtures on the Property, and the reversion and reversions, remainder and remainders, rents, issues and profits thereof; and all the estate, right, title, interest, claim and demand, whatsoever, of the Grantor, either in law or equity, of, in and to the above-described Property, with the hereditaments and appurtenances/

TO HAVE AND TO HOLD the said Property above bargained and described with the appurtenances, unto Grantee, and Grantee's heirs, successors and assigns so long as Grantee commences use of the Property for public school purposes within fifteen (15) years of the above date. The Grantee shall retain title to the Property so long as this condition is met, and if not met the title to the Property and all improvements thereon will automatically revert to the Board of County Commissioners of El Paso County, Colorado, a signor hereto, with no further action required.

Grantor warrants the title to the Property against any and all persons claiming by, through, or under Grantor. The Grantor, for itself and its successors and assigns does covenant and agree that the Grantor shall and will WARRANT AND FOREVER DEFENT the above Property in the quiet and peaceable possession of the Grantee, and its successors and assigns, against all and every person or persons claiming the whole or any part thereof by, through, or under the Grantor and not otherwise. The Grantor hereby warrants that the Property is free and clear of any lien or encumbrances, including taxes for 2016 and 2017 tax pro-rations, except any easements, rights of ways, and restrictions of record and future taxes.

Chuck Broerman 05/02/2017 03:55:13 PM Doc \$0.00 2

Rec \$0.00

Pages

El Paso County, CO



217050782

in withess whereor, Grantor executes this deed on the date set forth above.
BY: Philip J. Anderson, Manager of Six Ninety Nine, LA
STATE OF COLORADO)) ss:
COUNTY OF EL PASO)
The foregoing instrument was acknowledged before me this 24 day of NINE LA, LLC. The foregoing instrument was acknowledged before me this 24 day of as Manager of SIX NINETY
WITNESS my hand and official seal.
My Commission expires: Louder man Notary Public Notary Public Notary Public Notary Public Notary Public STATE OF COLORADO NOTARY ID 19904011569 My Commission Expires 09-16-2018
SIGNOR: Board of County Commissioners or El Paso County
Darryl Gleng President 17.00Z STATE OF COLORADO) ss: COUNTY OF EL PASO)
The foregoing instrument was acknowledged before me this <u>And</u> day of <u>Manya Herri</u> as President of the Board of County Commissioners of El Paso County, Colorado.
WITNESS my hand and official seal.
My Commissioner expires: Wanda Bure John WANDA RENEE FORBES NOTARY PUBLIC STATE OF COLORADO NOTARY ID 20154032565 MY COMMISSION EXPIRES AUGUST 18, 2019



BOARD OF EDUCATION AGENDA ITEM 7.14

BOARD MEETING OF:	May 11, 2017				
PREPARED BY:	Melissa Andrews, Strategic and Project Planning Manager				
TITLE OF AGENDA ITEM:	Use of land and construction of school at 11243				
	Londonderry Drive				
ACTION/INFORMATION/DISCUSSION:	Action				

BACKGROUND INFORMATION, DESCRIPTION OF NEED: After the successful passing of the MLO in 2016, voters approved the construction of an elementary school in the northern portion of District 49.

RATIONALE: The elementary school would offload Meridian Ranch Elementary School, Woodmen Hills Elementary School, and assist with continued residential development.

RELEVANT DATA AND EXPECTED OUTCOMES: The deed for the land at 11243 Londonderry Drive has been transferred to School District 49. In order to reach the goal of opening in 2018, we are asking for the Board to approve the use of the land for construction of an elementary school.

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

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring trust throughout our community	Tax Payers voted for an elementary school to help alleviate overcrowded schools and accommodate continued developmental growth. This strategically placed school will meet both goals and fulfil our promise to the 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 launch each student toward success	

FUNDING REQUIRED: \$23,000,000 **AMOUNT BUDGETED:** \$23,000,000

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve use of 11243 Londonderry Drive to construct an elementary school.

APPROVED BY: Brett Ridgway CBO **DATE:** May 3, 2017



BOARD OF EDUCATION AGENDA ITEM 7.15

BOARD MEETING OF:	May 1, 2017
PREPARED BY:	Jack W. Bay, Chief Operations Officer
TITLE OF AGENDA ITEM:	Odyssey Allies Learning & Mod Replacement Project
ACTION/INFORMATION/DISCUSSION:	Discussion & Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

In developing the capital construction budget for the Allies Learning Center and the Modular replacement project a "turnkey" price was requested from the various vendors and general contractors that were submitting proposals to the Chief Operations Officer. The COO received bids back from three general contractors for this project. After reviewing the bids, submitted the preferred general contractor from the building vendor being utilized for the project due to the construction time needed of 90 days or less was identified as the lowest bid. Several discussions followed the preliminary selection to investigate how the general contractor could complete the project for the submitted price. The general contractor indicated that due to his long term relationship with his sub-contractors and his ability to complete the work in house his firm could get the project completed in the condensed time frame for the quoted price. The information noted on the bid indicated the price was a "turnkey" price. As a result, the COO made an assumption that all the components needed to complete the project were included in the quote. After further review and discussions regarding splitting the building costs from the GC's bid to accommodate our two fiscal budget years that would be impacted by the project, the GC and the building vendor revealed that the building was not quoted in the submitted bids. This created a significant budget deviation that would result in additional capital funds begin needed to complete the project. After reviewing all of the three bids along with a fourth bid that was submitted by an alternate local contractor the GC that was identified as the highest bid initially was truly the lowest bid since they were the only contractor of the initial three that submitted a turnkey quote.

RATIONALE:

As a result of the budget deviation all revised quotes are being reviewed by the purchasing department to confirm the scope and price of the project along with the contractor's ability to meet the requested completion dates so the new facility will be ready for the 2017-2018 school year. This re-review resulted in a projected budget deviation of approximately \$600,000 (\$579,330) more than the funding requested by the COO when the project was submitted to the Board for review earlier this spring. In order to fund this deviation the building vendor has proposed several lease options for the acquisition of the building that will lower our initial investment. Since the funds needed exceed the \$1,000,000 approved in the 2017-2018 capital program these options are being reviewed by the finance team to determine the most efficient means to acquire the building.

RELEVANT DATA AND EXPECTED OUTCOMES:

As a learning experience the budget deviation could have been disclosed prior to the projects initial submittal to the board and our stakeholders had the COO utilized the purchasing office to receive and vet the submitted bids for this project. In an effort to assist the D49 administrative support team and due to the workloads that are resulting from the passing of the 3B MLO initiative the COO took the lead on the project. This circumvented the check and balance process that may have identified this issue much sooner in the process. Through our involvement in the RMPEX continuous improvement process we have learned that following processes and procedures lead to superior results. In the future the COO will ensure that all processes that are in place to ensure efficient and effect decisions involving capital projects will be utilized.

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

Inner Ring—How we treat each other	Two components of the cultural compass are
<u> </u>	transparent and accountable, these two bedrocks are in
Ę	how we communicate new information that impacts
	our daily decisions.



BOE Regular Meeting May 11, 2017 Item 7.15 continued

	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring trust throughout our community	As new information becomes available that significantly impacts past or future decisions it is our responsibility to communicate the new information so we can maintain the trust we have earned with our stakeholders.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	By providing a safe, aesthetically pleasing, efficient and comfortable learning facility for our students and staff the operations department assists D49 in building a firm foundation for education to flourish
	Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: Additional \$600,000 to fund project AMOUNT BUDGETED: \$1,500,000

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to authorize the Chief Business Officer to obtain short-term financing to be used in conjunction with the 2017/18 capital reserve budget for the ALLIES/Odyssey Elementary School Building Project for a total project price not to exceed \$2,357,430.

APPROVED BY: Jack W. Bay COO; Brett Ridgway CBO **DATE:** May 4, 2017



ALLIES Program Facility

Odyssey Elementary School Modular Building Replacement

Options & Recommendation May 11, 2017

Melissa Andrews – Community & Facility Planning Manger Jim Rohr – Purchasing & Contracts Manager

ALLIES education space & linked Odyssey Elementary School space issues Recent Process Timeline



- Direct process that was pointed toward a 'Sprung Building' solution found project estimate discrepancies of approximately \$600k. That path was then halted on Wednesday, April 26 due to lack of options to adjust to the new estimate.
- Special Board meeting asked for and subsequently held on Wednesday, May 3 to provide updates and decide next steps.
 - BOE asked for additional options beyond Sprung. Normal process owners tasked with quick turn around to deliver options at May 11 Regular BOE meeting.
- Between Thursday, May 4 and Wednesday, May 10, sixteen separate options, with 22 total variations, were considered and vetted to varying degrees depending on initial thoughts and discoveries regarding costs and feasibility.

Prior to recent events - Chronological Overview



- March 2017
 - Developed a concept drawing with the Mod replacement as a possible addition to the Project
 - The building were presented as independent facilities due to the potential need to move the ALLIES Center in the future.
 - Developed building options that could allow this center and complex to open Aug 15, 2017 (ALLIES)
 August 1, 2017 Modular.
 - The Sprung Building Concept was identified due to the condensed construction time to build and a modular classroom concept was identified as an option for the interior space due to its mobility.
 - Requested three bids for two local general contractors and the SPRUNG building preferred general contractor
 that were requested as turnkey by the COO. Each GC was provided the cost proposal for the Sprung Building
 and the modular office space to ensure consistency.
 - In retrospect, the COO should have utilized the Purchasing Department to initial the bid process
 - Initial Bids were received by COO.
 - Preliminary budget were developed based on the bids.
 - Discuss pursued with perceive low cost provider to discuss the bid and scope included.
 - Odyssey Elem SAC voted to utilize 3B priority 2 school funds to assist in the cost of the Mod replacement.
- April 2017
 - Odyssey SAC voted to increase funding to Mod replacement project.
 - COO discusses scope of what, delivery date expectation and the final price with initial lowest bid and preferred Sprung GC.
 - · Contractor reveals that building is not part of turnkey price.

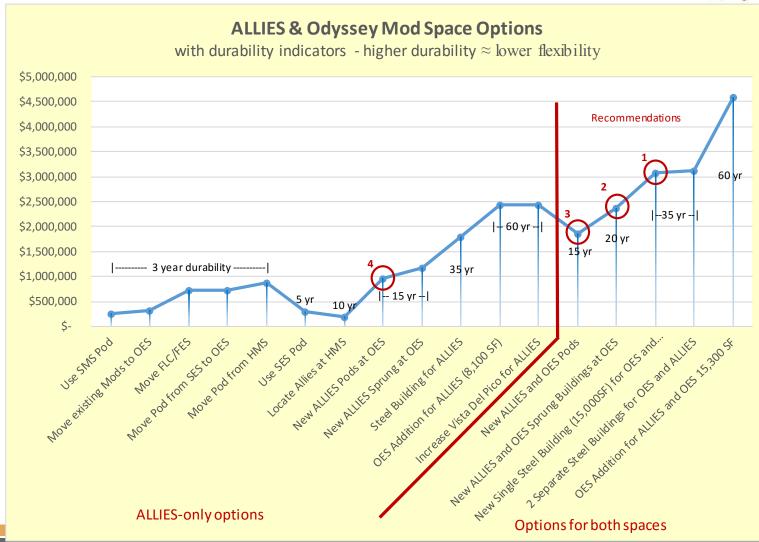
Overview



		OES	ALLIES	СО	ST	
Option 1	Utilize SVMS POD for ALLIES		X	\$	262,500.00	
Option 2	Utilize SES POD for ALLIES		X	\$	301,200.00	
Option 3	Move FLC and FES PODS to OES		X	\$	715,000.00	
Option 4	Move POD A from HMS to OES		X	\$	879,500.00	
Option 5	Move POD from SES to OES		X	\$	715,000.00	
Option 6	Move additional Mods to OES		X	\$	325,000.00	
Option 7	Place new POD(s) at OES	X	X	\$	965,000.00	\$ 1,865,000.00
Option 8	Place new Sprung building(s) at OES	X	X	\$	1,180,000.00	\$ 2,365,000.00
Option 9	Alternate options for Spring	X	X			
Option 10	New Steel Builing OES	X	X	\$	1,798,030.00	\$ 3,129,630.00
Option 11	Addition to OES	X	X	\$	2,430,000.00	\$ 4,590,000.00
Option 12	Increase size of Vista del Pico school		X	\$	2,430,000.00	\$ 4,590,000.00
Option 13	Vacant land in Zone		X			
Option 14	Rent space at BLPA		X	\$	120,000.00	\$ 280,000.00
Option 15	Rent commercial building		X			
Option 16	Utilize POD A at HMS		X	\$	539,500.00	

Options Presented & Recommended





ALLIES education space & linked Odyssey Elementary School space issues -Recent Process Result Summary



Short term solutions

for use until long-term solution is available (in preference order)

- Absorb students/ programs on OES campus
- 2. House ALLIES program at Stetson Elementary School
- 3. House ALLIES program at Horizon Middle School
- 4. House ALLIES program at Skyview Middle School

Long term solutions

(in preference order)

- 1. Build out space for ALLIES and OES overflow in a single new single steel building structure.
- Build out space for ALLIES and OES overflow in two new 'Sprung' building structures.
- 3. Build out space for ALLIES and OES overflow in two new 'Pod' structures.
- 4. Build out space only for ALLIES in a new Pod. (no financing required)

ALLIES education space & linked Odyssey Elementary School space issues -Recent Process Next Steps



- Thursday, May 11 at Regular BOE meeting determine desired path to move forward on.
- Place order / arrange financing as necessary to complete path chosen.
 - Financing to be short-term (i.e. 3-5 years)
- Site preparation including any utility work, grading, foundation work, etc., to be ready for product delivery in mid-summer.
- Once structure(s) delivered and erected, then proceed with interior finish work.
- Sequenced opening of new space to begin relief of temporary solutions enacted.
- Plan for December 2017 completion; work with contractors and internal staff to make it earlier.

Option 1: Utilize SVMS POD for ALLIES \$262,500 Operational Immediately



Relocate SVMS Students out of POD \$0.00

- 1063 (2016/17 enrolled)
- Require 7 Modular Classrooms, 10 on property
- Would require either Zone Leader or CCS to occupy one classroom or new location

Transportation \$12,500

- If schedule continues as it currently is, no additional cost
- If there are bell changes, maximum cost is \$

Needs \$250,000

- Playground
- Signage

Pros

Immediately available/ already set up

Low Cost

Self contained

In correct zone

Cons

Mixes levels for lunch & gym

Requires addition of playground

Short term solution

Disrupts existing setup

Option 2: Utilize SES POD for ALLIES \$301,200 Operational Immediately



Relocate SES Students out of POD \$0.00

- 540 (2016/17 enrolled)
- Core Capacity of SES 575
- 2 additional modular to support SES growth

Transportation \$10,200

- If schedule continues as it currently is, no additional cost
- If there are bell changes, maximum cost is \$10,200

Renovation Needs \$291,000





Low Cost

up

Self contained

In correct zone

Correct age group

Option 3: Move Existing POD's from FES and FLC \$715,000 Operational *Fall 2017

(Additional improvements required over breaks)



Move Pods \$105,000

- Falcon Elementary 4 Classroom (2001)
- Patriot High School 4 Classroom (2001)

Set up (Permit, site prep, electric service...) \$83.000

Renovate Interior for programing \$527,000

 Replace windows, doors, stucco, carpet, paint, restroom refresh, HVAC modifications, lighting upgrades

Pros

District already owns structures

Moving is low cost

Self contained

In correct zone

Cons

PHS is currently using their POD and intends to continue using it

Already aged units with potential for damage from moving

Not sized or configured as program needs, can alter to an extent at additional cost

Refreshing just puts money into an aged structure

Option 4: Move POD A at HMS to OES \$879,500 Operational *Fall 2017

(Additional improvements required over breaks)



Move Pods \$262,500 Need to check State Seal Set into asphalt -District already may not be easy owns structure to get out Set up (Permit, site prep, electrical service...) \$90,000 Already aged units with Self contained potential for damage from moving Renovate Interior for programing \$527,000 Not sized or configured as In correct zone program needs. can alter at • Replace windows, doors, stucco, carpet, paint, restroom additional cost refresh, HVAC modifications, lighting upgrades Refreshing just Ability to customize interior puts money into an aged structure

Option 5: Move POD from SES to OES \$715,000 Operational *Fall 2017

(Additional improvements required over breaks)



Move Pods \$105,000

Need to check State Seal

Set up (Permit, site prep electrical service...) \$83,000

Renovate Interior for programing \$527,000

 Replace windows, doors, stucco, carpet, paint, restroom refresh, HVAC modifications, lighting upgrades Pros

District already owns structure

Self contained

In correct zone

Ability to customize interior Cons

Already aged units with potential for damage from moving

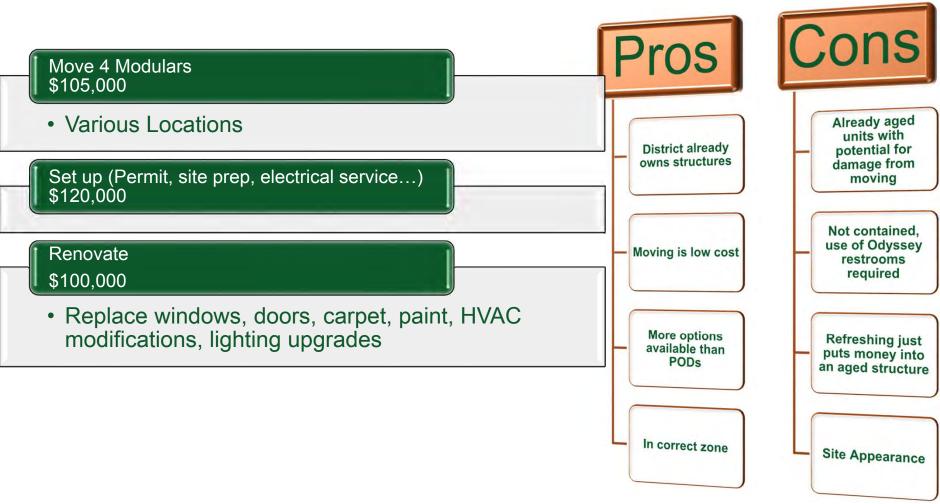
Not sized or configured as program needs, can alter at additional cost

Refreshing just puts money into an aged structure

Option 6: Move Existing Modulars to OES \$325,000 Operational *Fall 2017

(Additional improvements required over breaks)

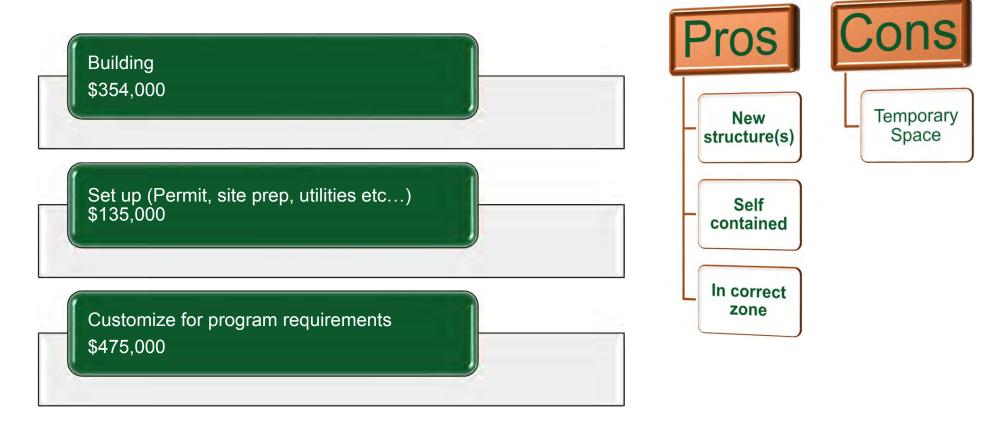


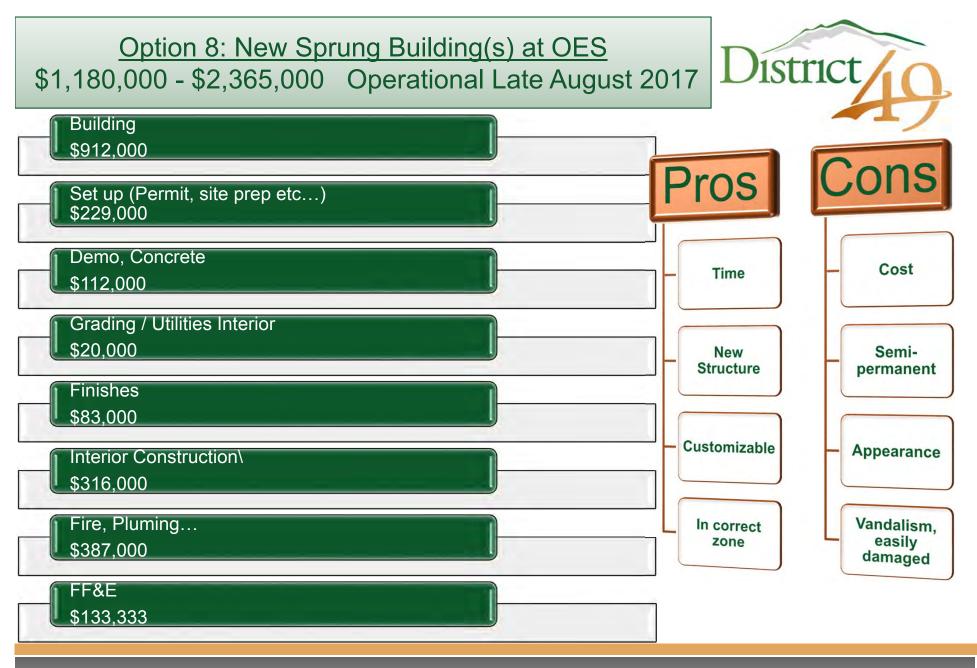


Option 7: New POD(s) at Odyssey \$965,000-\$1,865,000 Operational *Fall 2017

(Additional improvements required over breaks)







Option 9: New Sprung Building at OES Alternative Options



One Larger Building

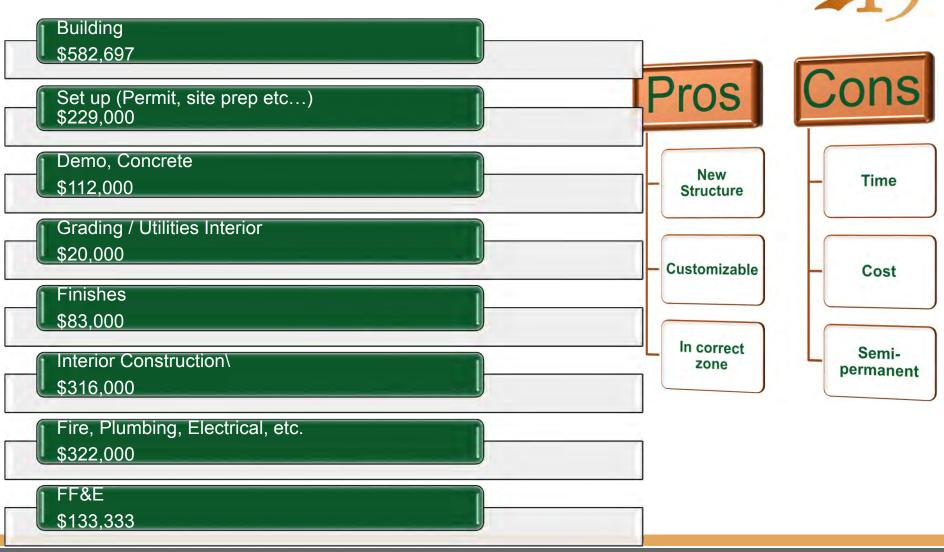
- Pros
 - Reduces cost of structure by \$100,000
 - Reduces cost by making HVAC more efficient, one foundation, etc...
- Cons
 - Structure could be as high as 40 feet

SPRUNG as a Gymnasium / Existing Gym into classroom

- Classrooms could be 2 story
- Mezzanine Option

Option 10: New Steel Building at OES \$1,798,030 - \$3,129,630 Operational late 2017



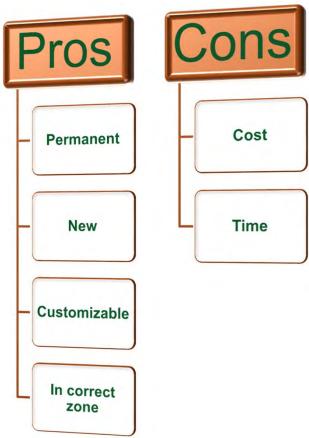


Option 11: OES Addition \$2,430,000-\$4,590,000 Operational 2018?



Options

- Equivalent to ALLIES building (8100 sqft)
- Equivalent to both ALLIES and replace mods at OES (15,300 sqft)

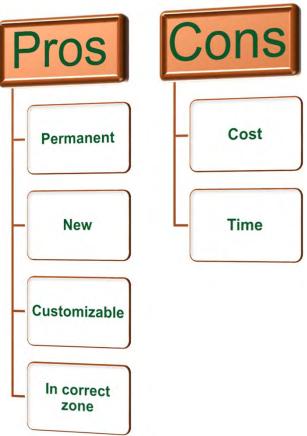


Option 12: Increase size of Vista Del Pico \$2,430,000-\$4,590,000 Operational 2019



Construction

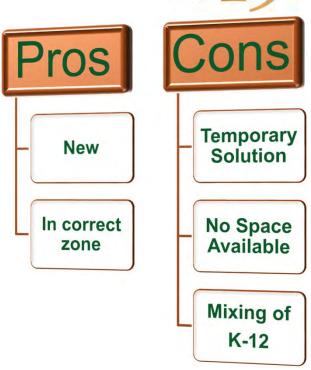
- Equivalent to ALLIES building (8100 sqft)
- Equivalent to both ALLIES and replace mods at OES (15,300 sqft)



Option 13: Rent Space at BLPA \$ 120,000 - \$280,000/year Operational







Option 14: Lease Space in Commercial Building \$71,500/year + Finishes Operational Late 2017



Lease

- YMCA (Formerly IT's on Powers)
- Warehouse in South portion of District 10,000 sqft @ \$6.99/sqft/Year
- K-mart?

Construction

May require tenant to pay for interior renovations



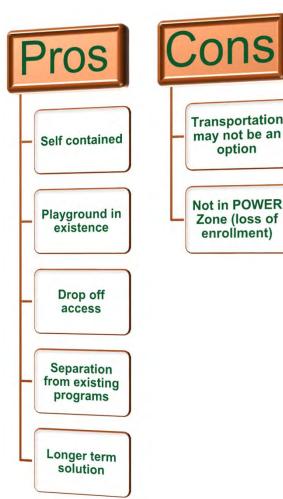
Option 16: Locate ALLIES in POD A at HMS \$ 539,500 Operational Fall 2017



Renovate Interior of POD A \$527,000

Transportation \$12,500

• Transportation may not be available to this location



Option 17: Utilize Vacant School Sites \$











BOARD OF EDUCATION AGENDA ITEM 7.16

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Brad Miller, Legal Counsel
TITLE OF AGENDA ITEM:	Appointment of New Board Member/Oath of Office
ACTION/INFORMATION/DISCUSSION:	Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED: After the resignation of David Moore, the Board stated its intention to consider nominations at its May 9th meeting and extended the nomination/application period related to that decision.

RATIONALE: C.R.S. 22-31-129(2) At the next board of education meeting immediately following the occurrence of any condition specified in subsection (1) of this section, the board of education of the district shall adopt a resolution declaring a vacancy in the school director office, and the board of education of the school district in which the vacancy occurs shall appoint a person to fill the vacancy within sixty days after the vacancy has occurred. If the appointment is not made by the board within the sixty-day period, the president of the board shall forthwith appoint a person to fill the vacancy. The appointment shall be evidenced by an appropriate entry in the minutes of the meeting and the board shall cause a certificate of appointment to be delivered to the person so appointed. A duplicate of each certificate of appointment shall be forwarded to the department of education.

RELEVANT DATA AND EXPECTED OUTCOMES: No applications from the two open director districts were received within the sixty-day period. On May 10, 2017, David E. Cruson filed a candidate packet for the appointment.

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

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

FUNDING REQUIRED: No

AMOUNT BUDGETED:

DATE: May 10, 2017

RECOMMENDED COURSE OF ACTION: President LaVere-Wright appoints David E. Cruson to the District 49 Board of Directors and administers the Oath of Office to Mr. Cruson.

APPROVED BY: Marie LaVere-Wright, Board President

Dear District 49 Board of Education,

This is a letter of interest regarding the director position on the board as an appointment for the remainder of an open term.

Enclosed is the necessary documentation in order to be considered.

Thank you for your time and attention.

Sincerely,

David E. Cruson

(Rev.) DAVID (DAVE) E. CRUSON

EDUCATION

MASTER OF DIVINITY Lutheran School of Theology at Chicago May 1998 Chicago, Illinois

- Ordained in the Evangelical Lutheran Church in America, Augustana Lutheran Church, Denver, Colorado, July 25, 1998
- Internship at Abiding Savior Lutheran Church, Independence, Missouri, August 1996- August 1997
- Clinical Pastoral Education, St. Anthony Central Hospital, Denver, Colorado, May 1995- August 1995

BACHELOR OF ARTS in Communications (Minor in Religion) May 1994 Augustana College (now University): Sioux Falls, South Dakota

WORK

PASTOR

EXPERIENCE

Prince of Peace Lutheran Church (ELCA): Colorado Springs, Colorado October 2003 to Current

(Part time- the past 7 years)

- Serve on the Rocky Mountain Synod's Consultation Committee
- Served on the Rocky Mountain Synod's Synod Council for 4 years
- Serve on the Rocky Mountain Synod's outdoor ministry team
- Served on the Synod Junior High/Middle School youth gathering team for 8 years (held here in Colorado Springs)
- Serve as camp pastor at Rainbow Trail Lutheran Camp: Hillside, Colorado for 19 years

PASTOR

St. Luke Lutheran Church (ELCA): Albuquerque, New Mexico July 1998 to September 2003

- Last 2.5 years were as the acting Senior pastor
- First 2.5 years were as the Associate pastor
- Served as the conference dean for northern New Mexico for 3 years
- Served on the Board of Luther House, Lutheran Campus Ministry, University of New Mexico, Albuquerque, New Mexico for 5 years

HOBBIES

Slow-pitch softball, sports enthusiast, smooth jazz music listener and collector, classic rock music listener, sports talk radio listener, hiking, camping

FAMILY

Born in Denver, Colorado, October 1971 Married, Carissa Cruson, September 2003 Children, Evan & Noelle, November 2007 Dog, Pepper



Candidate Questions Board Vacancy 3-9-2017

Name: David (Dave) E. Cruson Director District: 1

1. Tell us about yourself. What skill set would you bring to the table that would complement those of the current members of the Board?

As the middle child of 2 school teachers, I have been blessed to grow up in a family that values education highly. My mother stopped to be at home for us as children while my father continued for a total of 33 years. I have witnessed how they overwhelmingly care about children, especially in seeing them interact with, and teach, their grandchildren. As a minister of Word & Sacrament in the Lutheran Church, I am passionate about helping people grow in faith and life, and to serve those in need.

The skill set I hope to bring to the board is one of cooperation & care. Through my school and D49 involvement, I take the King Soopers & Cherry Creek Schools (of which I am a product of) approach- "Our People Make the Difference" & "Dedicated to Excellence". In my profession, I have worked with all age groups and know how to connect people-young & old. Through my volunteer efforts, I have enjoyed working (and playing) with our young people. My biggest hope is for others to have "A-Ha" moments in life, where the discovery of something life changing happens and expectantly happens many times over.

2. A constituent or employee contacts you regarding an issue at the building or department level. How do you respond?

I intend to listen first. I would encourage the constituent or employee to be in touch with the person or persons with whom they are having the issue about. I would hope that I would be able to guide them, without solving the issue for them, through the necessary channels of problem solving before making it a board issue. After exploring all possible solutions and understanding all sides of a problem, I like to work with a team of people in resolving the issue. Through extensive conflict resolution work, I have gained an appreciation for the process. In dealing with people, I would empathize, but not make promises.



Candidate Questions Board Vacancy 3-9-2017

3. Why do you want the position of board member in this district?

After extensive encouragement & engagement, I was asked to consider the possibility. I see District 49 at a similar place in its history as Cherry Creek Schools was when I was in grade school. 3 primary public high schools, a handful of public middle schools, many public elementary schools, and a ton of additional educational offerings for a wide variety of students; ALL with increasing growth in enrollment and expectations. I discovered this through the YES! on 3B campaign.

4. Describe the board's role as it relates to the chief officer team's role in the district.

The first and primary word I think of is TEAM. I saw that in the development of the YES! on 3B campaign before the ballot language became official. I attended the preliminary community meetings, to receive feedback from the community, and saw the vision that the board and the chief officers were considering for the future of District 49. While the chief officers are the paid leaders, I see the board as a policy making body that works in cooperation with the chief officers to set the stage of success for students, teachers, staff, parents, & community.

5. If you have a decision to make, how do you go about making such decisions?

For me, decision making starts with prayer (personally) and thought. I very much prefer a collaboration style when it comes to a team decision. I make every effort to weigh pros and cons, while also thinking about the past and the future. I try to actively listen to one's perspective, especially when it differs from my own. Once the decision is made, particularly in a group setting, I make every effort to suppress my own opinion for the sake of the group's decision.



Candidate Questions Board Vacancy 3-9-2017

6. What do you feel the individual board member's role is among five school board members?

While I may have a 20% stake in the decisions of board, I wish for it to be a partnership not only through the board, but also with everyone involved. We are better together when we work together for the sake of students, teachers, staff, parents, and community. I see my individual role to be prepared, considerate, and encouraging.

7. Have you had any prior community or district involvement as a volunteer, elected official, board member or other role?

Yes-

- I have been the Top Watch Dog at Stetson for almost 4 years.
- I have served on the School Accountability Committee for almost 3 years.
- I have served on the District Accountability & Advisory Committee for almost 2 years.
- I was one of the volunteer leaders for "YES! on 3B", the D49 campaign, during the fall of 2016.
- I have served as the volunteer disc jockey for 2 Stetson Elementary school dances.
- I have served as the volunteer assistant to Mr. Monfre for the D49 Field/Olympic day at Stetson Elementary for 4 years.
- I have coached 5th graders with morning announcements at Stetson Elementary for 3.5 years.



BOARD OF EDUCATION AGENDA ITEM 8.01a

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Rachel Duerr, Health and Wellness Coordinator
TITLE OF AGENDA ITEM:	Regulation ADF-R School Wellness
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Federal law requires all school districts receiving federal funding for child nutrition programs to have adopted a policy on "school wellness." New federal rules require updating the policy to be in compliance by June 30, 2017.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

Rock #5— Customize our educational systems to

Inner Ring—How we treat each other

Outer Ring—How we treat our work

Rock #1—Establish enduring trust throughout our community

Rock #2—Research, design and implement programs for intentional community participation

Rock #3— Grow a robust portfolio of distinct and exceptional schools

Rock #4—Build firm foundations of knowledge, skills and experience so all learners can thrive

FUNDING REQUIRED: N/A

launch each student toward success

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only on updates to ADF-R.

APPROVED BY: Amber Whetstine, Executive Director of Learning Services,

Peter Hilts, Chief Education Officer DATE: April 28, 2017



DISTRICT 49 REGULATION

Title	Wellness Policy Guidelines
Designation	ADF-R
Office/Custodian	Education/Coordinator of Health and Wellness

The Wellness Policy Guidelines ADF-R provide resources for implementing the School Wellness Policy ADF. The policy and guidelines incorporate federal, state and local regulations. This document is in conjunction with the Falcon School District 49 School Wellness Policy ADF located at www.d49.org/wellnesspolicy.

Wellness education is defined as the framework to organize school health efforts around 10 components. The following 10 components comprise the Whole School, Whole Community, Whole Child (WSCC) model: Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Involvement.

The following School Wellness Policy Guidelines provide resources for implementing the WSCC model within a school. The guidelines are created to be user-friendly and based on best practices and experience by WSCC leaders in the state of Colorado.

Whole School, Whole Community, Whole Child (WSCC) Model

Below are the steps to implement the WSCC model in your school. The complete and more in-depth guidelines can be found in the "Destination: Healthy Schools Successful Students" at http://www.rmc.org/destination

- 1 Get Your Administrators on Board
- 2 Identify Leaders for the School Health Team
- 3 Assemble a School Health Team
- 4 Conduct an Assessment of Your Current School Health Efforts
- <u>5</u> Identify a Priority for the School Health Improvement Plan
- <u>6</u> Write a School Health Improvement Plan
- <u>7</u> Implement the School Health Improvement Plan

Part 1. – Nutrition Goal: The District will support and promote <u>nutrition education</u>, <u>healthy nutrition choices</u>, proper dietary habits contributing to student's health status and academic performance to include the federal government guidelines.

Items sent from home for student's personal consumption are exempt from the District guidelines except in the case of classroom/school allergies.

District 49, El Paso County, Colorado

Page 1 of 13

Nutrition	Federal Law	State Law	Board	Best Practice
Category			Policy	~
School Meals and Ala Carte Operated by D49 Nutrition Services Department	Must comply with all laws that govern the National School Lunch and Breakfast Programs.	Must comply with all laws that govern the National School Lunch and Breakfast Programs. SB12-068* prohibits public schools from making foods with industrial trans-fats available to students. This includes all food and beverages made available to a student on school grounds during each school day and extended school day, including: School cafeteria a la carte items School stores Vending machines Other food service entity existing upon school grounds Food or candy handed out by teachers in the classroom	Poncy	Schools will aspire to: Give adequate time for students to sit and eat for breakfast (10 min) and lunch (15 min) Provide a dining area that is clean, orderly and inviting. Provide seating to accommodate all students served during each meal period. Provide supervision in the dining area. Allow students converse in a reasonable manner with one another while they eat their meals. Entire silent lunch periods are not allowed, however brief
				no-talking

				periods are allowed for safety and to accommodate students through the lunchroom procedure.
Vending Machines accessible to students during the school day (midnight to 30 minutes after last bell)	All vended foods and beverages sold in schools must comply with HHFKA Smart Snack Regulations.	All vended foods and beverages sold in schools must comply with the Colorado HB 06-1056 and SB12-068*.	All vended beverages and foods must meet Board Policy EFEA.	
Fundraisers	All fundraisers during the school day available to sale to students for immediate consumption must meet the Smart Snack Regulation under the HHFKA.	Schools are allowed 3 fundraisers that are exempt from the Smart Snack regulation in the 14-1517-18 school year. The school must maintain documentation of the fundraiser along with all nutritional labels. See the Nutrition Services web page for CDE exemption tracker. Exempt fundraisers are to be determined by School Administration. Learn more at www.cde.state.co.us/nutrition/smartsnackscolopolicyexemptfundraisers The sale of all food or beverages outside of the Nutrition Department will not take place from 30 minutes before through 30 minutes after the last meal period to follow the Colorado State Competitive Food Service Policy 2202-R-20300. SB12-068*		Plan ahead with school administrators for the 3 school-wide food exempt fundraisers to get the best ROI.
Classroom Parties, Celebrations,		SB12-068*		Foods offered during the school day will be store

Classroom Rewards		will be allowed. Items are to be store bought with Nutritional Information visible. Food prepared in a private home may not be served at school to students because knowledge of ingredients, sanitation, preparation, and temperature of food in storage or transit is not available. In addition, quality and sanitation
		is not available. In addition, quality and sanitation standards cannot be controlled.
		Exceptions to store-bought items can be made by the principal for grade- level/school-wide curriculum related

One day pe will be allo school-wid celebration days are exfrom the di wellness pronutritional but food ne store boug food safety Birthday celebration treats will Wellness F Guidelines school leve Parents, te and organi are informe the guideli encourage follow there the school School administra allow teach set their ow guidelines.			events.
and organiare informed the guideline encouraged follow them the school of the school administration administration allow teach set their own guidelines.		•	events. One day per quarter will be allowed for school-wide celebrations. These days are exempt from the district wellness policy nutritional values but food needs to be store bought for food safety. Birthday celebrations with treats will follow Wellness Policy Guidelines and school level policies. Parents, teachers,
snacks in		•	administrators may allow teachers to set their own guidelines for students' personal

	o Marketing of food and beverage on district property during the SB12-068*	
Classroom	school day (midnight to 30 minutes after the last bell) must meet	• Foods offered during

Designation:	ADF-R	

Parties,	competitive food standards	the school day will be
Celebrations,	http://www.cde.state.co.us/nutrition/nutricompetitivefoods)	store bought items of
Classroom		100 calories or less,
Rewards Marke		0 grams of trans fat
ting of Food &		with
Beverages		recommendations of
Develages		less than 4 grams fat
		and less than 9 grams
		sugar with the
		exception of fresh
		fruit.
		 No candy or sodas will be allowed.
		• Items are to be store
		bought with
		Nutritional
		Information visible.
		• Food prepared in a
		private home may not
		be served at school to
		students because
		knowledge of
		ingredients,
		sanitation,
		preparation, and
		temperature of food
		in storage or transit
		is not available. In
		addition, quality and
		sanitation standards
		cannot be controlled.
		 Exceptions to store-
		bought items can be
		made by the principal
		for grade-
		level/school-wide
		curriculum related

After School

Programs

Care Snack Program must comply with all

	applicable federal regulations and state policies.	
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Part 2. – Wellness Education Goal: The District will provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors including nutrition, physical activity and mental health for staff and students.

All students in grades PreK-12, including students with disabilities, special health-care needs and in alternative education settings, have the opportunity to participate in a variety of learning experiences that support development of healthful habits to encourage total body wellness.

Wellness Education	Federal Law	State Law	Board Policy	Best Practice
Category				
Comprehensive Health Education and Physical Education		SB 08-212 created comprehensive health education and updated physical education standards. SB 09-163 requires reporting of all non-tested content areas, including school health and wellness indicators as a measurement of school performance.		 Teachers are encouraged to secure recommended wellness education resources. in adequate quantities for their students. Teachers are encouraged to incorporate wellness topics in lesson plans throughout the school year. School administrators inform teachers about opportunities to attend training on wellness and the importance of role modeling healthful habits for students. Staff development will be offered inside and outside the district to support staff and student wellness. District will support the use of buildings for staff development

			opportunities by not charging
			facilities usage fees for staff and
			school wellness activities
			during regular building hours.
			If a school needs to utilize the
			facilities for wellness
			staff/student activities on the
			weekend or any days the
			district is closed, the school
			will incur the expense of any
			custodial staff needed on site.
			• Instruction encourages hands-
			on activities that engage
			students in enjoyable,
			developmentally appropriate,
			culturally relevant <u>sensitive</u> , participatory activities.
			participatory activities.
Family and Community			• Parents are invited to join students
			for school meals.
			 Schools are encouraged to provide
			families with information that
			encourages them to teach their
			children about health and
			nutrition. , and to provide
			nutritious meals for their families.
			Families are provided with
			information that encourages them
			to teach their children about health
			and nutrition, and to provide
			nutritious meals for their families.
			 Family and community members
			are encouraged to become actively
			involved in programs that provide
			wellness education.
			• Opportunities are available for the
	į	1	WSCC team and for individuals to

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\mathbf{r}	بنجين	ation.	

		share their healthful practices with the school and community.
Staff Wellness		 The school encourages each member of the staff (both certified and non-certified) to serve as a healthy role model for students. The WSCC team will hostsupport/encourage at least one school-wide activity each year that promotes staff wellness.

Part 3. – Physical Activity Goal: The District will provide opportunities for staff and students to engage in physical activity.

Physical Activity	Federal Law	State Law/Practice	Board Policy/District	Best Practice
Category			Practice	
Physical Education Class		 HB 11-1069 requires all public elementary schools to provide students with a minimum of 600 minutes of physical activity per month (30 minutes per school day). The physical education curriculum is sequential and consistent with Colorado Board of Education approved physical education teaching standards for pre-kindergarten through grade 12. Physical education teachers are licensed by the Colorado Department of Education. 	• IFK Graduation Requirements state high school students will receive 2 semesters of physical education and 1 semester of Health Education throughout high school. Successful participation in one school physical sport, cheer/dance team, marching band/flag team, ROTC will count for 1 semester of PE.require high school students demonstrate mastery in health and physical education to graduate.	 Middle schools students are encouraged to take more than one semester of physical education. High school students are encouraged to take more than two semesters of physical education. The school provides a physical and social environment that encourages safe and enjoyable physical activity for all students, including those who are not athletically gifted. Students have the opportunity to participate in lifetime physical activities (e.g. walking, Pilates, swimming, golf, tennis, etc.). Adequate age-appropriate

Designation: ADF-R

Throughout the Day	teache	equipment is available for all students to participate in physical activity. Physical activity facilities on school grounds are safe. Classroom health education reinforces the knowledge and selfmanagement skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. When circumstances make it necessary for students to remain indoors and inactive for two or more hours, the students are given periodic breaks during which they stand and be moderately active. Physical activity breaks and brain boosters should be provided in all courses.
Punishment		 Strenuous physical activity is not used (e.g. running laps, pushups) as punishment. Students should not be required to "sit out" any part of recess as punishment. A student's recess time can be replaced with a focused physical activity or community service. This guideline does not apply to extracurricular sports teams or office referrals.
Recess	HB 11-1069 requires all	Elementary school students will

Designation: ADF-R

	public elementary schools to provide students with a minimum of 600 minutes of physical activity per month (30 minutes per school day).	have a minimum of 30-minutes daily supervised. Recess for ½ day Kindergarten will be determined by each individual building.
Before and After School		• All elementary, middle and high schools offer extracurricular physical activity programs, such as physical activity clubs or intramural programs.

Resources:

Nutrition:

www.cde.state.co.us/nutrition www.actionforhealthykids.org www.schoolnutrition.org www.sneb.org rdp.healthiergeneration.org/calc/calculator/

Wellness Education:

www.cde.state.co.us/cohealthpe/statestandards www.healthteacher.com http://www.heart.org/HEARTORG/

Physical Activity:

http://www.cde.state.co.us/cohealthpe/statestandards http://www.shapeamerica.org

Adopted: March 30, 2006Revised: April 25, 2006Revised: February 7, 2007

• Revised: June 15, 2007

School District 49, El Paso County, Colorado

- Revised: September 11, 2008
- Revised: September 30, 2008
- Revised: September 17, 2012
- Revised: February 13, 2013
- Revised: December 12, 2013
- Revised: October 30, 2014
- Revised: December 9, 2015
- Revised: May 11, 2017



BOARD OF EDUCATION AGENDA ITEM 8.1b

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Dr. Louis Fletcher, Director of Culture and Services
	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Process Improvement Update, KEA-R Stakeholder
	Grievance
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The board adopted policy KEA, Stakeholder Grievance in October 2014 as means to provide employees, parents and community members access to a clear and well-documented process for presenting and seeking resolution to grievances. With the intent to evaluate and improve the policy and process, the board discussed this topic at the November 16, 2016 meeting and again at the board's annual planning retreat.

RATIONALE:

In our work toward becoming the best choice to learn, work and lead, we continually seek establish and strengthen trust with stakeholders in tangible, sincere and effective ways. We also seek to continuously improve our processes.

The stakeholder grievance process is designed to foster open communication with stakeholders through a clear stakeholder grievance system. Improvements to the stakeholder grievance policy and regulations will help us address performance gaps and enable the process to better serve stakeholders.

RELEVANT DATA AND EXPECTED OUTCOMES:

The administration will present recommendations for improvements, including a revised policy and regulation.

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

lture	Inner Ring—How we treat each other	An effective stakeholder grievance process serves to strengthen trust with our stakeholders and foster intentional stakeholder participation.
Cu	Outer Ring—How we treat our work	
	Rock #1—Establish enduring trust throughout our community	
7	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Strategy	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No.

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, CEO **DATE:** April 28, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Stakeholder Grievance Process Resolution
Designation	KEA-R
Office/Custodian	Business and Education/Director of Human Resources and Director of
	Culture & Services

The <u>conflict resolution grievance process</u> procedures contained herein are intended to provide a clear, well-defined means of articulating and bringing forth concerns.

Classroom Level Procedure

If you have a concern, <u>please communicate directly you should set up a meeting</u> with the <u>staff member elassroom</u> teacher or appropriate individual <u>with whom you have the concern</u>, with the goal of resolving the matter informally. Communication is essential to resolving concerns and conflicts. It is important that the <u>staff member elassroom teacher or appropriate individual</u> understands your concern so they may fully address and resolve it. It is important to explain your concerns, the resolution you are seeking and your suggested remedy.

If you inform the staff member that your concern is being brought to him or her as a grievance under this procedure, the staff member classroom teacher or appropriate individual with whom you have the concern shall must provide you with his or hertheir decision response within three working days, of your meeting being notified that there is a concern if a response is possible within that time frame. This may occur over the phone, face to face or via email. If more time is needed to appropriately address the concern, the process facilitator will notify the concerned party as soon as practical will be notified of the needed extension as soon as practicable.

Admin Level I: School Administrator

If the concern is not resolved to your satisfaction, you may submit a <u>Stakeholder Grievance Form (found online at www.d49.org/grievance)</u> Resolution Request (GRR) Form within five twentyen working days of receipt of the <u>original responseClassroom Level decision</u>. The GRR can be accessed on the District web site. <u>Please Ffill out the form thoroughly.</u> Your submitted form will be sent to the district administrators designated as grievance facilitators, one of whom will be assigned to facilitate your grievance. The assigned facilitator will contact you to confirm receipt and review the grievance process.

Admin Level I: School Administrator

The school administrator or his/her designee will review the <u>Stakeholder Grievance FormGRR</u> and contact you <u>within three working days of receipt of the appeal</u> to arrange a meeting. The purpose of this meeting is to gain a full understanding of the situation. The staff member_who provided the <u>original responsedecision</u> at the <u>Classroom Level</u>-will be invited to attend the meeting. The staff member may opt to not attend.

The school administrator or his/her designee will contact you within three business days to schedule a meeting. Within 5-five working days after the meeting the administrator shall communicate the decision in writing. This decision shall include the school administrator's findings, conclusions, and recommendations.

Admin Level II: Zone Leader/Executive Director Level Procedure

If you are not satisfied after receiving the School Administrator's written decision, you may appeal the matter to the <u>z</u>Zone <u>l</u>Leader/<u>e</u>Executive <u>d</u>Director <u>l</u>Level <u>within twenty working days</u>. To do this, you will need to initiate an appeal using the online <u>Stakeholder Grievance Form</u>. Because new or expanded concerns will not be considered in an appeal, your appeal should simply specify that you are appealing the decision made at the previous level. GRR form.

The <u>z</u>Zone <u>l</u>Leader/<u>e</u>Executive <u>d</u>Director or his/her designee will contact you within three <u>business-working</u> days <u>of receipt of the appeal</u> to schedule a meeting. The purpose of this meeting is to gain a full understanding of the situation. The staff members involved in the previous levels will be invited to attend this meeting. The <u>staff</u> members may opt not to attend.

Designation: KEA-R

Within five working days after the meeting, the <u>z</u>Zone <u>l</u>Leader/<u>e</u>Executive <u>d</u>Director or his/her designee shall communicate to you his/her written decision. This decision shall include the <u>z</u>Zone <u>l</u>Leader's/<u>e</u>Executive <u>d</u>Director's findings, conclusions, and recommendations.

Admin Level III: Chief Officer Level Procedure

If you are not satisfied after receiving the <u>z</u>Zone <u>l</u>Leader's/<u>e</u>Executive <u>d</u>Director's decision, you may appeal the matter to the <u>c</u>Chief <u>o</u>Officer <u>level within twenty working days</u>. To do this, you will need to initiate a new <u>online Stakeholder Grievance Form. Because new or expanded concerns will not be considered in an appeal, your appeal should simply specify that you are appealing the decision made at the previous level. The chief officer may designate another individual choose to select a designee to hto hear the matter.</u>

GRR. The appeal shall include the decisions from all previous levels. The Chief Officer may choose select a designee to hear the matter.

After an appropriate review of the <u>Stakeholder Grievance FormGRR</u> and previous decisions, the <u>c</u>Chief <u>o</u>Officer <u>or his/her designee</u> will within ten working days of receipt of the appeal contact you to arrange a meeting.

The meeting will include the staff members who provided the decisions at the previous levels <u>(unless they opt not to attend)</u> and the <u>c</u>Chief <u>o</u>Officer or his/her designee. The meeting shall be limited to those grounds specified in the written concern <u>signed submitted</u> by the stakeholder.

Within ten working days of the hearing meeting, the \underline{c} —hief \underline{o} —fficer or his/her designee shall communicate his/her decision to you in writing. The decision shall include the findings and conclusions of the \underline{c} —hief \underline{o} —fficer or his/her designee.

Board Level Procedure

If you are not satisfied with the decision at the <u>c</u>Chief <u>o</u>Officer <u>l</u>Level, you may, within <u>fivetwenty</u> working days, submit an <u>appeal using the onlinet Stakeholder Grievance FormGRR</u> to request a hearing before the Board. Because new or expanded concerns will not be considered in an appeal, your appeal should simply specify that you are appealing the decision made at the previous level.

- -In considering whether to hear the grievance, the Board as a body will consider:
 - 1. Whether a board policy is implicated; in question
 - 2. The facts and findings at the earlier levels;
 - 3. Whether a board policy or approved procedure was possibly violated, misapplied, or inequitably applied;
 - Whether a new board policy or procedure may be needed or an existing policy or approved procedure needs to be changed or have an exception made; and

<u>4.</u>

5. Whether the policy and approved procedure regulations were followed in the previous levels.

At his/her discretion, tThe Board president or his/her designee may attempt to work directly with you to resolve the conflict prior to an official appeal to the entire Board of Education.

The Board shall respond to the request for a hearing no later than its next <u>scheduled</u> regular <u>meetingly scheduled</u> meetingly scheduled meetingly. If the board decides not agree to hear the appeal, the Board will communicate its decision to you in

writing within five working days of its decision. , provided it has received the request at least five working days prior to such meeting. The Board shall render its final written decision at the next scheduled regular Board meeting. In such instances, the decision from the chief officer level shall be final.

Designation: KEA-R

If the Board agrees to hear the appeal, the hearing shall be held at the next scheduled Board work session by the end of the calendar month following the month in which the appeal is submitted. no later than the next regularly scheduled meeting.

The hearing will include the staff members who provided decisions at any previous levels (unless a staff member opts to not attend). The hearing will be open to the public, unless there is a lawful reason to hold the hearing in executive session.— The meeting shall be limited to those grounds specified in the your original, first level 1 Stakeholder Grievance Form. written concern signed by the stakeholder.

The Board shall render its written decision not later than fifteen working days after hearing the appeal. The Board's decision shall be final and is not subject to any further appeals. The Board may agree not to hear the appeal. In such instances, the decision from the cChief oOfficer ILevel shall be final.

Constraints Imposed During School Breaks and Between School Years

If a grievance is filed when school is not in session or spans a period when school will not be in session, then a reasonable effort will be made to honor timelines established by this regulation. However, the availability of persons of interest or witnesses could extendprotract the resolution process, which does not invalidate the resolution process or indicate a lack of intensity by the investigator.

Timeliness

The accuracy of the investigation is directly related proportional to the investigator's ability to conduct interviews with persons of interest and/or witnesses; therefore, incidents should be addressed at the appropriate level without delay. Incidents that are over 6 months old would require special circumstance to be initially heard as grievances at any level; however, please bring the incidents forward to allow the appropriate official to use their discretion to decide if special circumstances exist. Incidents that happened more than six months ago require approval by a chief officer before the district will activate this process. The chief officer will decide whether or not to accept a grievance outside the standard time frame. In the case of ongoing or recent harassment and discrimination to include Title IX violations it would be best if reports were made immediately; however, reports of this nature will routinely be accepted beyond 6 months.

Appellate Timelines

It is the complainant's right to appeal the decision of each level until the process terminates with the Board of Education (BOE). Our district procedure provides There are 20 workschool days allowable between each level to file the next appeal. If no appeal is filed during that timeframe and no reasonable extension is requested, then a letter will be filed indicating that the grievance is considered closed. The complainant may request a copy of the closure letter forro their personal records.

Adopted: October 9, 2014Revised: May 11, 2017



BOARD OF EDUCATION AGENDA ITEM 8.01c

BOARD MEETING OF:	May 11, 2017		
PREPARED BY:	Brett Ridgway, Chief Business Officer		
TITLE OF AGENDA ITEM:	KF-R, KF-E-1, KF-E-2, KF-E-3 Community Use of District		
	Real Property (for Non-District Use)		
ACTION/INFORMATION/DISCUSSION:	Information		

BACKGROUND INFORMATION, DESCRIPTION OF NEED: There is no District 49 real property that has stipulations requiring availability for community use. Nevertheless, the District desires to be a good partner to the community and so has made certain components of real property available for community use through BoE policy KF - Community Use of District Real Property (for Non-District Use) and policy regulation KF-R - Community Use of District Real Property (for Non-District Use). Through the observation of a community member, we have discovered that policy KF and regulation KF-R are completely oriented to community group use and do not have provisions for and individual community member to use components of our facilities.

The perspective that is presented in policy KF and regulation KF-R are, in fact, oriented toward group use of certain components of district facilities. This use is managed through the District Business Office and facilitated in the district website under the 'Building and Field Use' selection included in the 'Community Support' menu. The overarching strategy of group use of District Real Property is to ensure that the school's students whose property is used by outside groups is not penalized in any way as a result of that use. Therefore, there are liability protections required to ensure no legal risk, property protections to ensure no unreimbursed damage risk, rental fees required to ensure no financial risk, and scheduling permission processes to ensure no programmatic risk to the school.

There are scenarios, however, where certain facilities, particularly exterior facilities are desired to be used by individual community members and not just community groups. The facilities that are specifically considered herein are high school tracks. A high school track has a surface that is designed to minimize repetitive impact damage to athletes which could be a benefit to persons in the community as well.

There is a concept of attractive nuisance that is common to schools, particularly elementary schools and their exterior facilities. The liability risks associated with that are significant and require a separate, focused, discussion on those issues. The high school tracks are typically fenced and locked to prevent the kind of easy access that is normally associated with attractive nuisance, so, this effort is intended to apply only to high school tracks and provide some appropriate process and boundaries (both philosophical and literal) to distinguish high school tracks from other district exterior facilities.

As we have considered the potential of allowing individual community member use of high school tracks, we have tried to balance the protections necessary for the school and district with the potential benefit to individual community members.

RATIONALE: A school district, particularly a suburban district (more than a rural or urban one) has the general charge of providing and education to students living in its boundaries and providing facilities to deliver that education. Beyond that a school district generally desires to be a good community member as well. The challenge is finding a balance between the two – the challenge of balancing 'needs' of students vs. 'wants' of the community. With the proposed policy and policy regulation changes, District 49 presents a scenario to keep us firmly on the tightrope – enabling community wants up to a point that does not infringe upon student needs.

RELEVANT DATA AND EXPECTED OUTCOMES: We expect individual community members to be respectful of District priorities for the education of community students. We further endeavor to be a good community partner and will make accommodations for appropriate community use wherever and whenever we can.



BOE Regular Meeting May 11, 2017 Item 8.01c continued

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

ture	Inner Ring—How we treat each other	Hearing issues respectfully and caring about others' perspectives.			
Cul	Outer Ring—How we treat our work	Considering innovative and creative approaches to complex problems.			
	Rock #1 —Establish enduring <u>trust</u> throughout our community	Providing transparency to secondary matters surrounding decisions			
Strategy	Rock #2 —Research, design and implement programs for intentional community participation	Seeking to respond to community observations about small ways to be respectful of 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 launch each student toward success	Ensuring that each student receives maximum benefit for their relative share of per-pupil revenue as possible.			

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Brett Ridgway, Chief Business Officer **DATE:** April 28, 2017



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Community Use of District Real Property (for Non-District Use)
Designation	KF-R
Office/Custodian	Business/Executive Assistant to Chief Business Officer

Definitions

District use. District use shall be defined as an activity that:

- 1. Is conducted by or on behalf of a school or the District;
- 2. Is participated in/supervised by District staff and <u>or</u> administrators <u>others</u> acting on behalf of the District and with prior approval from the District; or
- 3. The <u>Chief Business Officer or designee and Chief Education Officer/Innovation Leader or designee has determined it is:</u>
 - a. an activity in which a school or the District may legally be engaged,
 - b. an activity to which Board of Education policies and legal requirements relating to the operation of public schools shall apply and are being complied with,
 - c. an appropriate activity for the District to approve and support, and
 - d. an activity that constitutes an extension of a direct support to the preK-12 curriculum/the District's general educational program, including its adult and community education programs, or that has been determined otherwise to further the District's purposes as determined in the reasonable discretion of the Chief Education Officer/Innovation Leader or designee.

District use includes, but is not limited to, the District's or a school's instructional programs, conferences, meetings, and training for students and adults; athletic and academic practices, contests, and games; drama, choir, and band practices, performances, and events; meetings and events of curriculum-related student groups; dances, rallies, and other events that are designed to involve an entire student body or any portion thereof; school or District fund raisers; parent-teacher conferences; faculty meetings; and other school or District gatherings of students, parents, and staff.

Non-district use. Non-district use shall be any use other than a District use.

Cost of operation. The cost of operation of a particular facility shall be defined as the cost to the District of operating the facility for non-district rentaluse. Ordinarily, this cost will be calculated on an hourly basis. This cost may include but is not limited to the cost of personnel, utilities, supplies, trash pick-up, snow removal, facilities maintenance, insurance, security, and other similar overhead expenses. This figure will be determined and maintained by the Chief Education Business Officer/Innovation Leader or designee. All non-district renters, including non-profit groups, shall pay the cost of operation unless specific exemption from this cost is granted by the Chief Business Officer or designee and the Chief Education Officer/Innovation Leader.

Facility fee. The facility fee shall be defined as an additional fee for the use of District real property that is charged over and above the cost of operation for a-non- district rentaluse. Ordinarily, this cost will be calculated on an hourly basis, except where a flat fee shall apply. This figure will be determined and maintained by the Chief Education Business Officer/Innovation Leader or designee.

Rental fee. The rental fee shall be defined as the total charge for the <u>rental_use</u> of District real property for a non-district <u>rental_use</u>. It shall be the combination of the cost of operation and the facility fee, if any.

Designation: KF-R

Revocable license agreement.

-The revocable license agreement shall be defined as the written contract by which the District authorizes the rental_use of District real property for non-district rentaluse, in such form as determined by the District from time to time. The Chief Business Officer or designee and the Chief Education Officer/Innovation Leader or designee will make the determination as to whether a proposed use is District or non-district.

Regulations Priority of rental

District use shall take precedence over non-district rental use in scheduling the use of District real property. Unless specifically determined otherwise by the Chief Business Officer and Chief Education Officer/Innovation Leader-or the designee, all proposed non-district rentals will be considered on a firstcome, first-served basis.

Availability of District real property for non-district rental

The Chief Business Officer or designee and the Chief Education Officer/Innovation Leader or designee will determine the general categories of District real properties that may be available for non-district rentaluse, as well as the specific spaces that may be available for non-district use at each location. In general, non-district use is intended to support community groups and organizations that need facilities to host group events. A limited number of individual community member use permits is authorized for High School Tracks and that use is subject to all other terms and provisions set forth herein.

Food, beverage, and catering

The District's nutrition services department will have the first option on all food and beverage service needs at all District facilities. The department will have the right to make a proposal for food, beverage and catering associated with the non-district rental use of District real property.

Revocable license agreement

A revocable license agreement must be executed with the District prior to any non-district rental-use of District real property. Unless otherwise determined by the Chief Education Leader/Innovation Leader Business Officer or designee, an executed revocable license agreement must be on file in the District at least 5-10 business days prior to the date of the proposed rental.

Only the Chief Education Leader/Innovation LeaderBusiness Officer or designee has the authorization to enter into a revocable license agreement for non-district use of District real property on behalf of the District.

The revocable license agreement shall contain all terms and conditions that apply to the intended rental, as well as such other provisions as deemed appropriate by the District from time to time. The master originals of the revocable license agreements associated with all revocable license agreements will be drafted and maintained by the Chief Education Business Officer / Innovation Leader or designee.

Non-profit organizations

To qualify for a non-profit facility fee, all non-profit groups, organizations, and associations must present/have on file with the District a valid and current 501(c)3 determination letter from the Internal Revenue Service (IRS) or the legal equivalent (for example, a valid and current non-profit Colorado State Sales Tax Exempt Certificate Number document) in circumstances where a non-profit entity is not required to obtain recognition from the IRS as a 501(c)3 organization.

Non-permissible uses

District real property may not be rented for:

1. Any purpose, unlawful or otherwise, that creates a clear and present danger, the commission of unlawful acts, or the violation of Board policy/school or administrative regulations.

Designation: KF-R

- 2. Any purpose that may result in damage to District property <u>- either temporary or permanent</u>.
- 3. Any purpose that may violate campaign practice laws.
- **4.** Any purpose that may create a material and substantial disruption to the orderly operation of a school or that violates the rights of others to privacy.
- 5. Any purpose that may be obscene, libelous, slanderous, or defamatory, including but not limited to the making of any false statement as to any person who is not a public figure or involved in a matter of public concern.
- **6.** Any purpose that involves the impermissible possession or consumption of alcoholic beverages and or drugs.
- 7. Any purpose that involves the use of tobacco or gambling.
- 8. Any possession or use of firearms or other weapons.
- 9. Any activity not specified in the revocable license agreement.
- 10. Such other activities as the Chief Education Officer/Innovation Leader or designee may lawfully determine.

All requests involving a non-permissible use will be denied or revoked.

Protests, disputes, and appeals

The Chief Education Business Officer/Innovation Leader or designee will handle all protests, disputes, and appeals. Disputes not resolved by the Chief Business Officer or designee should transition to the Public Concerns & Complaints policy KE or Stakeholder Grievance Policy KEA.

Fee schedule

A cost of operation and facility fees schedule will be determined and maintained by the Chief Education Business Officer/Innovation Leader or designee, taking into account the various real properties and rentals. Changes to tThis schedule will be considered at least annually by the Chief Business Officer or designee and any changes proposed shall be reviewed and presented to the Board of Education for consideration for approval within the budget development assumptions annually. The Chief Education Business Officer/Innovation Leader or designee may temporarily amend this schedule as needed.

Except for designated facilities (for which all renters shall pay the cost of operation in addition to 100% of the facility fee), the fee schedule shall require non-profit groups to pay the cost of operation plus 50% of the facility fee and shall require all other renters to pay the cost of operation plus 100% of the facility fee.

All fees associated with a proposed non-district rental use will be paid at least five to ten—business days prior to the rental, unless other arrangements for payment have been made with the Chief Education Business Officer/Innovation Leader or designee. Funds are to be made payable to Falcon School District 49, and sent to the District Finance Department Business Office.

Special considerations

The following constitute some, but not all, of the rules that apply to unique facilities and/or renters:

Kitchen rental. In general, school kitchens are not available for non-district use. When an exception of access to or rental of a building's kitchen is granted, a

District Nutrition Services employee is required to supervise the rental of the kitchen. The renter will pay all costs associated with the supervision of the District Nutrition Services employee.

School-community partnerships. Use of District real property as a result of a community partnership formed with a school will require the prior approval of the Chief Business Officer or designee and the Chief Education Officer/Innovation Leader or designee.

Alterations of facility. When temporary or permanent alterations of a facility are needed by a renter, the proposed alterations must be reviewed by the Chief Business Officer, Chief Operations Officer and Chief Education Officer/Innovation Leader or designee prior to the consideration of allowing such rental/entering into a revocable license agreement. A request for alteration must be in writing and include a detailed action plan (a copy forwarded to same). If approved, alterations (including the alterations as are required by the District to return the facility to its former state) must be performed in a manner and to the specifications required by the District and will be constructed at the sole expense of the renter. For example, a licensed electrician, if approved, must do all electrical alterations.

Building closings. Property that may otherwise be made available for non-district rental_use will not be available for rental_non-district use when the buildings facility is are closed for repairs, decorating, cleaning, weather, renovation, other maintenance purposes, or whenever a property is otherwise deemed unavailable by the District. Property may be deemed available during inclement weather upon timely notification and additional costs of operation.

Ropes courses and climbing walls. These types of rentals may only be arranged through the <u>collaboration</u> of the Chief Business Officer, Chief Operations Officer and the Chief Education Officer/Innovation Leader or designee. A certified instructor will be required to be in attendance in a supervisory role, at the expense of the renter. Each participant will be required to sign a permission slip and a release of liability prior to participating in the activity. Any similar activities that typically require participant waivers of liability before participating shall be subject to this same process.

Security

The Chief Education Business Officer/Innovation Leader or designee will make the determination as to whether security services are is needed for the any proposed rental non-district use.

Transfer and assignment

_District real property may only be rented for the purpose approved in the revocable license agreement.

District real property may only be rented by the individual, group, or organization approved on the revocable license agreement.

An executed revocable license agreement may not be transferred to any other individual, group, or organization.

Right to deny or terminate rental

The <u>Chief Business Officer or designee and Chief Education Officer/Innovation Leader or designee reserves</u> the right to deny the use of or terminate a revocable license agreement for any lawful reason at any time.

Disclaimer

Designation: KF-R

The Chief Education Business Officer/Innovation Leader or designee reserves the right to require individuals, groups, or organizations, as a term or condition of rental, to provide appropriate signage, as approved by the District, that advises the public that the District does not endorse the individual's, group's, or organization's views.

Designation: KF-R

All advertising which takes place in or on District property must include the following statement:

These activities will take place on property that <code>[name of group]</code> has leased from Falcon School District 49 pursuant to Board of Education Policy KF. Our group has paid a full rental fee for the rental of the facility and, therefore, our rental of the facility is not supported by tax dollars. Our rental of a District facility represents neither agreement nor disagreement with our group's goals, purposes, or statements by the Board of Education, administration Administration, or the District.

Procedures

Any individual or group wishing to use any of the Falcon School District 49 facilities will need to do the following:

- 1. Obtain a request form from the appropriate administrator.
- 2. Return request form at least 5 days prior to the requested use. For most facility use, more time will be required. At that time, a determination will be made on the appropriate fees to be charged.
- **3**. Prior to use, the following steps must be completed:
 - **a**. Produce proof of insurance as specified in the building use policy and revocable license agreement of Falcon-School District 49.
 - b. Payment for rental/use of facility as specified in the revocable license agreement.
 - c. Signed contract (revocable license agreement) on file with the District Business Office. This contract needs to be signed by the Chief Education Business Officer/Innovation Leader or designee and by the person responsible for the outside organization.

Any individual wishing to use a High School Track for personal, individual use will need to do the following:

- 1. Deliver a formal (written) request for such access to the Chief Business Officer or designee and the appropriate School Leader or designee.
- 2. Provide proof of residency within School District 49 boundaries, proof of liability insurance protection through a renters or homeowners policy, appear at the District Office to be processed through District-approved limited background check process, receive a District-issued photo identification that shall be in the individual's possession during any non-district use.
- 3. Payment for use of facility as specified in the revocable license agreement and have a signed contract (revocable license agreement) on file with the District Business Office. This contract needs to be signed by the Chief Business Officer or designee and by the individual receiving the individual use permit, or the legal guardian of the individual.

Conditions governing use

1. School <u>buildings facilities</u> will generally not be available for <u>non-district</u> use by <u>individuals or community</u> groups during regular school hours. School, student, and District functions always take precedence over outside groups in the use of District facilities.

Permits for individual non-district use of a High School Track shall be limited to 20 permits per location until and unless other limitations are established by that building leadership and approved by the Chief Business Officer or designee.

Designation: KF-R

- 2. A school custodian or representative of the District will be present at all times when buildings are in use by a non-school group. District Nutrition Services personnel will be present at all times when a kitchen facility is being used. Groups should be aware that this might mean that charges will include the coverage of overtime for those individuals.
- 3. Outside groups storing or housing any items on school property will do so only through the approval of the Chief Business Officer, Chief Operations Officer and Chief Education Officer/Innovation Leader or designee. This will be specified in the revocable license agreement. Renters that choose to store aAny items owned by the renter, assume all risk and liability for those items and their proof of insurance must include appropriate language to cover liability risk at a minimum. Renters should not assume that any aspect of liability or risk of theft for stored property will be covered by the District that may be stored on school property will be covered by group's insurance.

Determining classifications and rates

The Chief <u>Education Business</u> Officer/<u>Innovation Leader</u> or designee will determine the classification and fees of the <u>proposed non-school district groupuse</u>, with <u>consideration of special requests presented</u> <u>by the Chief Education Officer/relevant Innovation Leader or designee</u>. The facility rate fee structure will be made available to any individual, group, or organization that makes a request.

These rates will be reviewed annually.

- 1. General. Community sponsored groups that hold meetings that are open to the public and community sponsored youth and senior citizen activities that are providing services specifically for the citizens within Falcon School District 49. (Examples: Boy Scouts, Girl Scouts, homeowners associations, community service groups, and 4-H)
 Fees: No charge, except where an additional charge may be borne by the District (i.e., overtime for custodians).
- 2. Non_commercial. Private clubs, groups, or organizations of a nonprofit nature. (Examples: churches, youth athletic teams, fraternal organizations, and adult basketball games)

 Fees: The facility rate fee structure will be used as a guideline for charges. Reduced rates for some organizations and activities may be applicable as determined by the Chief Education Officer/Innovation Officer or designee.
- 3. **Commercial.** All individuals, businesses, and/or commercial organizations, which use District facilities for personal gain.

<u>Fees</u>: The facility rate fee structure will be used as a guideline for charges.

The building or department will be allowed to retain any funds over and above the District's expense which includes services provided by the Business and Operations Offices to support the specific use and non-district facility use in general. At no time will the District experience any charges cost for the use by outside groups of District buildings or grounds by non-district individuals or groups. At the building level, the administrator Business Office will deposit all excess funds into his/herthe relevant building activity account for use in support of the education of students of Falcon School District 49.

• Adopted: September 16, 1993

• Revised: January 8, 2004

- Revised: November 11, 2010Revised: October 27, 2011
- Revised: May 11, 2017

Designation: KF-R



Community Use of District Real Property (for Non-District Use) Policy

Designation: KF-E-1

Office/Custodian: Business/Executive Assistant to Chief Business Officer

Falcon School District 49 Insurance requirements for Facility Usage

Non-disrict use groups Insurance Grantee will be required to maintain the following minimum insurance. Comprehensive General Liability covering bodily injury of at least \$1,000,000/person, \$1,000,000/accident and property damage of at least \$1,000,000/accident. Grantee will need to produce proof of insurance with a company acceptable to Grantor, prior to its use of the Licensed Property

Non-district use individuals wanting to use High School Tracks will be required to provide evidence of general homeowner/renter's liability protection, prior to their use of the designated facility.

FALCONSCHOOL-DISTRICT 49 - FACILITYIES RENTAL RATES - 2012-2013 FOR NON-DISTRICT USE AS PRESCRIBED IN BOE POLICY KF AND REGULATION KF-R

FACILITY CHARGES

Elementary School Gymnasiums\$30 per hourMiddle & High School Gymnasiums\$50 per hourClassrooms - (all schools)\$25 per hourProfessional Computer Lab\$60 per hourElementary Kitchens\$55 per hour *Secondary Kitchens\$100 per hour *

<u>Fields, Tennis Courts, Parking Lots</u> \$30 per hour

and Outside Areas

Stadiums to be negotiated based on event **Individual use of High School Tracks** \$50 per year, or \$30 per semester

Large/Specialized Meeting Space: \$35 per hour

<u>Cafeterias/Cafetoriums, Lecture Halls</u> <u>Media Centers, Art and Home Ec. Rooms</u>

Middle School Stage & Cafeteria\$60 per hourFalcon High School Stage / Commons\$80 per hourFalcon High School Auditorium\$120 per hour **Sand Creek High School Auditorium\$120 per hour **Set up/strike time for auditoriums\$35 per hour **

COSTS OF OPERATION

(The operational cost of each facility will be determined individually depending on the characteristic of the facility, the use and other similar criteria)

Facilities used for tournamentsto be negotiated based on eventNutrition Services Staff (2 hour minimum)\$35 per hourOvertime for District 49 personnel\$30 per hourStage technicians\$15 per hourSnow Removal\$55 per hour

Other fees may pertain as determined by School District 49

BILLING

Payments are required as specified in the rental agreement contract. Please pay by check or money order, made payable to Falcon School District 49. No space can be reserved until a contract is signed.

- * Kitchen rental requires at least one district nutrition services staff paid at above rate
- ** Auditorium rentals require a school stage technician paid at the above rate unless specified otherwise in the rental agreement contract. This rental fee includes 2 dressing rooms.

Notes

- All facilities will be ready 15 minutes before contract time.
- Leasers are expected to vacate areas 15 minutes after contract time.
- Hours availability for Individual Use of High School Track shall be 6:00pm to sunset +15minutes on days when school is in session; 9:00am to sunset + 15 minutes when school is not in session.
- Overtime fees will be charged if facility is not vacated by the specified allowance time.
- Personnel fees are billed for coverage outside normal custodial hours.
- Ropes courses and climbing walls are not available for rental.
- Field use is subject to closure due to overuse, water restrictions, maintenance.



KF-E-3

TEMPORARY AND REVOCABLE LICENSE AGREEMENT FOR INDIVIDUAL PERSONAL USE OF HIGH SCHOOL TRACK

In accordance with School District 49 Board of Education Policy KF and Policy Regulation	KF-R, this temporary,
revocable license agreement ("Agreement") for individual community member personal use	e of a high school track
is established between School District 49 and ("Permitee") for the	he time period of
until and applies only to the track located at	·
The District acknowledges that the individual Permittee has completed all requirements es	
Education Policy KF and Policy Regulation KF-R and the individual Permittee accepts that	•
District 49 Business Office in a timely manner of any changes to the validity or accuracy of	information provided in
satisfying those requirements. Such changes may result in revocation of this Agreement.	
The District makes no representations about the condition, lighting, design, or any other features.	atures of the track and
the Permittee agrees to utilize the track "as-is." Permittee agrees to waive any liability to the	e District and Permittee
agrees to assume any and all risks associated with using the track.	
The Permittee agrees to abide by all rules, policies, and regulations of the District and to o	bey any and all
reasonable commands from District personnel in his/her use of the track.	
The Permittee recognizes that this Agreement is specific to the Permittee only, and may no	ot be transferred to or
used by any other individual, for any period or duration, including immediate family member	ers.
The District reserves the right to revoke the temporary, revocable license granted under the	is Agreement at any
time and for any reason it deems, in its discretion, to be in the best interests of the District.	
The Permittee recognizes that any violation of the terms of this Agreement or District rules	or policies will result in
suspension and possible revocation of the Agreement without refund of fees paid in associ	ation with the granting
of the temporary, revocable license under this Agreement.	
Permittee Signature:	Date:
District 49 Authorization:	Date:
	Rev.5.2017



BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF:	May 11, 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 April 2017.

RATIONALE: Board Policy

RELEVANT DATA AND EXPECTED OUTCOMES: See attachment

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

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
Λ	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Strateo	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Ensures compliance with all Colorado Revised Statutes
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	Provide alternative pathways to students that align with 49 Pathways Initiative

FUNDING REQUIRED: No AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, CEO **DATE:** April 28, 2017



BOARD OF EDUCATION AGENDA ITEM 8.03

BOARD MEETING OF:	May 11, 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:

FMS

WorldStrides Washington, DC Trip

Depart-10/8/17 Return-10/11/17

23 Students will attend this trip.

Cost of trip is \$1,699 per student and includes transportation, meals, lodging, insurance and tours.

Students will have the opportunity to visit a variety of museums and memorials to enhance their study our nation's history.

Fundraising will not be part of this trip.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1—Establish enduring trust throughout our community	
Strategy	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust portfolio of distinct and exceptional schools	Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: May 2, 2017



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF:	May 11, 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 is an optimal timeframe. During this update the COO will propose some facilities staffing changes requested to provide construction oversite for the 3B MLO capital construction projects. This requested organizational change is request 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 trustworthy recipient of taxpayer investment	Clarity and transparency in revenue generation strategies and related decisions.	
Rock #2—Research, design and implement programs for intentional community participation	There is no closer engagement for community participation than an election. Pursuing an election question in 2016 will need significant community participation for it to be reflective of the community's wishes for D49	
Rock #3— Grow a robust portfolio of distinct and exceptional schools	The election proposal has clear connections to increasing our portfolio of distinct and exceptional schools	
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	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	
Rock #5— Customize our educational systems to launch each student toward success	A commitment to improving facilities and programs will have a positive contribution to ensuring each student has their best opportunity for success.	

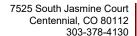


BOE Regular Meeting May 11, 2017 Item 9.01 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

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

DATE: April 28, 2017



www.wemberinc.com/blog facebook.com/Wemberinc wemberinc.com



Project Update Report

Project Name: District 49 Schools – P3 & P4 Projects

Wember Inc. Project Number: 2016.63
Issue Date: May 8, 2017

The purpose of this update is to report on the current status of the District 49 School P3 & P4 Projects. This report is to serve as a summary of pertinent information related to the project at this point:

Summary

All projects are moving forward and are on schedule. Londonderry Elementary and Sand Creek High School continue to be the main focus to get them ready for construction this summer. Sand Creek is in budget, Londonderry is working on refining the design to meet budget and Vista and Falcon have submitted major milestone drawings for a budget update from their respected Contractors.

- o Project Milestones
 - Sand Creek starts construction May 31st on Phase 1 Work
 - Londonderry will submit 30% Construction drawings this week for contractor estimate and owner review.
 - Falcon is in pricing for the 100% Design Documents. Pricing will be submitted this week.
 - Vista Ridge is Submitting 100% Design Documents from the Architect on May 15th.

Progress

- Sand Creek High School pricing is on budget. We should have a GMP for Phase 1 (Summer 2017 work) by May 12th. Construction is expected to start May 31st. Construction for this first summer will focus on the renovations in B wing and the safe entry.
- Nunn Construction contract for Sand Creek is finalized for preconstruction services and remainder of
 construction. Cost of construction will need to be approved by owner at each phase to initiate those portions of
 work/contract.
- Falcon High School Design Development drawings were priced and some of the sub-numbers are in the process of being confirmed. Early numbers show this project to be over budget. The pricing will still need to be reviewed to confirm not overlap with owner's budget and that the prices being received meet scope.
- Vista Ridge is moving forward with the alternative design. Once 100% DD drawings are received on May 15th pricing will begin to confirm project is in budget before moving on. Construction on this is still scheduled to begin in the Fall.
- GE Johnson is working on site layout for construction for both Vista Ridge and Falcon. These plans once
 complete will be reviewed with the District and the individual Schools Administration to confirm it works with all
 parties.
- Londonderry has been estimated by the contractor bringing in sub-contractors to price pieces of the project. Interiors are being priced now which is the last major piece. Although still in progress at the last estimate update 5/4 the project was only \$400,000 over budget.
- Londonderry submitted the initial Site Development Plan in April. We received review comments from the County and resubmitted responses to them on 5/4/17. We are moving much faster than typical schedule which is needed to get started with construction in time to meet a fall opening.
- Sand Creek FFE is staring to be selected. Many of the spaces have been finalized. The Media Center is the last space that will need some owner decisions on what to accept with Furniture. An updated estimate will be complete by May 12th.

Overall Budget

		С	G	Н	T I	J
		Current	Committed	Projected To	Projected	Incurred
		Budget	Cost	Complete	(Over)/Under	Costs
Α	Falcon High School	\$5,650,000	\$701,263	\$4,960,837	(\$12,100)	\$180,699
В	Londonderry Elementary	\$23,300,000	\$3,023,078	\$20,341,539	(\$64,617)	\$607,913
С	Sand Creek High School	\$4,850,000	\$629,296	\$4,234,404	(\$13,700)	\$161,563
D	Vista Del Pico Elementary	\$23,000,000	\$1,714,979	\$21,283,821	\$1,200	\$8,800
E	Vista Ridge High School	\$7,000,000	\$851,317	\$6,148,983	(\$300)	\$215,486
	Total	\$63,800,000	\$6,919,933	\$56,969,584	(\$89,517)	\$1,174,461

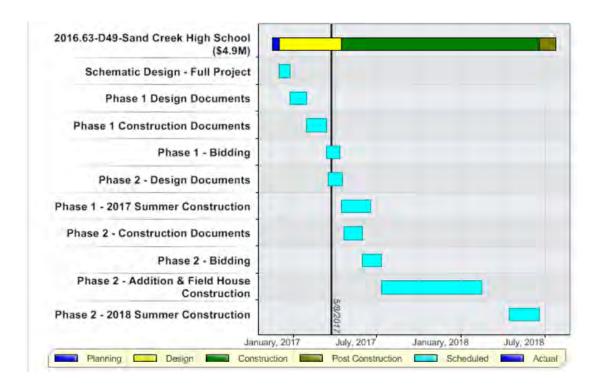
- Individual budgets for each project can be found on following pages.
- Budgets are being refined to meet these overages. Note construction overages are not calculated in current budget.
- Committed Cost is only amounts under contract or PO. Project to Complete are costs estimated for project.

Next Steps

- Finalize contracts with GE Johnson and Nunn Construction. GE Johnson is expected to have their comments back to Wember by May 12th. Nunn has completed their review and Vista Del Pico just needs to be executed.
- Finalize draft project / construction schedule for Falcon and Vista Ridge High Schools with GE Johnson
- Put out RFQ/P for Commissioning Agent for Londonderry.
- Finalize site conditions with Oakwood Homes and continue that land dedication. Will need to get Survey on this land as well. We are currently working through the soil situation which is in the court of the Charters Schools contractor Fransen Pittman.
- Confirm IT prices and estimates for both Londonderry and Sand Creek. Sand Creek will need IT purchase in place this month to allow equipment to be on site in time for a July install.
- Confirm Sand Creek construction OAC times and protocols for work with contractor. Much of this information has been passed on to Nunn Construction but we will have the initial meeting to review everything this month.
- Work through details and any Value Engineering needing to be done to get Londonderry into budget.

Sand Creek High School Schedule

Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.



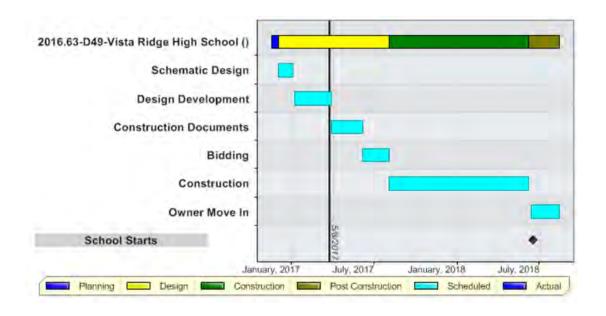
Sand Creek High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
Α	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
В	Professional Services	\$664,038.00	\$627,738.00	\$25,000.00	\$11,300.00	\$160,004.53
С	Construction	\$3,575,000.00	\$0.00	\$3,575,000.00	\$0.00	\$0.00
D	Permits & Fees	\$47,500.00	\$1,558.00	\$45,942.00	\$0.00	\$1,558.00
E	Furniture, Fixtures & Equip	\$260,000.00	\$0.00	\$285,000.00	(\$25,000.00)	\$0.00
F	Technology	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$278,462.00	\$0.00	\$278,462.00	\$0.00	\$0.00
	Total	\$4,850,000.00	\$629,296.00	\$4,234,404.00	(\$13,700.00)	\$161,562.53

 All contracts, invoices, and documents to date are available on Owner Insite http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8148

Vista Ridge High School Schedule

Below are some of the key milestone dates. The master more detailed schedule is in progress and should be done before the end of the month.



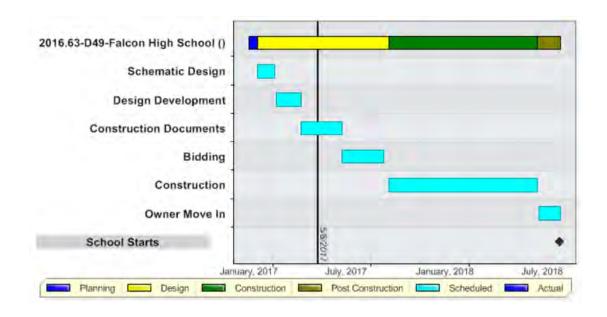
Vista Ridge High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	l Projected (Over)/Under	J Incurred Costs
Α	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
В	Professional Services	\$911,017.00	\$851,317.00	\$85,000.00	(\$25,300.00)	\$215,486.43
С	Construction	\$5,600,000.00	\$0.00	\$5,600,000.00	\$0.00	\$0.00
D	Permits & Fees	\$52,500.00	\$0.00	\$52,500.00	\$0.00	\$0.00
E	Furniture, Fixtures & Equip	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00
F	Technology	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$411,483.00	\$0.00	\$411,483.00	\$0.00	\$0.00
	Total	\$7,000,000.00	\$851,317.00	\$6,148,983.00	(\$300.00)	\$215,486.43

All contracts, invoices, and documents to date are available on Owner Insite http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8150

Falcon High School Schedule

Below are some of the key milestone dates. The master more detailed schedule is in progress and should be done before the end of the month.



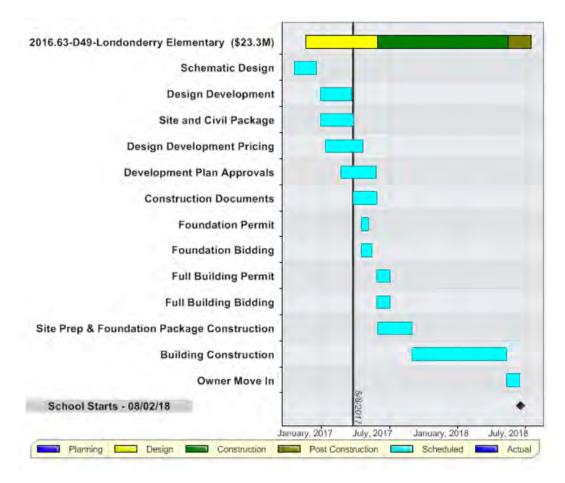
Falcon High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
Α	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
В	Professional Services	\$738,736.00	\$700,836.00	\$50,000.00	(\$12,100.00)	\$180,272.48
С	Construction	\$4,400,000.00	\$0.00	\$4,400,000.00	\$0.00	\$0.00
D	Permits & Fees	\$46,000.00	\$427.00	\$45,573.00	\$0.00	\$427.00
E	Furniture, Fixtures & Equip	\$225,000.00	\$0.00	\$225,000.00	\$0.00	\$0.00
F	Technology	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$220,264.00	\$0.00	\$220,264.00	\$0.00	\$0.00
	Total	\$5,650,000.00	\$701,263.00	\$4,960,837.00	(\$12,100.00)	\$180,699.48

 All contracts, invoices, and documents to date are available on Owner Insite http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8149

Londonderry Elementary Schedule

Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.



Londonderry Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
Α	Land & Lease Cost	\$290.00	\$290.00	\$0.00	\$0.00	\$290.00
В	Professional Services	\$3,179,364.00	\$3,019,364.00	\$160,000.00	\$0.00	\$604,199.00
С	Construction	\$18,000,000.00	\$0.00	\$18,000,000.00	\$0.00	\$0.00
D	Permits & Fees	\$555,210.00	\$3,424.00	\$616,403.00	(\$64,617.00)	\$3,424.00
E	Furniture, Fixtures & Equip	\$800,000.00	\$0.00	\$800,000.00	\$0.00	\$0.00
F	Technology	\$350,000.00	\$0.00	\$350,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$415,136.00	\$0.00	\$415,136.00	\$0.00	\$0.00
	Total	\$23,300,000.00	\$3,023,078.00	\$20,341,539.00	(\$64,617.00)	\$607,913.00

 All contracts, invoices, and documents to date are available on Owner Insite http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8128



3B / MLO P2 Updates Ron Lee, Director Operations Dept May, 2017

- 1. Safety and Security projects are a priority and are being scheduled to take place over this summer which includes;
 - a. Safe Entries
 - b. Security Packages, including additional cameras and hardware
 - c. Pour in Place rubber absorbent material for playground areas
- 2. Other P-2 projects such as turf, concrete work, parking lot restructuring, painting and flooring are being phased-in or scheduled to commence over summer break
- 3. Estimates are being received and reviewed. Financial updates will be provided in the near future.
- 4. Renovation to Entries: Please see the proposed plans with the sites that are receiving renovations to their entries additional pages attached.
 - Falcon Middle School Safe Entry/ Remodel
 - Horizon Middle School Safe Entry/ Remodel
 - Evans Elementary Safe Entry/Remodel
 - Falcon Elementary Safe Entry/ Remodel
 - Skyview Middle School Safe Entry
 - Ridgeview shown as the example for several prototypical entries



3B / MLO P2 Updates Ron Lee, Director Operations Dept May, 2017

- 1. Renovation to Entries: Please see the proposed plans with the sites that are receiving renovations to their entries additional pages attached.
 - Falcon Middle School Safe Entry/ Remodel

FALCON MIDDLE SCHOOL LEARNING COMMONS





PERSPECTIVE A



PERSPECTIVE B



PERSPECTIVE C



DESIGN NOTES:

- 1. LAY IN CEILING CLOUDS FOR ACOUSTIC CONTROL
- 2. WHITE BOARD WALLS FOR GROUP OR INDIVIDUAL STUDY
- 3. BRIGHT COLORS ENCOURAGE DISCUSSION, LEARNING, AND INTERACTION
- 4. MOBILE FURNITURE SYSTEMS FOR FLEXIBILITY OF SPACE
- 5. MAKERS SPACE WITH SLAT WALL FOR TOOL STORAGE
- 6. GREEN ROOM FOR STUDENT PROJECTS AND DAILY ANNOUNCMENTS

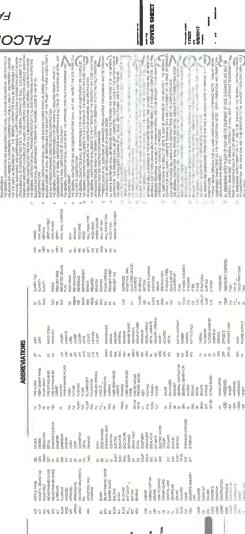


FALCON SCHOOL DISTRICT NO. 49 Payton, CO 80831

FALCON MIDDLE SCHOOL RENOVATION



DRAWING INDEX



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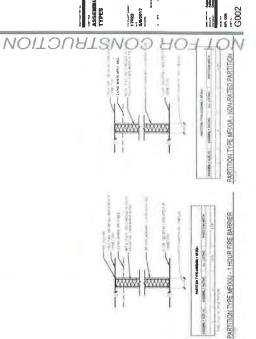
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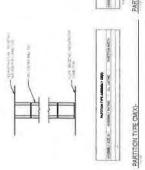
FALCON SCHOOL DISTRICT NO. 49
Peylon, CO 80831



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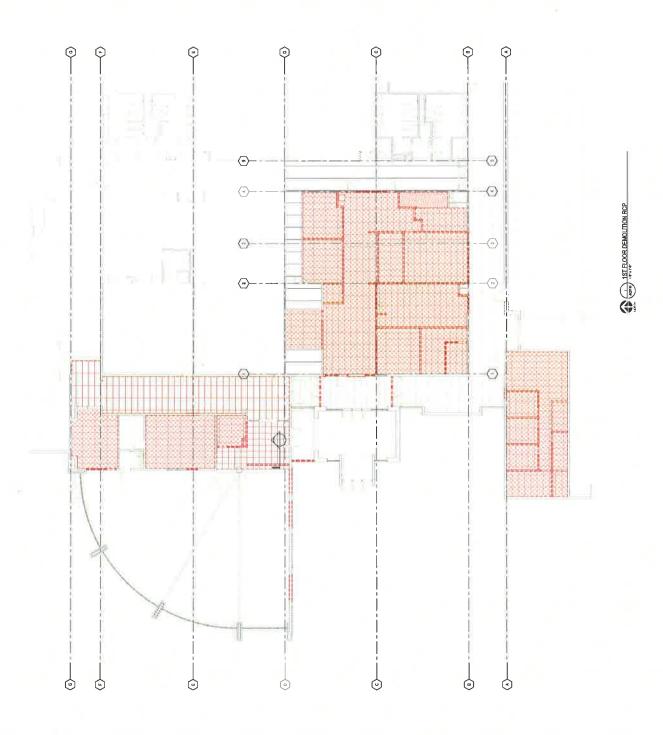
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FALCON SCHOOL DISTRICT NO. 49 Paylon, CO 80831 FALCON MIDDLE SCHOOL RENOVATION

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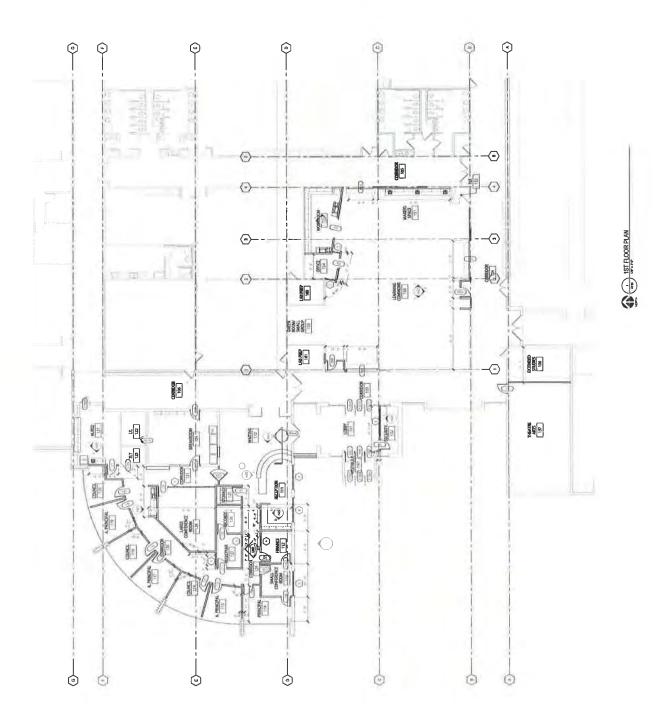


FALCON SCHOOL DISTRICT NO. 49 Peylon, CO 80831

FALCON MIDDLE SCHOOL RENOVATION







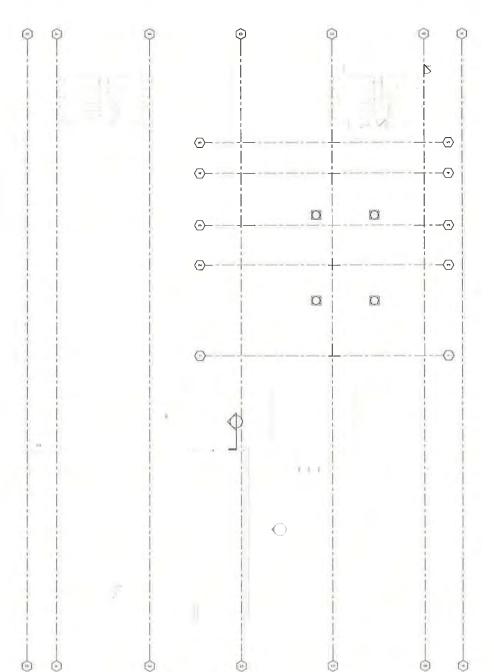


ROOF PLAN GENERAL NOTES

FALCON SCHOOL DISTRICT NO. 49 Peylon, CO 80831

EALCON MIDDLE SCHOOL RENOVATION

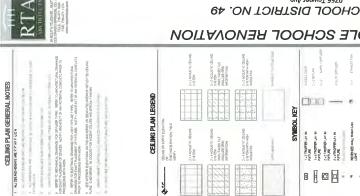
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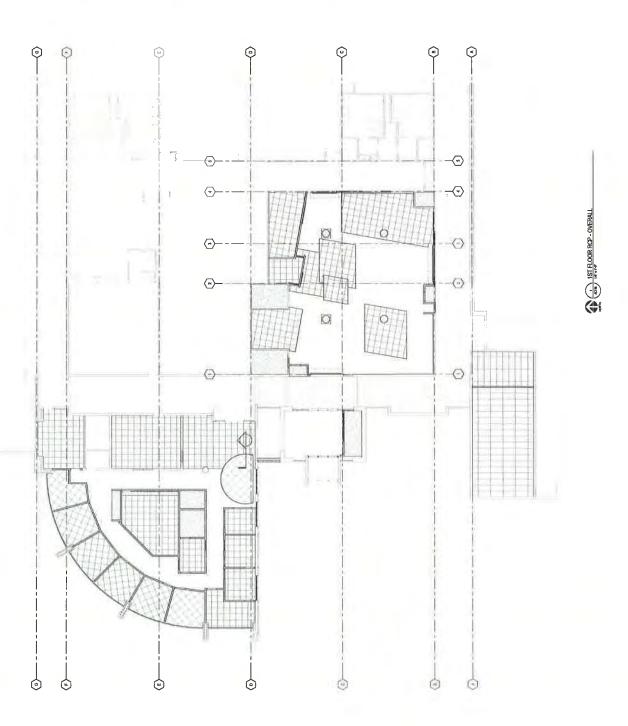
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FALCON MIDDLE SCHOOL RENOVATION



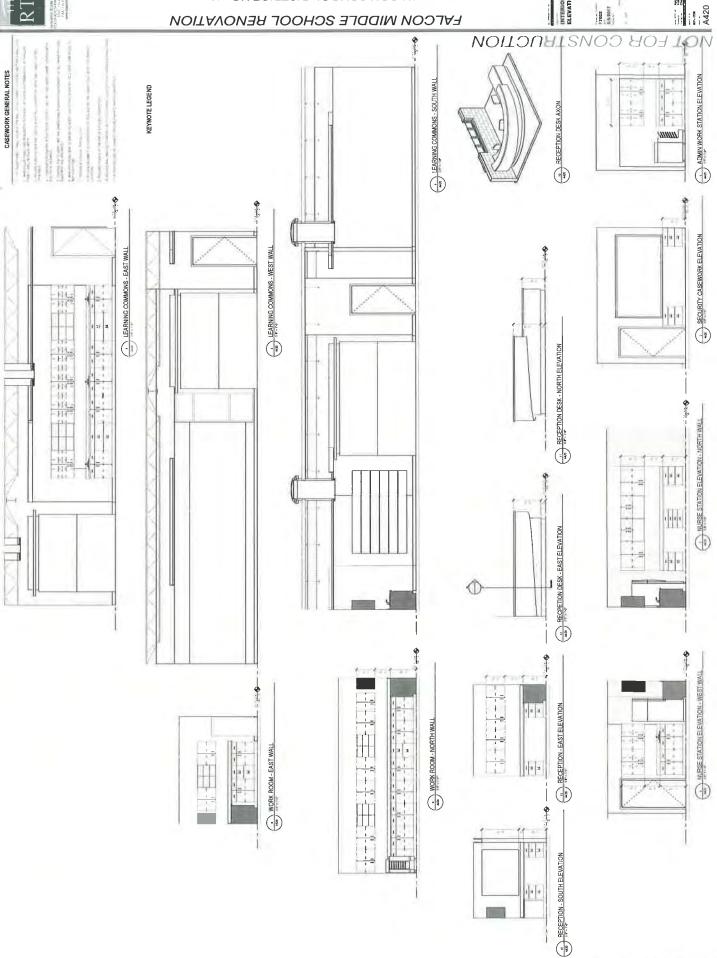




KEYNOTE LEGEND

FALCON SCHOOL DISTRICT NO. 49 Peylon, CO 80831

FALCON MIDDLE SCHOOL RENOVATION

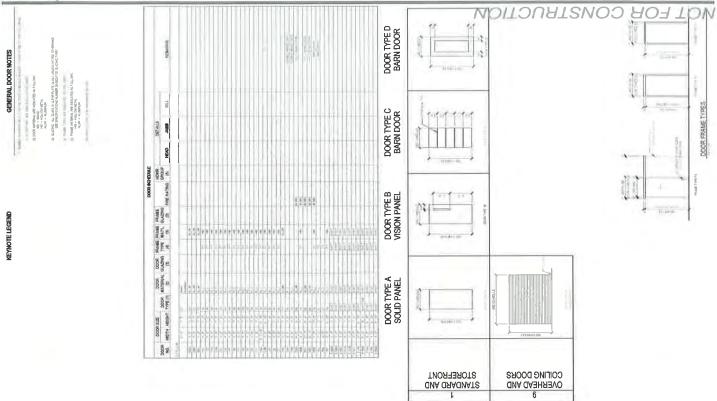


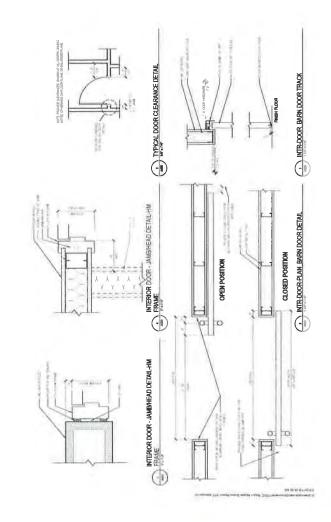


FALCON SCHOOL DISTRICT NO. 49 Polyon, CO 80831

EALCON MIDDLE SCHOOL RENOVATION







CONSTRUCTION POLICIES



FALCON MIDDLE SCHOOL RENOVATION

- OD PROJECT DESCRIPTION. THIS PROJECT HOW OUR ST. REARDOLE, OF ADMINISTRATION AND LEARNING CRITERS SPACES AT A MODIE SCHOOL. WORK SHALL BE CONTINCTED THROUGH COLORADO SCHOOLS DISTRICT 49 IN FALLON, COLORADO ALL CONTRACTORS SHALL COMPLY WITH DISTRICT STANDARD CONSTRUCTION POLICES.

 ON STRUCTION POLICES.

 1 PROJUIDIS: THE CLUMMIS TO THE DISTRICT MANAGEMENTENGINEERING STAFF PRIOR TO

A CONSTRUCTION DRAWINGS

A CONSTRUCTION DRAWINGS

E SUBCONTRACTORS LIST; SHALL INCLUDE A POINT OF CONTACT AND A TELEPHONE NUMBER

C SCHEDULE PRE-CONSTRUCTION MEETING, INCLUDES INSPECTION OF BULLDING WITH GENERAL

CONTRACTOR, OSTRUCT REPRESENTATIVE, AND ARCHITECT

0.2 ADHERE TO THE FOLLOWING MOVE. IN RULES AND REGULATIONS RECARDING THE TRANSPORTATION OF

BUILDING MATERIALS INTO THE BUILDING: A CONTACT THE DISTRICT REPRESENTATIVE TO COORDINATE WORKING SCHEDULE AND DELIVERY

- 9 5 FLOORS. PROVIDE NEW FLOOR COVERINGS IN ALL AREAS SPECIFED ON PLANS. PREPARE ALL FLOORS AS REQUIRED FOR A SANOTH LEGAR APPLICATION CAPETS INSLILLE DIRECT CHIEF ON RECONSETE. SLAB PRE MANUFACTURETS SECONMENDATIONS INSTALLALLE LOCAR COVERINGS PER MANUFACTURETS RECOMMENDATIONS MANUFACTURETS RECOMMENDATIONS AND ACCORDING THE SLAB MOSTURE RECUIREMENTS 9.8 WALL AREAS SET WINK COVED BASE SHALL BE PROVIDED THROUGHOUT ALL AREAS WITHIN THE PERMODELED APEAS.
 - COLOR REFER TO FINISH SCHEDULE FOR SPECIFICATION 101 SPECIALITIES FROM TO RUNSH NOW-FERNIN Y HOUR PONT, YOUNG PLANS, SHOWN ON FLOOP PLANS.
- 104 SIGNAGE, PROVIDE AD ADVOIDANT ACRYLLC SIGNS AS REQUIRED BY CODE AT RESTROOMS, JANTORS CLOSET, COUNTANT ROOMS, ANA TEXT DOORS AS REOURED BY CODE AT RESTROOMS, JANTORS CLOSET, COUNTANT ROOMS, ANA TEXT DOORS AS REOURED AND COMPLANT ACRYLLC NAME PLATE SIGNS AT OFFICES REQUIRE SIGNAR AT PROVING INPROVIDE INPROVIDE INPROVIDE OFFICES AND SIGNAR SERES PLUS CUBICAL CURTAINS IN GRAPHITE. CO.O.G.O. OF TELLAND T. FARRIC CURTAINS SHALL BE HUNG FROM INPRO CORP OPTITIAC CUBICAL CURTAIN TRACKS TRACKS ARE TO BE MOVINTED PER MANUFACTURERS RECOMMENDATIONS FOR CONSTRUCTION AND OCCUPANCY TYPE THE BUILDING IS CLASSIFED AS TYPE II-B CONSTRUCTION WITH FLOORSTRUCTION AND COCUPANCY NEW WORKS SHALL CONFORMAT O'THIS TYPE OF CONSTRUCTION WOOD FRAMMS CONFORMER ARE PERMITED. WHEN FIRE TREATED. CONTRACTOR SHALL BE FAMILIAR WITH BUILDING CODE REQUIREMENTS OF THE BUILDING CLASSIFCATION AND OCCUPANO.

 12 EMBOLITION GENERAL CONTRACTOR TO COORDINATE CONSTRUCTION SCHEDULING AND DEMOLITION ANTERIALS WHEN EDISED EXAMINED CONSTRUCTION SCHEDULING AND DEMOLITION MATERIALS WHEN EDISED EXAMINED CONSTRUCTION SCHEDULING AND DEMOLITION ANTERIALS WHEN ESPOSED OF UNLESS OR SOCIETED OTHERWISE PER DISPLACED TRANSPERSION ON THE PROJECT SHALL SEE THAT ALL DEMOLITION AND NEW CONSTRUCTION IS PERCENTAINE.

- 8.2 WINDOWSGLAZING THE INSIDE FACE OF EXTERIOR PERIMETER WINDOWS IN AREAS OF WORK SHALL BE CALLED AS PART OF THE CONTRACT SCOPE

 3. GLEAVED AS PART OF THE CONTRACT SCOPE

 3. GLEAVEN FROWING OFFENBLE WINDOWS AS INDICATED ON PLANS. BASIS OF DESIGN SYSTEM. STORE ALAURENCE.

 8.4 CATERIOR STOREFRONTICALZING. BASIS OF DESIGN SYSTEM IS KAWNEER 451T TO BE GLAZED WITH PPOS. SOLARBAN BORET THIT.
- 9 1 WALLS, PROVICE MULTIPLE STUD OF MINIMULA DIGALGE SAPCED 19" ON CENTER FOR TYPICAL NONBEARNIC CONDITIONS AT WALLS AT BEASING WALLS ON WALLS SUBJECTED TO ANY NON-SELF IMPOSED
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 9.2 BLOCKING, PROVIDE BLOCKING FOR FIXTURES, DISPENSERS, SHELVING, AND OTHER WALL MICLURED
 - B CONDINAITE ALL DELIVERIES AND STORAGE OF DELIVERED MATERIALS WITH THE DISTRICT REPRESENTATIVE OF CARE MUST BE GIVEN TO THE EDISTRIC COARE MUST BE GIVEN TO THE EDISTRIC COARE MUST BE GIVEN TO THE EDISTRIC COARE MUST BE PROTECTED. TO INCLUDE THE CAREFUL HALLWAYS BOOKS ETC.

 O TOBACCO AND ALCOHOL IS RECHEINED ON CAMPUS ON DISTRICA REPROPORT FROM THE CREMENT.

 E THE GENERAL COTRACTOR WILL BE RESPONSIBLE FOR PROVIDING TEMPORARY RESTROOM FACULTES ON SITE.

 F THE GENERAL CONTRACTOR WILL ARRANGE FOR ALL TEMPORARY UTILITIES NEEDED FOR CONSTRUCT REQUIREMENTS ARROUND THE BUILDING CONTRACT DISTRICT REPRESENTATIVE FOR MUST INFORMATION.
- HOLLOW METAL FRAMES (AS OCCUR), PAINT WITH A MINIMUM OF TWO COATS OF SEMI-GLOSS FINISH EPIAMEL.

A DO NOT LEAVE CONSTRUCTION DEBNIS ABOVE CELING GRUD OR IN ANY SPACE IN THE BUILDING BE SCHEDULE P PRINKLY THROUGH PRIOR TO TENAIT COCKPANCY.

C ROVING AS BUILT PLANS INCLUDING ARCHITECTURAL, AECHANICAL, PUMBING, AND ELECTRICAL, DEMANINGS INDICATING ACTILLACONSTRUCTION TO THE DISTRICAT AT COMPLETION OF JOB DEPAYINGS INDICATING ACTILLACONSTRUCTION TO THE DISTRICAT AT COMPLETION OF JOB DEPAYINGS, INCLUDING ALL WHERPASTITES ON PROPERTY OF SHEED ACTIVITY OF THE STATE STATE SHEED ACTIVITY OF SHEED

CUTLINE SPECIFICATIONS

0.3 POST CONSTRUCTION PROCEDURES

- 12. SUSPENDED CELINGS WITH SUSPENDED FURBANC CHARMER. SUPPLICA SUSPENDED CELINGS WITH SUSPENDED FURBANC CHARMER. SUPPLICATION COVERENCES WITH LOOP SWALL BE RECHOSHADE OF EGUAL. PROVIDE MANUALLY OPFENTED SHADES. SHADES SHALL BE RECHOSHADE OF EGUAL. PROVIDE MANUALLY OPFENTED SHADES. SHADES DEL BEROUNDED STATES OF SHADE MATERIAL IN DENSITIES SHOWN ON PRAWINGS FOR ARCHITECT APPROVAL.

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PRIOR TO DEMOCRING THE SCOPE OF WORK
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11 CONCRETE: FLOORS SHALL BE DATCHED, REPAIRED, AND LENGEED AS REQUIRED FOR A SWOOTH, FLAT AND UNBROKEN SUBSTRATE TO RECEIVE PROPOSED FLOOR FINISH MATERIALS. EXISTING CONCRETE. SHALL BE CLITAND PATCHED BE RECOILED FROM UNBROSSAL BE UNBRINGS SERVINGS STREEL, UNITES, ARE TO BE FALL IN STRALLED PRIOR TO DEMOLITION OF ASSOCIATED OPENING.

CONDITIONS
2.1 STE WORK PLACEMENT OF TEMPORARY FACILITIES, DUMPSTERS, AND JOB TRAILERS ON THE SITE,
ACCESS TO THE PROJECT, AND DELIVERY OF MATERIAL SHALL BE COORDINATED WITH THE DISTRICT

- 2 BENCES.

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 9.4 CELINICS. TYPICAL ZOZ REVALED EDCE ACOUSTIC CELINIC REFER TO FINISH PLAN FOR SPECIFICATION 19.1 CELINISP TAND WITE WALL MOUNTED.

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 9.4 CHAINTISTAIN. UNLESS OTHERWISE NOTED. ALL SINERAGES IN AREA OF WORK SHALL BE PAINTED DRIVABLE TO FINISH COAST SUSSTING SURFACES SHALL BE PATOHED.

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HARDWARE GROUDS. REFER TO DOOR SCHEDULE ON DRAWINGS FOR COORDINATION OF ASSOCIATED
HARDWARE GROUDS.

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FALCON SCHOOL DISTRICT NO. 49 Peylon, CO 80831

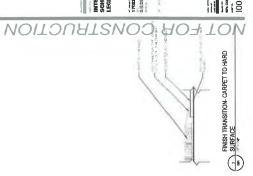
FALCON MIDDLE SCHOOL RENOVATION



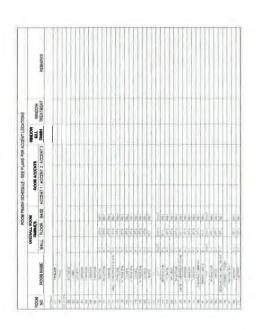
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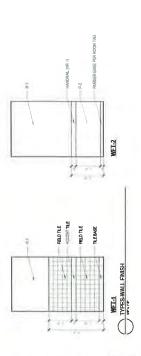
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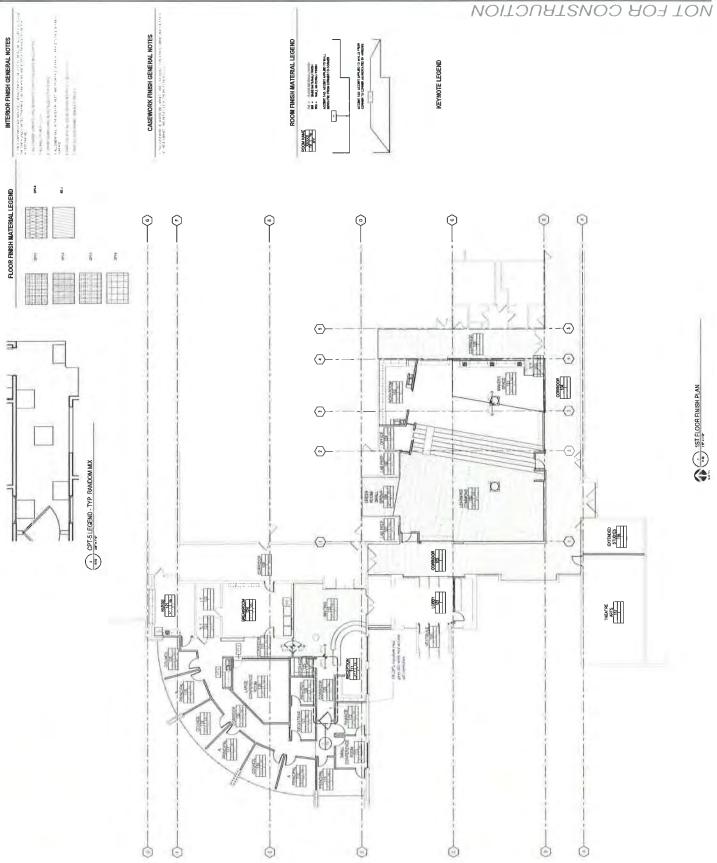


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EALCON SCHOOL DISTRICT NO. 49



FALCON MIDDLE SCHOOL RENOVATION





3B / MLO P2 Updates Ron Lee, Director Operations Dept May, 2017

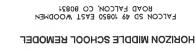
- 1. Renovation to Entries: Please see the proposed plans with the sites that are receiving renovations to their entries additional pages attached.
 - Horizon Middle School Safe Entry/ Remodel

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NOT FOR CONSTRUCTION

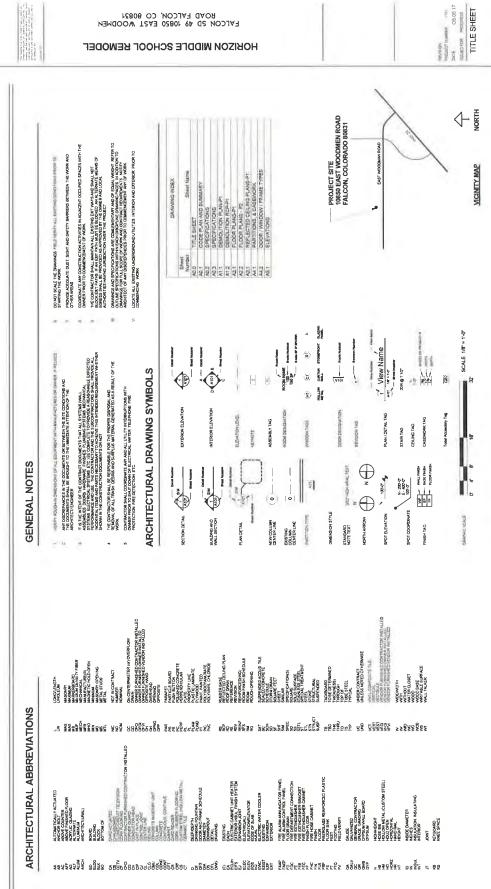






HORIZON MIDDLE SCHOOL REMODEL FALCON SCHOOL DISTRICT 49

PROGRESS: MAY 5, 2017



NOT FOR CONSTRUCTION

CODE PLAN AND SUMMARY

NORTH H

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BIRE PROTECTION SYSTEM BUILDING IS NON- BPRINKL!

FALCON SD 49 10850 EAST WOODMEN

HOBISON WIDDLE SCHOOL REMODEL

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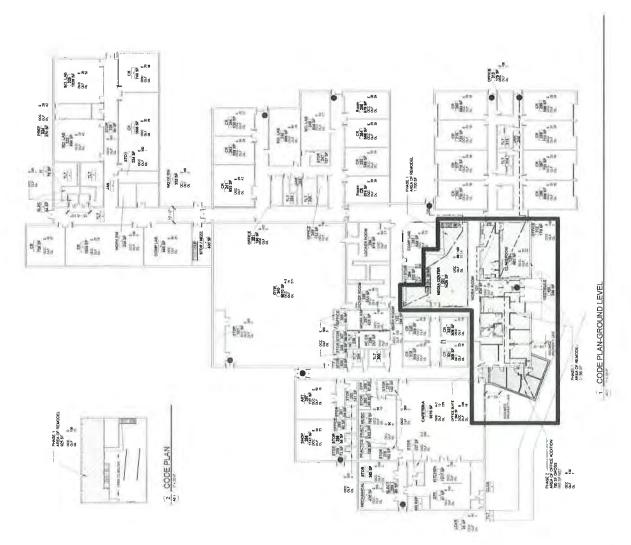
RMARY OCCUPANCY EDUCATIONAL GROUP B ND PROPOSED OFFICE AREA BUSINESSCROUP B ASSESSOR

CODE ANALYSIS

EXISTING BUILDING HEIGHT 14.6. IB FEET // EXITING TYPE HBASSUMED PROPOSED ADDITION TYPE IB

CODE LEGEND

HORSE DE DOOL STORE DOOL CON PRODUCTION DOOL CON PRODUCTION DO CONTROL DO CON



HOBISON WIDDLE SCHOOL REMODEL

10111

SALE

SPECIFICATIONS

DIVISION 1: GENERAL REQUIREMENTS

THE FOLLOWING DOCUMENTS CONSTITUTE THE CONTRACT COCUMENTS

1 SET(S) OF DRAWINGS AND OUTLINE SPECIFICATIONS DATED NOVEMBER 11 2016

WORK UNDER THIS CONTRACT INCLUDES ALL MATERIALS FOLIFWENT AND LABOR RECESSARY TO COMPLIE THE WORK INDICATED ON THE DRAWINGS DESCRIBED IN SPECIFICATIONS ADDICATED, ON PECADALLY INFERRED

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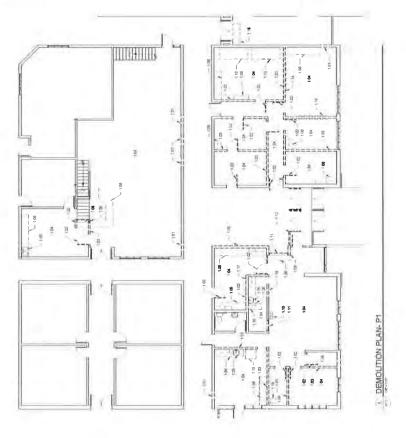
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PALCON SD 49 10850 EAST WOODWEN HOBISON WIDDLE SCHOOL REMODEL

DEMOLITION NOTES

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SCALE

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PROJECT NUMBER 1701
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DEMOLITION
RCP-P1

ROAD FALCON, CO 80831 HOBISON WIDDLE SCHOOL REMODEL

KEY NOTE LEGEND

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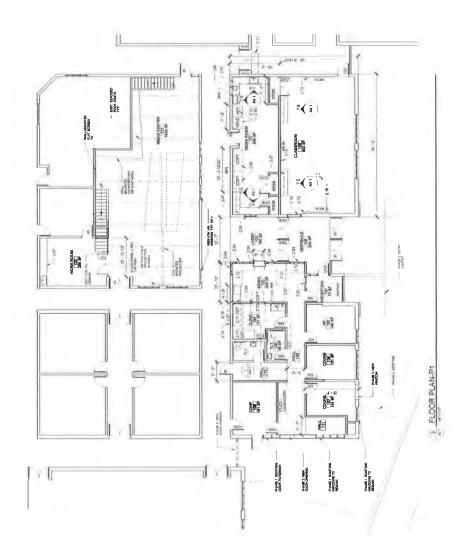
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FLOOR PLAN NOTES

HOBISON WIDDLE SCHOOL REMODEL

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As indicated A2.2 SCALE

NOT FOR CONSTRUCTION

PROJECT MARKET 1701

DATE 05.05 17

INSULOTOR PLANS P2

FALCON SD 49 10850 EAST WOODHEN HOBISON WIDDLE SCHOOL REMODEL

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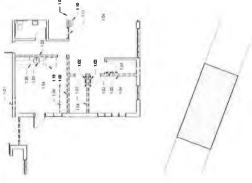
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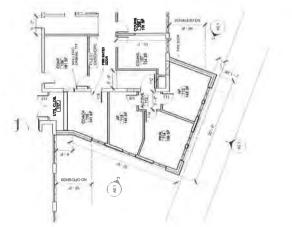
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(2) FLOOR PLAN-P2

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FLOOR PLAN NOTES

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RCP NOTES

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HOBISON WIDDLE SCHOOL REMODEL



CEILING PLANS-P1

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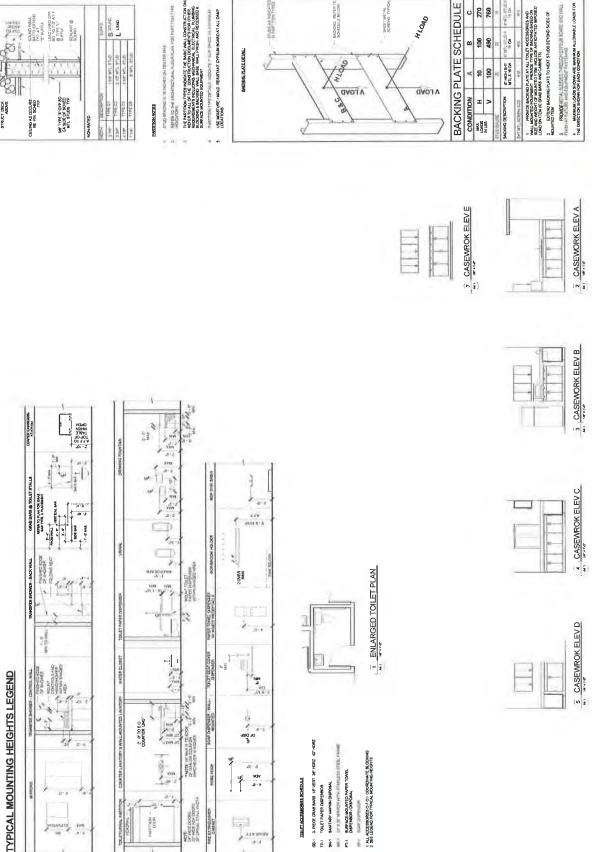
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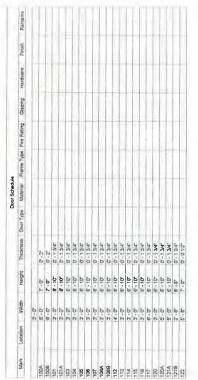
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NOT FOR CONSTRUCTION

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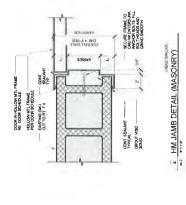
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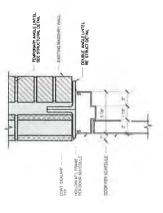
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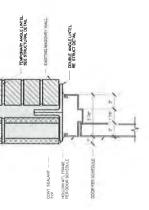
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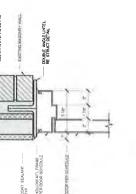
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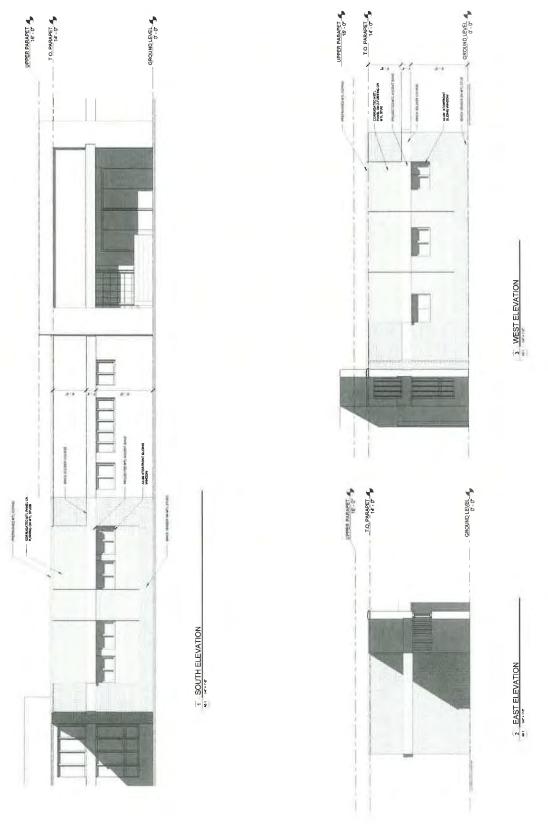








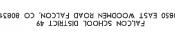
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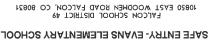




3B / MLO P2 Updates Ron Lee, Director Operations Dept May, 2017

- 1. Renovation to Entries: Please see the proposed plans with the sites that are receiving renovations to their entries additional pages attached.
 - Evans Elementary Safe Entry/ Remodel













COMMENCING WORK

PROVIDE ADEQUATE DUST SIGHT AND SAFETY BARRIERS BETWEEN THE WOO OTHER AMERS DO NOT SCALE THE DRAWINGS. FIELD VERBEY ALL EXISTING CONDITIONS PRISTARTING THE WORK.

ANY DISCREDANCIES IN THE DOCUMENTS OR BETWEEN THE SITE CONDITIONS AND AND CONDITIONS AND AND CONTROL OF THE IMMEDIATE ATTENTION OF THE

GENERAL NOTES

ARCHITECTURAL DRAWING SYMBOLS

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contractor saul cogrante any and all utility interruptions with Omner propied saul comm of electrical water telephone fire Protection fire detection etc

VICINITY MAP

SAFE ENTRY REMODEL - EVANS ELEMENTARY SCHOOL

FALCON SCHOOL DISTRICT 49

PERMIT: MAY 3, 2017

ARCHITECTURAL ABBREVIATIONS

05-02-17

TITLE SHEET

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100

1-A0.2

80/KE

DATE 05-03-17
ISMEDIOR PERMIT
CODE ANALYSIS

10820 EYST MOODHEN BOYD FALCON, CO 80831

SAFE ENTRY- EVANS ELEMENTARY SCHOOL

GALLETTA ARCHITECTURE 2012 MORTH TELON STREET CACABLOG SPRAGS CO 80007 P 719 642 7675 E GYMAGQQHIRMATHELIF COM

NO INCREASE IN OCCUPANCY LOAD OR USE NO CHANGE IN ESPESS PATTERN OR REDUCTION OF ESPESS MIDTH AT MAIN ENTRY DOORS

Allowable Building Height Stories: 55 feet/ 2 stories Achall Building Height: 27 feet @ 2 story addition

E Occupancy: 14,500 GSF per floor A Occupancy: 9,500 GSF per floor B Occupancy: 23,000 GSF per floor

0 hours 0 hours 0 hours 0 hours 0 hours 0 hours Structural frame
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Interior bearing wath
Extendor non-bearing wat
Straffs water
Straffs

FIRE PROTECTION SYSTEM

MEANS OF EGRESS

GOVERNING CODES

EDUCATIONAL GROUP E PRIMARY WITH ASSEMBLY GROUP A AND BUSINESS GROUP B CONSTRUCTION TYPE

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BUILDING IS NON-SPRINKLERED THROUGHOUT

OCCUPANCY

45,382 GSF 6,272 GSF 51,654 GSF

2015 International Building Code
2015 International Energy Conservation Code
2015 Medamical Code
2015 Furnishing Code
2014 Putnishing Code
2014 National Electric Code

TYPE IIB (ASSUMED)

SENERAL THE DNG HEIGHTS AND AREAS

ASSUMED 1-HOUR FIRE RATED CORRIDOR ASSUMED 2-HOUR FIRE BARRIER

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EXISTING ADMINISTRATION AREA A= 1782 SF PROJECT WORK AREA

CODE PLAN

POINT OF EGRESS

CODE REVIEW

DEMOLITION
PLANS

As indicated 1-A1.1 SCALE

SAFE ENTRY- EVANS ELEMENTARY SCHOOL

FALCON SCHOOL DISTRICT 49

GALLETTA ARCHITECTURE 2012 NORTH TELDNISTREET COLONIOUS SPRINGS CO 80007 P 719 RD 7877 E STROGÓGHÍGHET MORALE COM

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APPLICALLY TO BE RECONDED IN TOTAL TOTAL

DEMOLITION RCP LEGEND

DEMOLITION REFLECTED CEILING PLAN

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KENNOTE LEGEND

NEWNOTE TEXT KEY VALUE

DEMOLITION PLAN

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TOWN DOOR AND FRAME TYP RE DOOR SCHEDLE!

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EN DOOR AND FRAME ON MAG HOLD-OPEN BELOCATED REFRIGERATOR PROVIDE WATER LINE

DEMOLITION NOTES

A REFER TO BECHANDLE, ELECTRICAL, AND PLUMBANG DRAWINGS FOR ALOTHOL, DEBLOTTION INCIDENT, IN THE CONTINGTOR IN RESPONSIBLE FOR THE REMOVAL OF ALL SUPPORTS ACCESSORIES. AN CONCENSES RELATED TO EQUIPMENT AND FUTURES SHOWN TO BE REMOVED.

As indicated 1-A2.1 903

10850 EAST WOODMEN ROAD FALCON, CO 80831

FLOOR PLAN NOTES

REFER TO OTHER ARCHITECTURAL DRAWINGS FOR ADDITIONAL INFORMATION ON ITBUS REFERENCED IN THE PLANS - SUCH AS PARTITIONS DOORS / WHICOMS AND CASEWORK.

FLOOR PLAN

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A651, PRIN. 166

FLOOR PLAN

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KEYVALUE

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SAFE ENTRY- EVANS ELEMENTARY SCHOOL

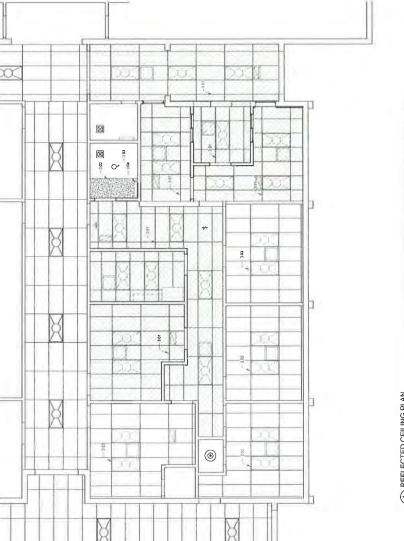
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REFLECTED CEILING PLAN



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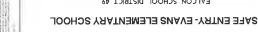


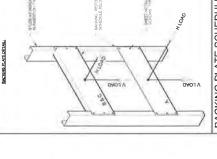












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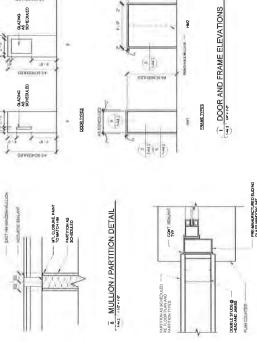
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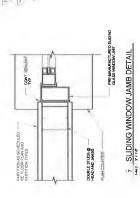
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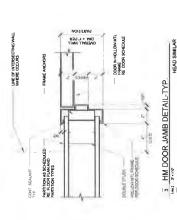


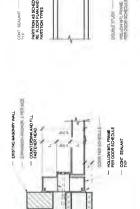
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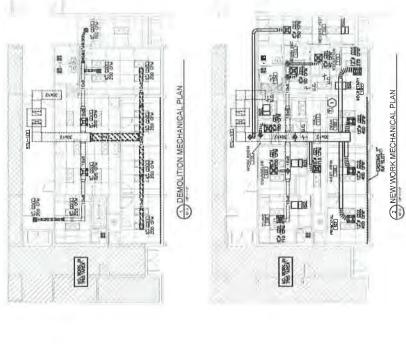
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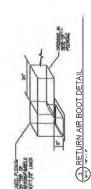
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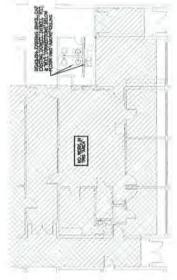


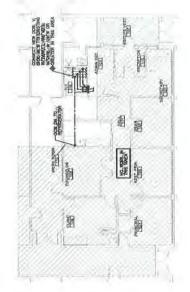












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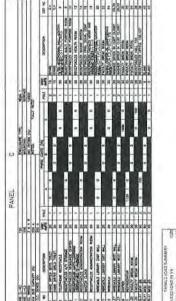












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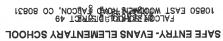












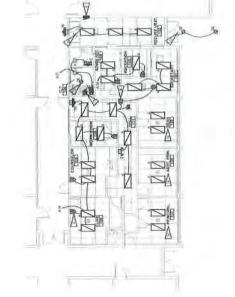


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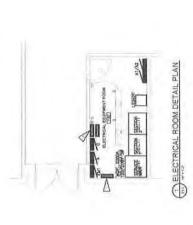
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ELECTRICAL DEMOLITION PLAN



NEW WORK ELECTRICAL LIGHTING PLAN





D NEW WORK ELECTRICAL POWER PLAN

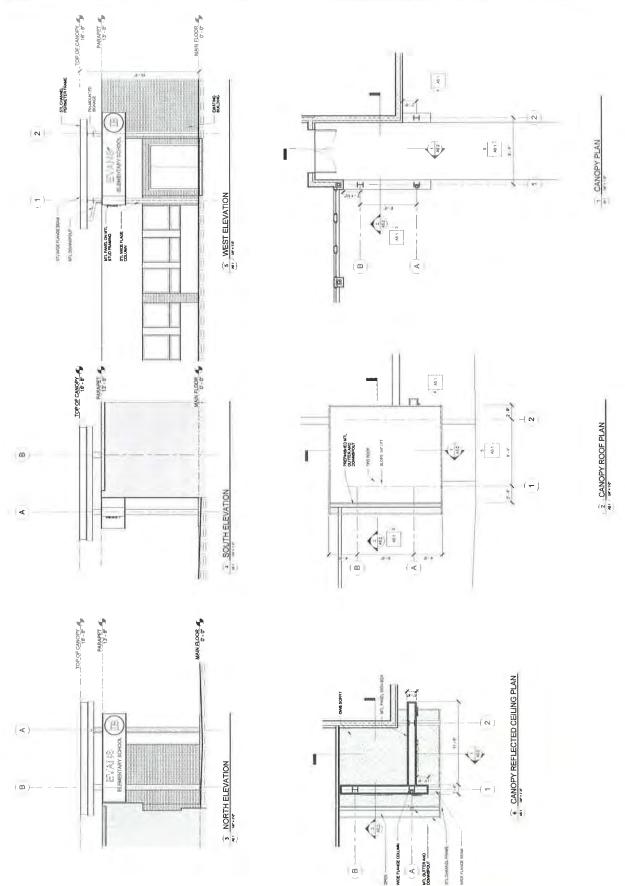
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EADS HOSTE
CANOPY PLANS

10850 EAST WOODMEN ROAD FALCON, CO 80831







NOT FOR CONSTRUCTION

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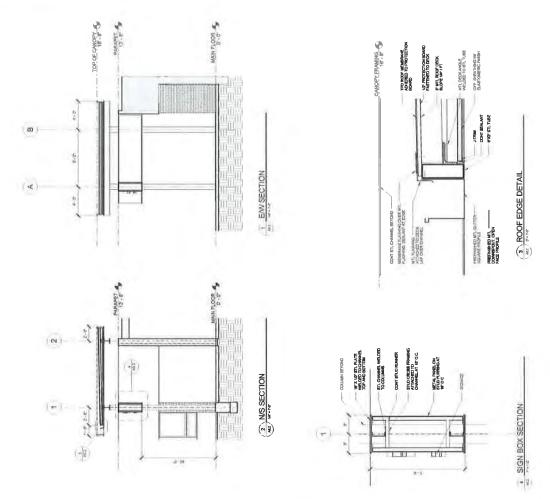
DETAILS



10820 EAST WOODMEN ROAD FALCON, CO 80831 SAFE ENTRY- EVANS ELEMENTARY SCHOOL







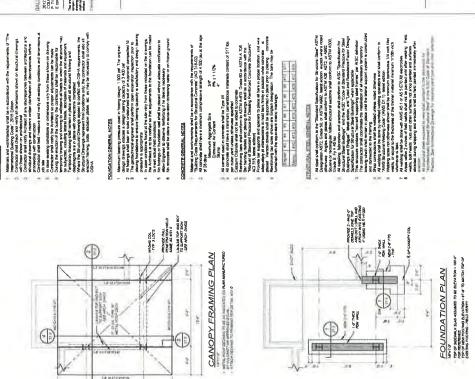
DETAILS AND GENERAL NOTES

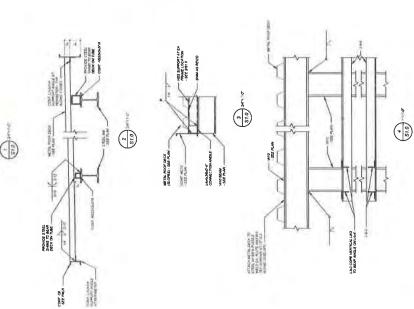
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ARWINDE FLANCE CANDEY COL TOP OF WALL BEENTRONF

ACD 2 NO TOP AT SM









3B / MLO P2 Updates Ron Lee, Director Operations Dept May, 2017

- 1. Renovation to Entries: Please see the proposed plans with the sites that are receiving renovations to their entries additional pages attached.
 - Falcon Elementary Safe Entry/ Remodel

MACE SHEET

VICINITY MAP

1-A0.1





FALCON SCHOOL DISTRICT 49

SAFE ENTRY REMODEL - FALCON ELEMENTARY SCHOOL

PERMIT APRIL 28, 2017

1	Sheet 1st Sheet
	O O NOT SOULT THE STATE OF THE
GENERAL NOTES	ARCHITECTURAL DIRECTOR OF ALL ROLL WITH IMPOUND CHORGE & RELIED THE COCCURRENTS SAME BE ROLLOGIC BLOCK WITH IMPOUND CHORGE & RELIED THE COCCURRENTS SAME BE ROLLOGIC BLOCK WITH IMPOUND CHORGE STATEMENT AND CHORGE STATE
ARCHITECTURAL ABBREVIATIONS	Control Cont

1-A0.2

SCALE

CODE ANALYSIS

FALCON 5D 49 10850 EAST WOODMEN

SAFE ENTRY- FALCON ELEMENTARY SCHOOL

GALLETTA ARCHITECTURE 2012 MARIN FLOM STREET CRUCAND SPRINGS CO 40907 P 719 GEZ 7073 The state of the state of the control of the contro

MO INCREASE IN OCCUPANCY LCAD, NO CHANGE IN EGRESS PATTERN OR REDUCTION OF EGRESS WIDTH AT MAIN ENTRY DOORS

EDUCATIONAL GROUP E PRIMARY WITH ASSEMBLY GROUP A AND BUSINESS GROUP B

Allowable Building Height/Stories: 55 feet/2 stories Actual Building Height: 27 feet @ 2 story addition

2

B

A PRINCE TOCATOM (E)

EUSTING MECHANICAL
A+ 450 SF
OCCLPANCY EDUCATIONAL (E)
OCCLPANT LOAD 5

ELISTING STORAGE

As 485 8F

OCCUPANCY EDUCATIONAL (E)

OCCUPANTILOAD 2

17.00 171

Exited and the composition of comments of

3

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2

Allowabie Ava Factor 14,500 GSF per floor CSpranton on all sides) Total Allowable Area: 25,375 GSF 36,487 GBF

EXETTING CLASS/BOOMS
AH 1719 SF
COCILPANCY EDUCATIONAL (E)
CCCIPANT LOND IS

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EXISTING CAFETERA
An ZEED SE
OCCUPANCY ASSEMBLY (A-2)
OCCUPANT (CAD 159

EXISTING OTHINGSUM ADOTTON
A: 3628 SC OCCUPANCY ASSERBLY (A-3) OCCUPANT LOAD 244

FIRE RESISTANCE RATINGS - BUILDING ELEMENTE Enodo O bours

THE PROTECTION SYSTEM

MEANS OF EGRESS

OCCUPANCY COUNT. First Level TL: 1,250

CODE REVIEW

WARE TO BE OCATE LOUNGE FFICE SUITE FOR S FROM SECURE	- Contracts into
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ENTRY DOORS AND SECURE FROM EXTE AND RECOMPIGURE OBSERVATION AND VESTIBULE	the bridge property and

2015 International Building Coc 2015 International Energy Cors 2015 Medranical Code 2015 Plumbing Code 2014 National Electric Code 2015 Fire Code GOVERNING CODES

CONSTRUCTION TYPE

BUILDING IS NON-SPRINKLERED THROUGHOUT

ASSUMED 1-HOUR FIRE RATED CORRIDOR ASSUMED 2-HOUR FIRE WALL

ENSTINGOFFICE A- EZS SF OCCUPANCY BUSINESS B OCCUPANT LOAD B

EXISTING OFFICE
A-71 SF
OCCUPANCY BUSINESS (8)
OCCUPANT LOAD 1

EXISTING INTCHEN
An 685 SP
OCCUPANCY BUSINESS (B)
OCCUPANT LOAD 14

CODE PLAN

DE 18 C. S. D. C. S.

POINT OF EGRESS

Exit Requirements 4 per floor (more than 1000 occupa Exits Provided: 22

PROJECT SUMMARY: EXISTING OFFICE REMODEL TO CREATE A SECURE ENTRY

EXISTING CLASSINGUES
AN ADD SF
OCCUPANCY EDUCATIONAL IE)
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COCUMENTS SUCCESSALES

COCUMENTS SAD 211

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GENERAL BUILDING HEIGHTS AND AREAE TYPE IIB (ASSUMED)

Actual Area Main Level (Electing):

As indicated 1-A1.1

DEMOLITION
PLANS

FALCON SD 49 10850 EAST WOODMEN ROAD FALCON, CO 80831

SAFE ENTRY- FALCON ELEMENTARY SCHOOL

2. DISCONNECT EMBTING EQUIPMENT WHICH IS TO BE REMOVED PROTECT EXISTING EQUIPMENT WHICH IS TO REMAIN IN PLACE.	1 PATCH REPARAL WALLS PLOOPS CELLINSS AND OTHER ELEMENTS TO RELAKEN BUT EFFECTED BY THE DEMOLITION MATCH ALL PINSHES	4 REST TO DEVOLVEL, ESCRELA MOD LUBBAC DRAWNSS CONTORNU DEMOTION RESPONSE TO THE RESPONSE ACCESSORIES AND EXPONSELE FOR THE RELATION OF ALL SUPPORTS ACCESSORIES AND CONFECIACLS RELATED TO EQUIPMENT AND FATURES SHOWN TO BE RELATED.	THE PROFILE YES WAS TO REPOSABILITY OF THE DETECTION OF THE WAS THE WAS TO SELECT TO A SECTION OF THE WAS THE RESPONSIBLE FOR THE MAN THE	

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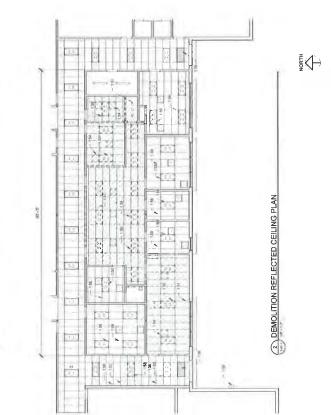












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REVISION NUMBER 1702
PAGLECT NUMBER 04-28-2017
ISSUEDFOR PERMIT
FLOOR PLAN

BOAD FALCON, CO 80831 FALCON SD 49 10850 EAST WOODMEN

SAFE ENTRY- FALCON ELEMENTARY SCHOOL





RETENTO MECHANICAL AND ELECTRICAL DRAWNASS FOR ECONPINENT UNILLY AND SET SALLATION RECUIREMENTS WALESS OF FEMALES WOTED DIMENSIONES INDICATED AND TO PRESED FACE OF PARKETINEN EXETING CORRIDOR WALLS SHALL BE MAINTAINED AS 14HR FPE RATED WHERE MOOFICATIONS RESALTING FROM NEW CONSTRUCTION OCCUPIS FIELD VERBY EXACT LOCATION, ELEVATION AND THE IN PORK BOSTING SANTARY LINE

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FLOOR PLAN

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SECURE VEST.

TA ABOVE LOCK

(B)

1-A3 1

SCALE

ROAD FALCON, CO 80831

SAFE ENTRY- FALCON ELEMENTARY SCHOOL

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REVISION NUMBER 1722
PROJECT NUMBER 1722
DATE D4-28-2017
ISSUED FOR PERMIT
CEILING PLAN

NORTH H

REFLECTED CEILING PLAN

1-A4.1

PARTITIONS / CASEWORK / FINISHES

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ROAD FALCON, CO 80831 SAFE ENTRY- FALCON ELEMENTARY SCHOOL



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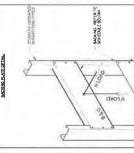






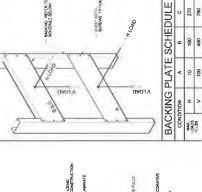


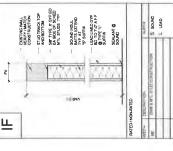




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or Firesh		Wall Finish Ceiling Finish	Base	Comments	sents
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	MARCE	SACTORY FINDS	F Ruthern BACK	Y.	
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			COMPLIANCE COLUMN			
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q	175	CARE	ALL PARTY	touristic:	P. R. SHIEFF SACK	
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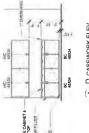
7 CORNER GUARDS TO BE INCHIMPACT PLASTIC WITH CONCEALED INSTALL ABOVE BASE TRIM TO A HIGHT OF 4-0" A F.F.

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A GOOD STORY	REFER TO THE ARC INDICATORS	THE PARTITION TYPES INDICATE REPORT TO ALL OF THE CONSTR. RECORREMENTS INCLUDING MEG BLOCKING, I BACKING WALL BACK SURFACE INCLUTED EQUIPMENT	FARTISH THE DE	USE MOISTURE / INC
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UNIT TYPE BC = BASE CABINET WC-WALL CABINET TS-TALL STORACE	WOTH X HEIGHT PROVIDE LOCK S
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PLAW WALL CABINETS PROVIDE BLOCKING PLAM COUNTERTOP AND BASE CABINETS

PROVIDE BLOCKING

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PLUM BASE CABINET & COUNTERTOR HIGH PLUM PLUM THE PACE			1 .01 - 2

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PLAN COUNTERTOP W PLAM WALL CABINET PROVIDE BLOCKING

- PLAN MAIL SLOTS 72 TL (9 1/2" X 3 1/2" | \$)

December 1

NOTE DEPTH OF UNIT TO BE 12" PROVIDE WALL BLOCKING AND SECURE TO WALL

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DOORS /
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MICH OWNERS KETNER STILL
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SECURITY DOOR
1-BUTT HANGES
1-BUTT HANGES
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1-CONFE
1-CONFE
1-CONFE
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WAMES
ALL FRAMES TO BE HOLLOW WETAL COMMERCIAL
FULLY WELDED UNLESS NOTED OTHERWISE
PRIME AND PARY FINISH

3-BUTT HINGES 1-OFFICE LOCKET 1-CORE 3-SLENGERS

DODRS
ALL DODRS TO BE SOLID CORE WOOD VENEER TO MA
2 PREFIT O RECENE HARDWARE INDICATED
3 STAIN AND QUEAR COAT FINISH TO MATCH EXISTING

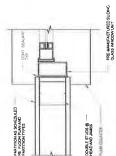
GLAZING GLI 1 MTHOX GLEAR TEMPERED GLZ 1/4T THIOX FIRE-BATED GLASS

DOOR IN HOLLOW MTL FRAME RE DOOR SCHEDULE

3 HM DOOR JAMB DETAIL

S SLIDING WINDOW JAMB DETAIL

LINE OF INTERSECT WHERE OCCURS PARTITION AS SCHEDULED RE PLOOP PLAN AND PARTITION TYPES HOLLOW WTL FRAME -DOUBLE STUDS





Thickness Frams Type Fee Range Handware Firms

Hargitt Direct Type Material Gleating

Week

Mark Location

DOOR SCHEDULE

B SUDING WINDOW (ALUM

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@ ROOM SIDE

PARTITION AS SCHEDULED
RE FLOOR PLAN AND
PARTITION TYPES

CONT SEALANT -

7 SOFFIT DETAIL

B HM DOOR JAMB DETAIL-MASONRY

HOLLOW WILFRAME
PER DOOR SO/EDLLE
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NTI. STUD FRANING
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ACT GRID CABLE --SUPPORT UP TO DECK ACT AND -SUSPENDED GRID 2 WINDW FRAME ELEVATIONS

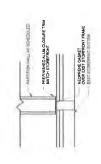
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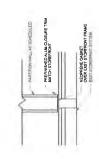
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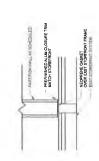
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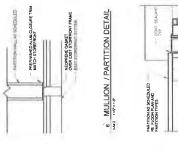
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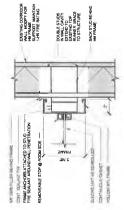


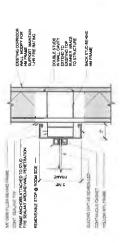






A HM WINDOW JAME DETAIL





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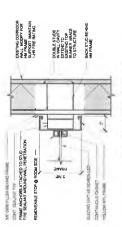
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HM WINDOW JAMB DETAIL 2

DOOR AND FRAME ELEVATIONS



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MECHANICAL NEW WORK PLAN

RETURN AIR BOOT DETAIL

MECHANICAL DEMOLTION PLAN

FALCON SD 10 TO BOB31 SAFE ENTRY- FALCON ELEMENTARY SCHOOL



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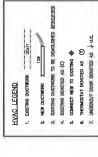
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GENERAL NOTES

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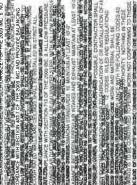
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PLUMBING NEW WORK PLAN





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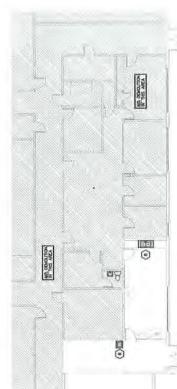
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FALCON SD 19 (1813) EN 31 WOODMEN SAFE ENTRY- FALCON ELEMENTARY SCHOOL





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FALCON SD 49 10850 EAST WOODMEN SAFE ENTRY- FALCON ELEMENTARY SCHOOL



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FALCON SD 49 10850 EAST WOODMEN ROAD FALCON, CO 80831 SAFE ENTRY- FALCON ELEMENTARY SCHOOL

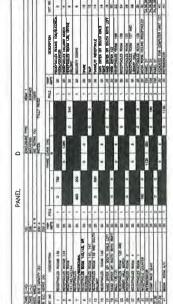


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PROJECT NAMBER 1612
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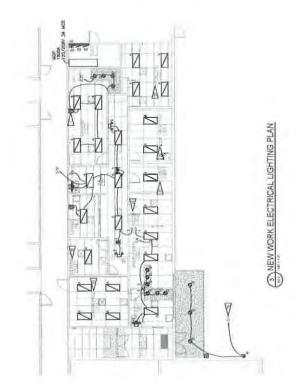


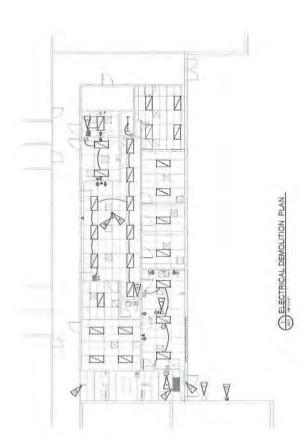


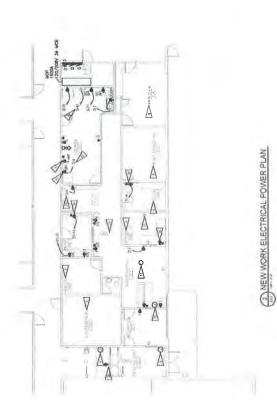


GENERAL NOTES:

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S CANOPY ROOF PLAN

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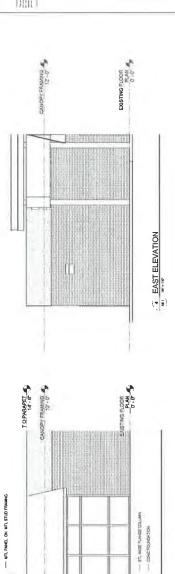
FALCON SD 49 10850 EAST WOODWEN SAFE ENTRY- FALCON ELEMENTARY SCHOOL



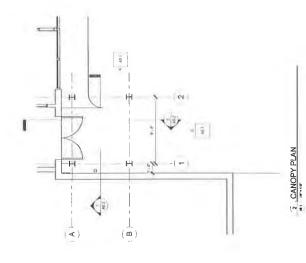
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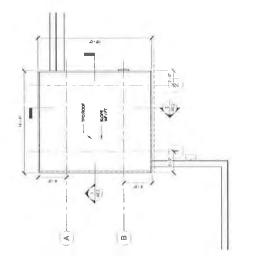
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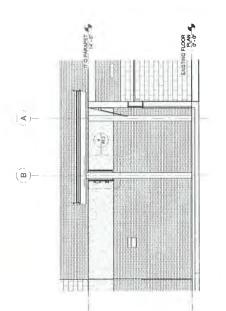
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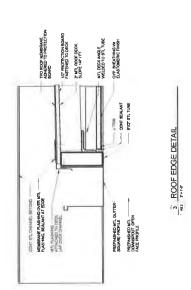
SAFE ENTRY- FALCON ELEMENTARY SCHOOL

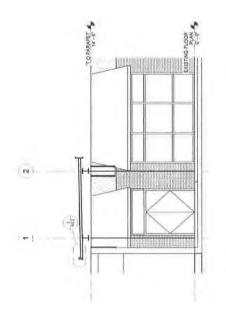
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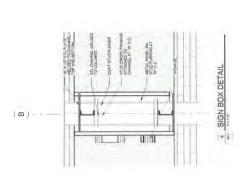
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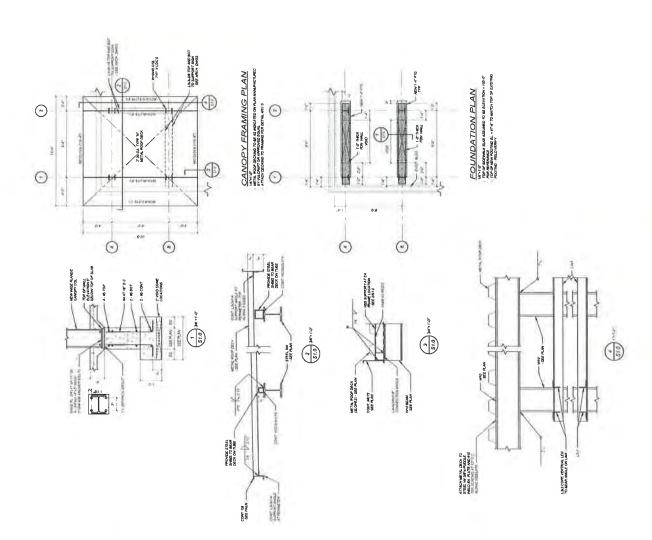


DETAILS AND GENERAL NOTES

SAFE ENTRY - FALCON ELEMENTARY SCHOOL

FALCON SD 49 10540 EAST WODMEN

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3B / MLO P2 Updates Ron Lee, Director Operations Dept May, 2017

- 1. Renovation to Entries: Please see the proposed plans with the sites that are receiving renovations to their entries additional pages attached.
 - Skyview Middle School Safe Entry



SAFE ENTRY REMODEL - SKYVIEW MIDDLE SCHOOL FALCON SCHOOL DISTRICT 49

PROGRESS: MAY 5, 2017

10850 WOODHEN ROAD COLORADO SPRINGS, CO 80831 SAFE ENTRY- SKYVIEW MIDDLE SCHOOL

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CODE REVIEW

GOVERNING CODES

GENERAL BUILDING HEIGHTS AND AREAS CONSTRUCTION TYPE TYPE IIB (ASSUMED)

Allovable Building Height/Stories: 35 feet/2 stor Actual Building Height: 27 feet @ 2 story actilifor Allowable Area Factor:

E Occupancy: 14,500 GSF per floor
A Occupancy: 8,500 GSF per floor
B Occupancy: 23,000 GSF per floor

6,272 GSF 51,864 GSF

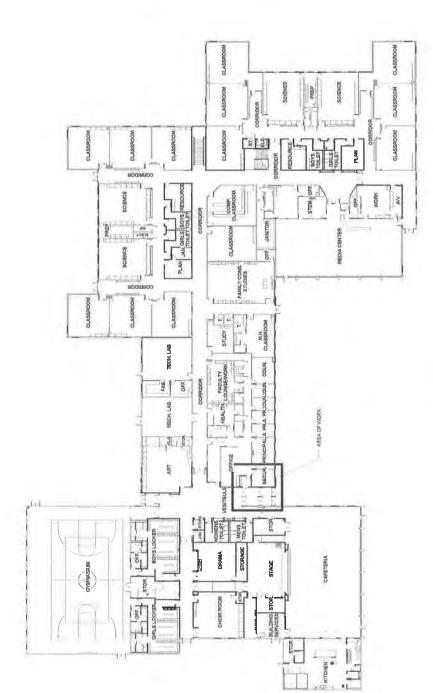
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BUILDING IS FIRE SPRINKLERED THROUGHOU

EAMS OF EGRESS

ASSUMED 1-HOUR FIRE RATED CORRIDOR ASSUMED 2-HOUR FIRE BARRIER POINT OF EGRESS

T CODE COMPUIANCE PLAN



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DEMOLITION NOTES

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DEMOLITION RCP LEGEND

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10820 WOODHEN ROAD COLORADO SPRINGS, CO 80831

SAFE ENTRY- SKYVIEW MIDDLE SCHOOL

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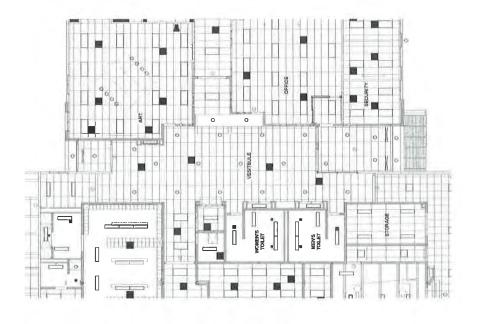
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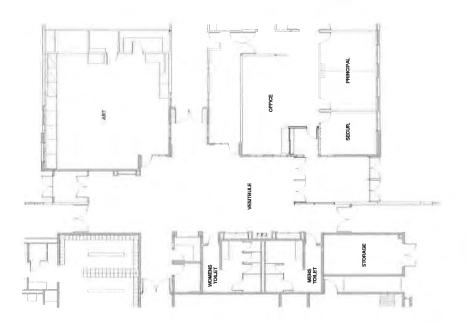
3 DEMOLITION PLAN

T DEMO- REFLECTED CEILING PLAN

REVISION WAREN TRE OSCIENT ISSUED FOR PROJECT PROJECTS NEW-ENLARGED FLOOR PLAN

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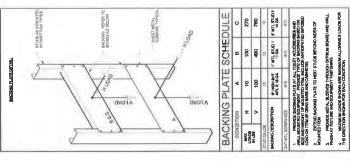
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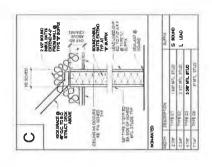
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10850 WOODHEN ROAD COLORADO SPRINGS, CO 80831 SAFE ENTRY- SKYVIEW MIDDLE SCHOOL









POOR WINDOW/ FRAME TYPES

(2) WINDOW FRAME ELEVATIONS

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7 INTERIOR-SOUTH STOREFRONT

(S) INTERIOR- NORTH STOREFRONT

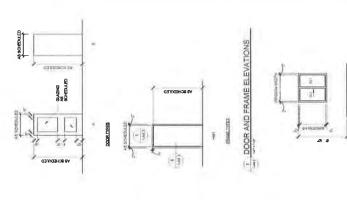
SAFE ENTRY- SKYVIEW MIDDLE SCHOOL

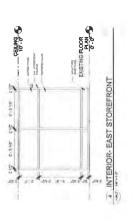
FALCON SCHOOL DISTRICT 49
10850 WOODMEN ROAD COLORADO SPRINGS, CO 80831











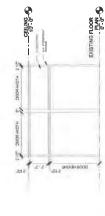
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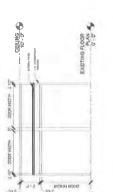
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INTERIOR WEST STOREFRONT

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H.M. FRAME / WALL CONNECTION DETAIL



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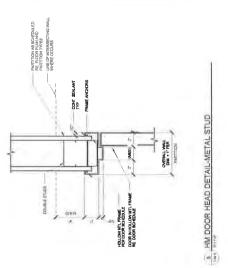
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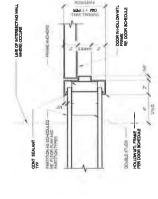
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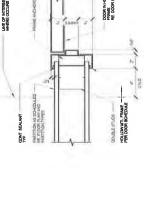
(2) H.M. FRAME / FLOOR CONNECTION DETAIL

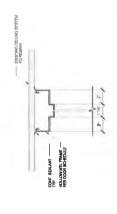


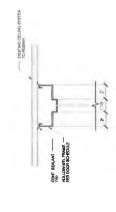


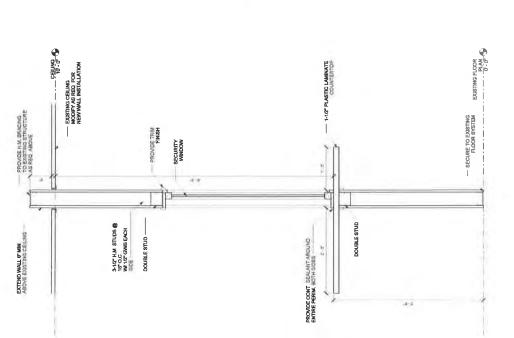












THE SHIPPINGS

(1) INTERIOR WINDOW/COUNTER WALL

NOT FOR CONSTRUCTION

(HM DOOR JAMB DETAIL-METAL STUD

(4) H.M. FRAME / CEILING CONNECTION DETAIL



3B / MLO P2 Updates Ron Lee, Director Operations Dept May, 2017

- 1. Renovation to Entries: Please see the proposed plans with the sites that are receiving renovations to their entries additional pages attached.
 - Ridgeview shown as the example for several prototypical entries

NOT FOR CONSTRUCTION

SAFE ENTRY REMODEL - RIDGEVIEW ELEMENTARY SCHOOL

FALCON SCHOOL DISTRICT 49 PROGRESS: APRIL 24, 2017

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CODE ANALYSIS

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GOVERNING CODES

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CODE REVIEW

CONSTRUCTION TYPE TYPE IIB (ASSUMED)

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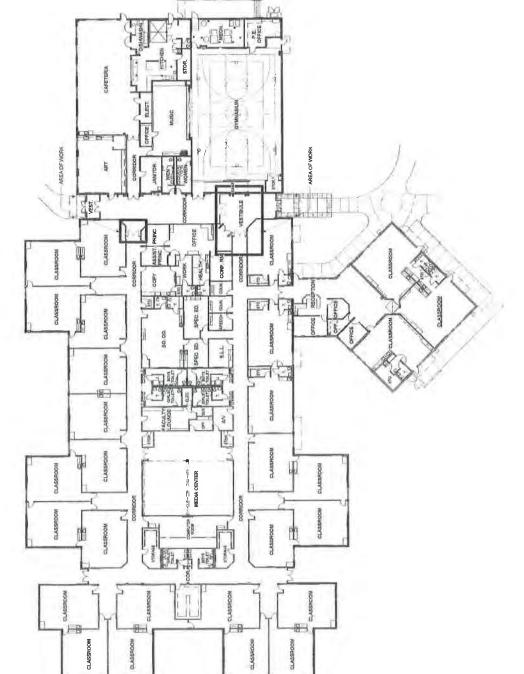
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(7) H.M. FRAME / FLOOR CONNECTION DETAIL

(6) H.M. FRAME / WALL CONNECTION DETAIL

(S) H.M. FRAME / CEILING CONNECTION DETAIL

9273 SHIMMERING CREEK DR. FALCON, CO 80923 SAFE ENTRY- RIDGEVIEW ELEMENTARY SCHOOL

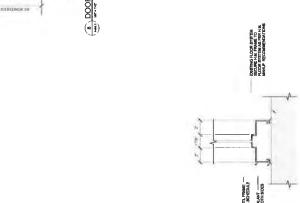


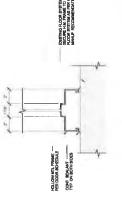


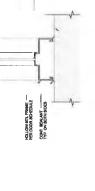




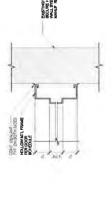




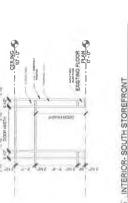












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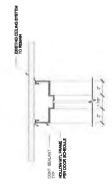
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(1) INTERIOR- EAST STOREFRONT



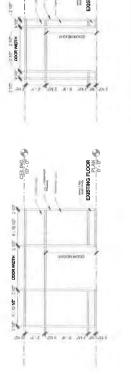


INTERIOR: WEST STOREFRONT



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BOARD OF EDUCATION AGENDA ITEM 9.02

BOARD MEETING OF:	April 13, 2017
PREPARED BY:	Nikki Lester, Career & Technical Education Director
TITLE OF AGENDA ITEM:	Career & Technical Education Update
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

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

	HOTE OIL THE BISTRICT STRICTURE INTERIOR	THE KITTER RECEIVED
ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Update on new and current partnerships. Outcome of D49 2nd district wide College and Career fair.
Strategy	Rock #3— Grow a robust portfolio of distinct and exceptional schools	Discuss pathways at various schools. Highlight CTE Career & Technical Student Organizations/Club participation.
0,	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Increase awareness of the Career & Technical Education programs in D49.
	Rock #5— Customize our educational systems to launch each student toward success	Continuing to update and grow secondary and post secondary opportunities while still in high school.

FUNDING REQUIRED: No

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, CEO **DATE:** March 7, 2017



Career & Technical Education (CTE)

Nikki Lester, Director



Curre	nt CTE Programs i	n D49
Engineering	Business	IT/Cyber/A+
Biomedical	Early Childhood	Visual & Design Arts
Agriculture	Health Sciences	Marketing
ACE/Print Shop	Audio Visual Tech	ACE Special Needs
Manufacturing	Construction	STEM
Family & Consumer	Commercial Arts	Fine Arts
Peyton Woods/Auto	Culinary	Salon & Spa

What is CTE? Career and Technical Education engages every student in rigorous 21st century relevant educational pathways utilizing problemsolving and program based curriculum; preparing and empowering students in a technological and global society.

The Best Choice to Learn, Work and Lead

Where are we now?









CTE Impact in 2015-2016
*Student enrollment in CTE



56%

83%





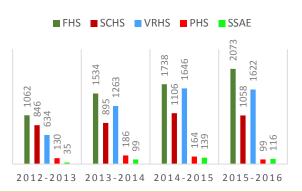


25%

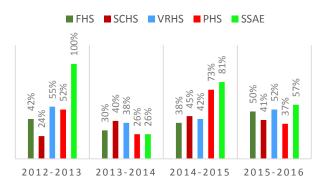
116%

- Overall, 96% of all 9th—12th grade students are accessing one or more CTE programs.
- Based on total district K-12 enrollment, 31% of all students participate in CTE programs.

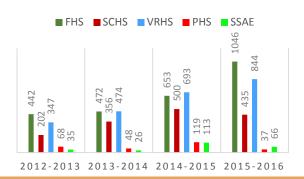
CTE ENROLLMENT



CTE COMPLETION RATE



CTE COMPLETERS



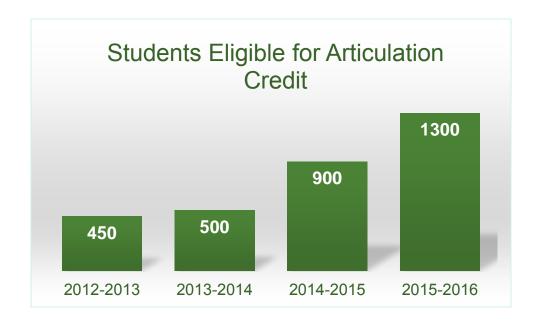
The Best Choice to Learn, Work and Lead

Articulation



Over 1300 D49 CTE students are earning college credit before they graduate
Over 30 CTE classes are available for Articulation Credit through PPCC and UCCS









By diligently working with teachers to make sure all the CTE Program requirements are met, we have been able to receive the following reimbursements from the state:

Reimbursement by Year

2011-2012	\$275,931
2012-2013	\$567,339
2013-2014	\$828,783
2014-2015	\$1,007,168
2015-2016	\$723,762

CTE Program Requirements:

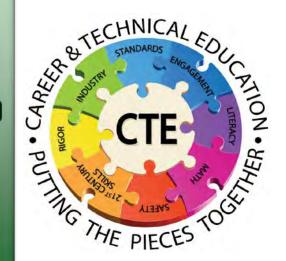
- Credentialing
- Program Approval
- Plan of Study
- 5 Year Plan
- VE 135 Enrollment & Follow Ups
- **VE** 130
- Articulation
- CTSO

The Best Choice to Learn, Work and Lead

Future Plans



- Academically enhanced CTE courses
- Patriot High School is developing culinary, construction and in the future heavy equipment
- Expand articulation (college credits)
- Increase annual reimbursement through increased funding and staff
- Develop new programs as community interest dictates





BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Mike Pickering, POWER Zone Leader
TITLE OF AGENDA ITEM:	POWER Zone Performance Report
ACTION/INFORMATION/DISCUSSION:	Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

POWER Zone would like to present our BOE with relevant data and information that will help explain overall zone progress and performance in key areas. POWER Zone will primarily report on the six indicators within the POWER Zone's Performance Dashboards. We will also draw connections between our BOE peak initiatives our zone initiatives, and the work happening in within our classrooms. This report will also include data to evidence progress in the areas of Primary Performance at the elementary levels and POWER/49 Pathways at the secondary levels.

RATIONALE:

By keeping our BOE informed of the zone's progress towards increased student learning and seeking any resultant feedback we believe we will have an even stronger opportunity to serve our students and families at the highest levels possible.

RELEVANT DATA AND EXPECTED OUTCOMES:

The zone will share available and relevant data that is aligned to zone and district priorities.

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

Julture	Inner Ring—How we treat each other	
Culi	Outer Ring—How we treat our work	
	Rock #1—Establish enduring trust throughout our community	High Reliability School Certification supports this rock well.
Strategy	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Zone Innovation Assembly and School Accountability Committee collaboration over community created and approved performance framework indicators.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Increased efforts and resources in primary proficiency and pathway opportunities are leading to increased opportunities for our students.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Schools become exceptional in part by having great processes and programming. The work being done within our primary literacy programming, our strong curriculum pathway work, and our focused POWER Pathways work continues to increase the quality and diversity within our programming.
	Rock #5 — Customize our educational systems to launch each student toward success	Customizing a performance and accountability system to a specific community helps drive programming and resources into areas that are most important to them.



BOE Regular Meeting May 11, 2017 Item 9.03 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** April 27, 2017



POWER Zone Performance Report

May 2017

OES * RVES * SES * SMS * VRHS



Why these measures?



- Community Created & Approved, Community Created & Approved, ...
- Locally Innovated and Validated Externally (L.I.V.E Measures)
- Strong Alignment to Peak Initiatives
- Owned Accountability
- Purposeful Risk * Ownership of Learning * Whole Child Concept * Engaging Inquiry * Respectful Relationships

The Best Choice to Learn, Work and Lead

Zone - POWER Performance

Dashboard

(Ver. Nov. 2016)



Overall Zone Performance

In 2012 POWER Zone created a strategic innovation plan that has lead to increases in early literacy skill attainment in our elementary schools, marked increases in ELA and math proficiency in middle school, and all-time high ACT scores in high school.

Our School Accountability Committees at each school told us they were not satisfied with only using state assessment data to analyze the effectiveness and overall performance of our schools. This lead to a two year collaborative process between parents, students, and educators to develop POWER Performance Dashboards to include the performance indicators that were voted most important by our community.

Our zone uses six indicators to measure performance across our schools: Literacy, POWER Pathways, Problem Solving, Critical Thinking, School Climate, and Safety & Security. We hope you will find more value in tracking growth on performance Indicators that our community decided was of most value in our schools. We are on a journey to peak performance so our scores are broken down into performance levels (0-100 scale) that represent our

progress on the journey to the peak.

Systematic processes are in place, effective, tested & validated schoolwide. Role model processes and performance.

Timberline -Systematic processes are evident and effective. Foothills - Systematic processes are emerging Flatland - Systematic processes not yet in place

Details about the six indicators can be found at D49.org/power-zone

Literacy Timberline **POWER Pathways**

Timberline

Critical Thinking

Timberline

Problem Solving

School Climate

Timberline

Safety & Security

Timberline

Flatland

Zone - POWER Performance Measures



Indicator	How We Measure	How We Support
B8 Timberline	DIBELS PARCC ACT/SAT Aspire	Foundational Training Staffing Core Curriculum Intervention Resources Curriculipedia
POWER Pathways 88 Timberline	Pathway Completion HRS 2-3 ACT/SAT Aspire Remediation Rates	Staffing PLC Discussions Pathway (ICAP) Focus SAT Incentives Curriculipedia
Critical Thinking 80 Timberline	Performance Scales CTE/STEM Courses 21st Century Skills Requirement/Portfolios	Innovator Pathway STEM/21st Century Skills Website Most Likely to Succeed

Zone - POWER Performance Measures



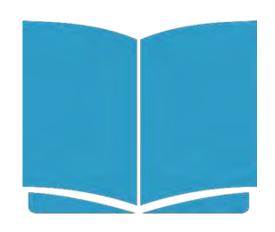
Problem Solving 54 Flatland	Performance Scales CTE/STEM Courses 21st Century Skills Requirement/Portfolios PARCC Aspire	Innovator Pathway STEM/21st Century Skills Website Most Likely to Succeed
School Climate 78 Timberline	HRS 1 District Cultural Compass Survey	Capturing Kids Hearts School Norms/Rules District Policy & Related Support
Safety & Security 76 Timberline	HRS 1 District Cultural Compass Survey	Capturing Kids Hearts School Norms/Rules District Policy & Related Support

POWER Performance Dashboard Indicator 1: *Literacy*



Elementary Schools: DIBELS & PARCC Growth

DIBELS (Year)	% Increase in Low Risk Students (Students Meeting Benchmark)
13-14 BOY-EOY	11
14-15 BOY-EOY	10
15-16 BOY-EOY	<u>15</u>



DIBELS (Year)	% Increase in Low Risk Students (Students Meeting Benchmark)
14-15 BOY-MOY	5
15-16 BOY-MOY	6
16-17 BOY-MOY	<u>13</u>

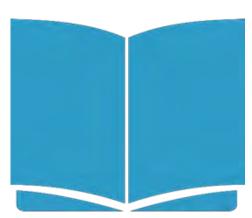
PARCC Growth ELA (14/15 - 15/16)	% Increase in Meets/Exceeds
4th Grade	6
5th Grade	4
Total	<u>5</u>

POWER Performance Dashboard Indicator 1: *Literacy*



Middle School: PARCC Growth

TCAP/PARRC (Year)	ELA Median Growth
13-14 - TCAP	48
15-16 - PARCC	<u>79</u>



ACT Aspire (Year)	% Increase in Skill Attainment
Coming 2017-18	TBD

POWER Performance Dashboard Indicator 1: *Literacy*

District 19

<u>High School:</u> ACT/SAT & ACT Aspire Growth



ACT (Year)	Reading Subscore Growth	English Subscore Growth
2013-2014	19	17.9
2014-2015	19.8	18.5
2015-2016	20.6	19.4

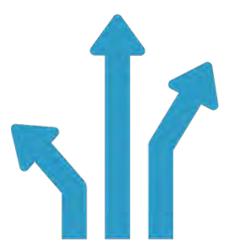
ACT Aspire (Year)	% Increase in Skill Attainment
Coming 2017-18	TBD

POWER Performance Dashboard Indicator 2: **POWER Pathways**



<u>Elementary Schools:</u> % of students passing enrichment opportunities (specials/discoveries, etc.), Access to varied enrichment opportunities

Access to at Least 3	% of Students Passing
Different Enrichment	(P/A) Enrichment
<u>Opportunities</u>	<u>Opportunities</u>
Y	96%



Middle School: % completion of ICAP milestones & % of students passing CTE courses

% Completion of ICAP
Milestones - Goals
6th - 80%
7th - 90%
8th - 91%

% of Students Passing	
CTE Courses	
93%	

POWER Performance Dashboard Indicator 2: **POWER Pathways**



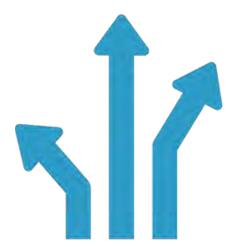
High School: % completion of ICAP milestones & % of students passing CTE courses

% Completion of ICAP		
Milestones - Goals		
9th - 73%		
10th - 91%		
11th - 85%		
12th - 78%		

% of Students Passing
CTE Courses
85%

Concurrent Enrollment Data		
116 Students		
16 AVP/B		
10 ACENT		
619 College Credits Taken		
188 Total College Classes Taken		
CE Pass Rate: 95%		

ACT	Composite Score
2013-2014	18.8
2014-2015	19.7
2015-2016	20.3



POWER Performance Dashboard Indicator 3: *Problem Solving*





Average Median Percentile
Growth on PARCC Math
Assessments

52

Average % M/E
Growth on PARCC Math
Assessments
5%

Average Scale Score
on Problem Solving
Scale
TBD



Middle School: Average growth in PARCC math assessments (M/E), performance scale

Average Median Percentile
Growth on PARCC Math
Assessments

52

Average % M/E
Growth on PARCC Math
Assessments

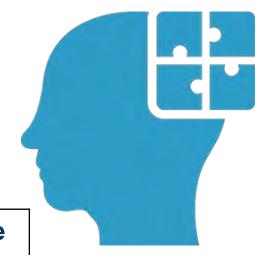
1%

Average Scale Score
on Problem Solving
Scale
TBD

POWER Performance Dashboard Indicator 3: *Problem Solving*



High School: Average growth in math ACT/SAT assessments, Average growth in math ACT Aspire, *performance scale*



<u>ACT</u>	Math Subscore
2013-2014	18.6
2014-2015	19.5
2015-2016	19.7

Growth in ACT Aspire Math Scores		
TBD		

Average Scale Score on Problem Solving Scale

TBD

POWER Performance Dashboard Indicator 4: *Critical Thinking*



<u>Elementary Schools:</u> Growth in DIBELS DAZE Subscore, % students passing math & science classes, performance scale

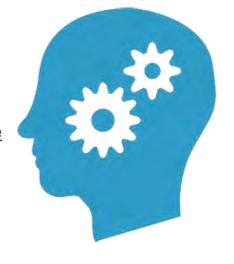
% Growth in DIBELS DAZE
Subscore (Low Risk - MOY)

66%-72% **= 6%**

% Students Passing Math & Science Courses (MOY)

78%

Average Scale Score
on Critical Thinking
Scale
TBD



Middle School: % of students passing CTE and STEM courses, performance scale

% Students Passing CTE
Courses (MOY)

93%

% Students Passing STEM
Courses (MOY)
85%

Average Scale Score
on Critical Thinking
Scale
TBD

POWER Performance Dashboard Indicator 4: *Critical Thinking*



High School: % students passing CTE & STEM Courses, performance scale



% Students Passing CTE Courses

85%

% Students Passing STEM Courses

76%

Average Scale Score on Critical Thinking Scale

TBD

POWER Performance Dashboard Indicator 5: **School Climate**

<u>Elementary Schools:</u> HRS Level 1 Survey Questions, District Cultural Compass Survey Questions (1-5 Scale, Strongly Disagree - Strongly Agree)

High Reliability School Feedback: 4.22

District Cultural Compass Survey Feedback: 4.1

Middle School: HRS Level 1 Survey Questions, District Cultural Compass Survey Questions (1-5 Scale)

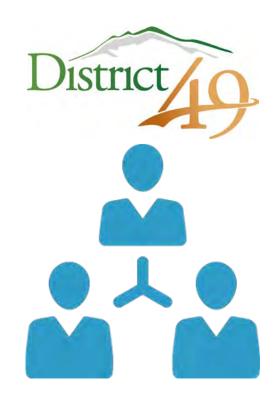
High Reliability School Feedback: 4.19

District Cultural Compass Survey Feedback: 3.58

<u>High School:</u> HRS Level 1 Survey Questions, District Cultural Compass Survey Questions (1-5 Scale)

High Reliability School Feedback: 3.82

District Cultural Compass Survey Feedback: 3.55



High Reliability School Questions:

- Students, parents, and the community perceive the school environment as safe and orderly.
- The faculty and staff perceive the school environment as safe and orderly.

District Cultural Compass Questions:

- 1. School staff members/my teachers care about me/my child.
- 2. The school environment is friendly and welcoming.

POWER Performance Dashboard Indicator 6: *Safety and Security*

District 19

<u>Elementary Schools:</u> HRS Level 1 Survey Questions, District Cultural Compass Survey Questions (1-5 Scale, Strongly Disagree - Strongly Agree)

High Reliability School Feedback: 4.22

District Cultural Compass Survey Feedback: 3.7





District Cultural Compass Survey Feedback: 3.6

<u>High School:</u> HRS Level 1 Survey Questions, District Cultural Compass Survey Questions (1-5 Scale)

High Reliability School Feedback: 3.82

District Cultural Compass Survey Feedback: 3.4



High Reliability School Questions:

- 1. Students, parents, and the community perceive the school environment as safe and orderly.
- 2. The faculty and staff perceive the school environment as safe and orderly.

District Cultural Compass Questions:

- 1. I/My students) feel safe.
- 2. Students/Parents would report unsafe behaviors.
- 3. If I am having a problem I can get help from someone.
- 4. Concerns can be reported through electronic and/or anonymous means.

Performance Report Summary District

- District₁₀
- Odyssey Ridgeview Stetson Elementary Schools
 - -Increase Focus on Math K-5
 - Focus on Pedagogy and Developmental Stages
 - Common Assessments and Pacing Guides
- Skyview Middle School:
 - –Increase Focus on Pathways, Literacy, & Mathematics
 - Math Interventionist, 8th Grade Pathway Opportunities
- Vista Ridge High School:
 - -Increase Focus on Pathways, Literacy, & Mathematics
 - Licensed Interventionist, Tiered Pathway Courses, CE
- Secondary Literacy Team





Visit <u>PZInnovators.org</u> to learn more...

Questions?



BOARD OF EDUCATION AGENDA ITEM 9.04

BOARD MEETING OF:	May 11, 2017	
PREPARED BY:	Sarah Temple (VRHS)	
TITLE OF AGENDA ITEM:	Vista Ridge High School Course name change and credit	
	added	
ACTION/INFORMATION/DISCUSSION:	Discussion	

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Seeking approval of both the name change of our current Advisory class period, as well as attaching .25 credits to the completion of the course for each school year.

RATIONALE: To align with CDE's Quality Indicators of ICAP, we'd like to call our (current) Advisory class period Pathway Exploration for 9th and Pathway Design for 10th grade students. For our 11th graders, we'd call Advisory: Pathway Mastery 1, and for 12th grade students: Pathway Mastery 2. Should we have students on a 5-year plan we will build in Pathway Mastery 3. In the Pathway Exploration, Design and Mastery classes, students will have a 90-minute opportunity weekly to complete work as it pertains to the student's determined 49 Pathway, as well as his/her ICAP completion (which includes YouScience, aptitude assessments). The course will count as .25 credit; if they complete both the Exploration and Design classes and Mastery 1 and 2, they'll earn 1 full credit towards graduation. The course will be pass/fail.

RELEVANT DATA AND EXPECTED OUTCOMES: N/A

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

C u 1	Inner Ring—How we treat each other	In Pathway Exploration/ Designs, our freshmen and sophomores will be developing soft-skills as they pertain to working respectfully with their peers, staff members, as well as community visitors.
t u r e	Outer Ring—How we treat our work	Pathway Exploration/Designs/Mastery's purpose is to give students the opportunity to explore career opportunities; in exploring careers, students will see a direct correlation between future careers and the coursework that they'll complete at VRHS.
	Rock #1—Establish enduring trust throughout our community	Pathway Exploration/ Design/Mastery teachers will move up with their students, ensuring that our student body has another supportive adult one who has seen the student evolve over the course of his/her high school experience in the building.
S t r a t e g	Rock #2—Research, design and implement programs for intentional community participation	We've not researched it, but CDE and the District have set forth strong suggestions to each of the high schools to solicit community guest speakers, internships, and externships. Pathway Exploration/Designs/Mastery will give our students an opportunity (built into each week) to parlay with community members.
y	Rock #3— Grow a robust portfolio of distinct and exceptional schools	We will add to the robust portfolio of exceptional schools in the fact that we will be providing our students various opportunities to explore careers, aptitudes, skills, interests, etc. Through these opportunities, students will be able to better determine



BOE Regular Meeting May 11, 2017 Item 9.04 continued

	their career pathways and how their coursework at Vista aligns with those pathways. This will help to set VRHS apart from other schools in the district; because our students will see the value in their coursework, we'll have fewer students failing, missing class, dropping out, etc.
Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	ICAP means Individualized Career and Academic Planning. As our students complete the ICAP process in their Exploration/Designs/Mastery classes, they will build firm foundations of <i>purposeful</i> knowledge, skills, and experience all of which will be reflected in a digital portfolio that will follow a student as s/he prepares to leave Vista Ridge.
Rock #5— Customize our educational systems to launch each student toward success	(See above statement the process is individualized for each student)

FUNDING REQUIRED: None

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion and consensus, move this course forward for action at the June regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** April 28, 2017





credits/year



Sarah Temple, Academic Advisor & ICAP Dir.

719.494.8822

stemple@d49.org

Please do not hesitate to contact me if you have any questions or queries. In Pathway Design, students will be able to:

- Revise and continue to work toward a postsecondary goal
- Review and revise projected coursework for a selected pathway
- Identify postsecondary programs for selected career interest(s) and research programs of study
- Explore scholarship, internship, and externship opportunities
- Understand how service learning and volunteering opportunities may apply to a postsecondary goal



Pathway Design will help student's to work toward future goals as well as understand the importance of reflection and revision.

Looking forward to next term...

By the end of First Semester, students will:

Add to and flesh out the tramework of their own personal digital portfolio

The digital portfolio will include updated goals, resume, information about the FAFSA and COF, and a timeline from 10th grade through graduation

By the end of the school year, students will:

Be able to articulate how coursework at Vista Ridge aligns with future goals, as well as discuss personal goals and the steps the student will take to achieve them.

Work added to the portfolio may 🚅 include: volunteering hours, intern/externships, updated personal information



Term Marks







- You will know how your strengths, aptitudes, and interests will help you to achieve your future goals
- You will learn to revise and reflect upon goals; as you grow and mature, your goals may change (and that's
- You will learn how to analyze, manipulate, and deliver information pertinent to achieving your goal(5)

Education is not the filling of a pail, but the lighting of a fire. - W.B. yeats

Pathway Exploration VRHS 2017-18



credits/year

Sarah Temple, Academic Advisor & ICAP Dir.

749.494.88.22

stemple@d49.org

Please do not hesitate to contact me if you have any questions or queries. In Pathway Exploration, students will be able to:

Establish a postsecondary goal (what do you want to do after high school is over?)

Explore personal interests, aptitudes, and career opportunities as they pertain to a student's postsecondary goal.

Create a personal portfolio in which the student highlights his/her Individual Career and Academic Planning for the year, as well as the Quality Indicators set forth by the Colorado Department of Education.



Pathway Exploration will help student's to determine future goals as well as understand how their coursework at Vista aligns with those goals.

Looking forward to next term...

By the end of First Semester, students will:

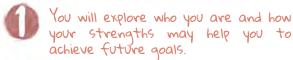
Build the framework of their own personal digital portfolio

The digital portfolio will include YouScience aptitudes, interest surveys, learning style profiles, career exploration, and a written postsecondary goal.

By the end of the school year, students will:

Add work to their digital portfolios, as well as meet with an Academic Advisor to determine a schedule of courses to align with the student's written postsecondary goal

Work added to the portfolio may T include: resume, transcript info, test scores, reflections, etc.



You will learn to set goals for the near future; you will evaluate and reflect upon your goals regularly.

You will learn how to access, organize, and use information pertinent to achieving your goal(s).













.25 Credits/year

VICI 5 2017 10

Sarah Temple, Academic Advisor & ICAP Dir.

719.494.8822

stemple@d49.org

please do not hesitate to r contact me if you have any questions or queries. In Pathway Mastery 1 students will be able to:

 Revise and reflect upon a postsecondary goal (related to future career)

 Select and begin to pursue a program of study related to a postsecondary goal (through certification, military, college, or work experience)

 Identify and participate in an internship, summer job, service learning project, or part-time work related to a postsecondary goal



Pathway Mastery I will help students to plan and execute the steps taken toward achieving their postsecondary goal—through meaningful coursework, jobs, and volunteering opportunities

Term Marks

How to pass P.M.1.:

%09 o





You will continue to build upon a rich digital portfolio & talk to others about the collection of work you've highlighted.

You will see how the work you've done thus far has better prepared you for college, the military, the workforce, etc.

You will be prepared for senior year and know exactly what is required of you for graduation and beyond

Looking forward to next term...

By the end of First Semester, students will:

I. Continue to add to the electronic portfolio

The digital portfolio will include updated goals, resume, a drafted personal statement, drafted request for letters of recommendation, review of FAFSA/COF info, and revised timeline

By the end of the school year, students will:

2. Have documented evidence of Individual Career and Academic Planning (ICAP) Quality Indicators, as well as an understanding of why the work they're completing is important

The work students complete in PMI may be used in senior year to apply for jobs, colleges, and scholarships



Education is not the filling of a pail, but the lighting of a fire. - W.B. yeats

Pathway Mastery 2 VRHS 2017-18



credits/year

Sarah Temple, Academic Advisor & ICAP Dir. 719.494.8822

stemple@d49.org

please do not hesitate to contact me if you have any questions or queries. In Pathway Mastery 2 students will be able to:

Apply previous years' work in Pathway Exploration, Design, and Mastery I to revised postsecondary goal

Present and articulate a chosen path and how the student arrived at specific decisions related to that path

Evaluate the financial impact of the postsecondary goal and how that impact will apply to the student's personal (future) contribution to his/her family and community



Pathway Mastery 2 will help students to synthesize all of the work they've completed in previous years and use that work to apply to colleges, certification prògrams, jobs, etc.

Term Marks





You will finalize your digital portfolio: the work you've done should directly reflect and apply to your postsecondary goal

You will rehearse and present your work to a panel of esteemed quests

Your digital portfolio will critiqued, evaluated, and scored based upon your presentation

Looking forward to next term...

By the end of First Semester, students will:

Finalize the digital portfolio

The digital portfolio will include updated goals, resumé, a personal statement, request for letters of recommendation, 3 letters of recommendation from staff/community members, transcripts, test scores, documentation of one submission to a college, vocational, or employment opportunity, and FAFSA/Scholarship applications completed (if applicable)

By the end of the school year, students will:

2. Meaningfully present the digital portfolio to a panel and discuss how his/her goal and coursework changed throughout his/her high school career



Education is not the filling of a pail, but the lighting of a fire. - W.B. yeats



BOARD OF EDUCATION AGENDA ITEM 9.05

BOARD MEETING OF:	May 11, 2017	
PREPARED BY:	Kathlynn Jackson, Director of Special Education	
TITLE OF AGENDA ITEM:	ENDA ITEM: Revised Job Description, Special Education Program	
	Specialist	
ACTION/INFORMATION/DISCUSSION:	Discussion	

BACKGROUND INFORMATION, DESCRIPTION OF NEED: Updated job description is needed to reflect pay increase due to increase in workload for Enrich.

RATIONALE: An updated job description is needed to reflect a proposed pay increase needed due to the workload increase on the Special Education Program Specialist for Enrich, as well as updated job description. If approved, it would be effective July 1, 2017.

RELEVANT DATA AND EXPECTED OUTCOMES: After the full roll out of Enrich in February of 2017, further work is required to maintain the capabilities provided by Enrich; including ensuring proper inputting of data, calibration between Enrich and Infinite Campus, and communication with Special Education staff to assist with proper use. These additional duties have increased the workload of the Special Education Program Specialist, which justifies a pay increase.

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

Sulture	Inner Ring—How we treat each other	The expectation is that the Special Education Program Specialist will continue to possess and demonstrate qualities of the inner circle.	
Cul	Outer Ring—How we treat our work	The Special Education Program Specialist will be expected to continue to demonstrate the qualities of the outer circle.	
	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>		
Strategy	Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive	The role of Special Education Program Specialist is a frontline support position for teachers and Special Service Providers in supporting effective Individual Education Program (IEP) writing to include enhanced alignment to the Colorado Academic Standards, inclusion of progress monitoring, and benchmark data within the IEP which ultimately supports more precise writing of student goals with emphasis on outcomes.	
	Rock #5— Customize our educational systems to launch each student toward success	By ensuring that all individualized education plans are appropriately accessible within the new system, students will continue to receive individualized pathways of instruction.	



BOE Regular Meeting May 11, 2017 Item 7.12 continued

FUNDING REQUIRED: Range 19

AMOUNT BUDGETED: Range 19

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I recommend this Discussion item be moved forward for Action at the next Board of Education meeting.

APPROVED BY: Brett Ridgeway, Chief Financial Officer **DATE:** May 3, 2017



SPECIAL EDUCATION DATA TECHNICIAN PROGRAM SPECIALIST

Job Title:	Special Education Data Technician Program Specialist	Related Organization Chart
Initial:	March 25, 2009	
Revised:	February 2014June 8, 2017	Director of Special
Work Year:	10 Months 261 Days	Education
Office:	Education	
Department:	Special Services Education Department	Special Education Program Specialist
Reports To:	Director of Special Services Education	Trogram openianot
FSLA Status:	Non-Exempt	
Pay Range:	Educational Support Personnel Range 179	

SUMMARY: The Special Education Data Technician Program Specialist supervises and maintains the district's special education software application and the software developments that relate to special education students. The Special Education Data Technician Program Specialist provides Responsible for providing technical support and training to staff on the special education student database software to classified and licensed staff as a "system user representative." Duties include: providing help desk support and training to special education staff and on state and federal IEP regulations and district policies.

Additional duties include: populating, updating and deleting information in student databases; assisting in compilation of information for state and federal reports; reviewing IEP's for compliance, completeness and accuracy; generating reports; overseeing student record filing and answering telephone.

ESSENTIAL DUTIES AND 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.

- Provide Tier 1 (of 3) Help Desk support to district employees for the special services student database by troubleshooting problem areas in a timely and accurate manner. Oversee and maintains the school district's special education software application and the software developments that relate to special education students.
- Provide a single point for the special education end user to receive support, maintenance, and development on the special education information system.
- Maintain effective communication with <u>sSpecial eEducation</u>PED staff, I.T. staff, other departments, <u>vendors</u> and community.
- Provide ongoing training and support to district employees on IEP requirements per state and federal regulations and district policies. Consult with the State Department of Education to maintain up-to-date knowledge of IEP requirements.

- Provide ongoing training and support to end-user district employees on the special services student database (IEP software program) and technology needs as directed, and maintain effective communication with staff, other departments and community.
- Maintain accurate special services student database (IEP software program) by updating, editing, and populating data.
- Assist in rReviewing IEP's for compliance, completeness and accuracy.
- Oversee student record filing.
- Write and update internal special education district guidelines and procedures as directed by sepecial eEducation aAdministration and disseminate information to staff.
- Assist department in preparing <u>results of for setate-level</u> audits. Review <u>and upload electronic</u> files for compliance <u>audits</u>, update records and notify staff of non-compliance issues.
- Create guidelines and spreadsheets on internal department audits. Consolidate data from schools and generate reports for Special Education and Administration.
- Oversee incoming IEPs for accuracy and completeness. Monitor and maintain special education documentation and information system with district's student information system. Notify appropriate staff of errors and /or violations of state and federal guidelines. Maintain inactive student data.
- Act as a liaison between the Colorado Department of Education's Exceptional Students Leadership Unit and the district regarding documentation, data, and reporting.
- Assist in compilation of information for state and federal reports.
- Maintain a high level of knowledge and skill using programs and software required by the Colorado Department of Education and used by the district special education department and personnel.
- Perform other duties as assigned.

Supervisory Responsibilities:

- This position reports to the Director of Special Services.
- This position has no supervisory responsibilities.

Budget Responsibilities:

This position has no direct budget responsibilities.

QUALIFICATIONS

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

Education & Training:

- High school diploma or equivalent.
- Advanced training and knowledge of special education documentation database systems

Experience:

• No experience required; experience in Special Education record keeping preferred.

Knowledge Skills & Abilities:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing 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.

- 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 <u>dediffuse</u> and manage volatile and stressful situations.
- Operating knowledge of and experience with various software <u>applications packages</u> including <u>Microsoft</u>
 Office Suite required for hire.
- Operating knowledge of and experience with general office equipment, including telephones, copier, fax machine, etc.
- Operating knowledge of current student information street systems required within 3 months after hire.

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; talk or hear; use hands to finger, handle, or feel; reach with hands and arms. The employee is occasionally required to stand; walk; stoop, kneel, crouch or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision and ability to adjust focus.

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

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



BOARD OF EDUCATION AGENDA ITEM 9.06

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	Lea Holland; BRIGHT Project Manager
TITLE OF AGENDA ITEM:	DoDEA Grants updates
ACTION/INFORMATION/DISCUSSION:	Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED: D49 has been awarded a 2016 DoDEA grant, BRIGHT, which brings Restorative Practices to the district and community. A second application for a 2017 grant has been submitted to bring STEAM enrichment to our k-8 schools.

RATIONALE: As leaders of the district, there is a duty to update the BoE of grant initiatives that are in progress, or submitted for approval if it affects the district as a whole.

RELEVANT DATA AND EXPECTED OUTCOMES: Inform the BoE on current BRIGHT initiative and application for additional DoDEA grant.

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

Julture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
rateov.	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>	
St	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	The newly submitted grant, IGNITE, focuses on STEAM enrichment to lead to Career and College Readiness
	Rock #5 — Customize our educational systems to launch each student toward success	The BRIGHT initiative brings Restorative Practices to D49, ensuring that we build a culture of respect and accountability for every student.

FUNDING REQUIRED: No AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer **DATE:** 05/02/2017





BUILDING RESTORATIVE INTERVENTIONS

BRIGHT

GROWING HONORABLE TRADITIONS

BRIGHT Program



- D49 received DoDEA grant for 2016-2021
- Military student data-driven, but benefits are district wide
- Will convert to LIGHT after 2021
- Brings Restorative Practice model to D49

Restorative Practices



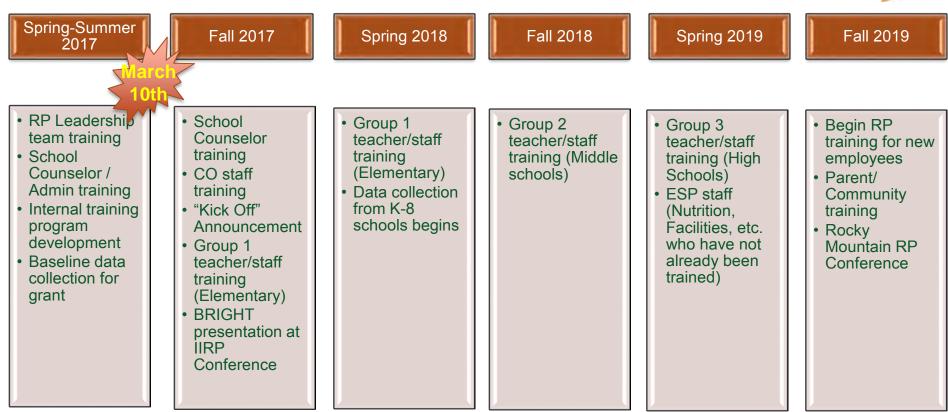
EVERY

Key Points

- HIGH caring and HIGH accountability
- Integrates with other behavioral models
- Allows for repair with offender AND victim
- Tools can be used for conflict and as a classroom tool

Estimated Timeline





Training of Trainers (ToT), if needed, and basic RP courses will be offered yearly after implementation

BRIGHT TEAM



- Project Manager:
 - Lea Holland ext: 1019 LHolland@D49.org
- Military Student Transition Consultant:
 - Dr. Lee Ann Wade
 - Ext: 1022 LAWade@D49.org
- Principals' Advisory Committee
- Military Advisory Committee
- RP Leadership Committee



IGNITE

Illuminating Goals & Nurturing Interest Toward Engagement

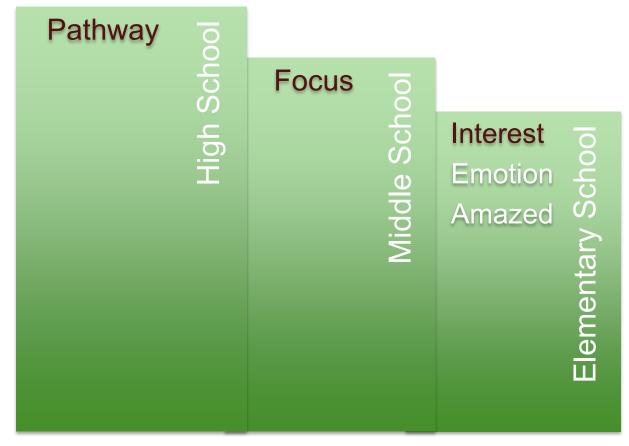
2017 DoDEA Application

Dictrict /
District/

School Name	Grades	Military	Total	% Military Enrollment
Banning Lewis Ranch Academy	k-8	260	789	32.95%
Evans Elem	k-5	117	663	17.65%
Falcon Elem	k-5	46	305	15.08%
Falcon Middle School	6-8	291	1003	29.01%
Horizon Middle School	6-8	142	703	20.20%
Imagine Classical Academy	k-8	155	795	19.50%
Meridian Ranch Elem	k-5	230	738	31.17%
Odyssey Elem	k-5	127	521	24.38%
Pikes Peak School of Exp. Learning	K-8	98	427	22.95%
Remington Elem	k-5	146	546	26.74%
Ridgeview Elem	k-5	196	797	24.59%
Rocky Mountain Classical Academy	k-8	373	1539	24.24%
Skyview Middle School	6-8	174	1076	16.17%
Springs Ranch Elem	k-5	133	577	23.05%
Stetson Elem	k-5	110	520	21.15%
Woodmen Hills Elem	k-5	209	801	26.09%
Total	K-8	2807	11011	25.49%

Steps...





Asked for:



- Amplify (Middle Schools)
- Sphero SPRK robots (Elementary)
- Cool Science (Elementary)
- Missoula Children's Theatre (Elementary)
- Assembly Budget (Elementary)
- FIRE: cognitive assessments



Sphero SPRK robot



BOARD OF EDUCATION AGENDA ITEM 9.07

BOARD MEETING OF:	May 11, 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 $\sim 0.6\%$. 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.



BOE Regular Meeting May 11, 2017 Item 9.07 – 2017/18 Budget and Legislative Update, cont. Page 2

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:

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

FUNDING REQUIRED: TBD

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: April 28, 2017

All Fund Trend Summary



EL PASO COUNTY SCHOOL DISTRICT 49 2016-17 AMENDED BUDGET - FUND FINANCIAL TREND SUMMARY May 4, 2017

Total District - All Funds

Total Expense → \$132,341,504 \$136,150,974 -\$3,406,910

	2	2017-2018 Proposed	
Fund Description	Proposed	Working Amend	Variance B/(W)
GENERAL FUND (10) Revenue Expenditures	\$101,157,119 \$101,157,119	\$97,191,942 \$99,946,354	3,965,177 1,210,765
MILL LEVY OVERRIDE FUND (14) 3A Revenue Expenditures	-		- -
MILL LEVY OVERRIDE FUND (16) 3B Revenue Expenditures			- -
INSURANCE RESERVE FUND (18) Revenue Expenditures	\$900,000 \$900,000	\$3,500,000 \$3,500,000	(2,600,000) (2,600,000)
COLORADO PRESCHOOL PROGRAM (19) Revenue Expenditures	\$444,901 \$444,901	\$459,425 \$459,425	(14,524) (14,524)
CAPITAL RESERVE FUND (15) Revenue Expenditures	\$2,500,000 \$2,500,000	\$3,500,000 \$4,786,849	(1,000,000) (2,286,849)
TRANSPORTATION FUND (25) Revenue Expenditures	\$1,235,686 \$1,235,686	\$1,235,686 \$1,235,686	(0) (0)
KIDS CORNER FUND (27) Revenue Expenditures	\$1,099,000 \$1,099,000	\$360,000 \$372,000	739,000 727,000
GRANT FUND (22 & 26) Revenue Expenditures	\$10,000,000 \$10,000,000	\$10,000,000 \$10,000,000	

All Fund Trend Summary



EL PASO COUNTY SCHOOL DISTRICT 49 2016-17 AMENDED BUDGET - FUND FINANCIAL TREND SUMMARY May 4, 2017

Total District - All Funds

Total Expense → \$132,341,504 \$136,150,974 -\$3,406,910

		2017-2018 Proposed	i
Fund Description	Proposed	Working Amend	Variance B/(W)
BOND REDEMPTION FUND (31) Revenue Expenditures	-		-
BUILDING FUND (43) Revenue Expenditures			-
COP BUILDING FUND (46) Revenue Expenditures	-		-
NUTRITION SERVICES (21) Revenue Expenditures	\$3,560,538 \$3,560,538	1 1 1	274,351 274,351
HEALTH INSURANCE (64) Revenue Expenditures	\$9,043,060 \$9,043,060	1 1 1	(327,200) 15,280
SCHOLARSHIP FUND (73) Revenue Expenditures	\$200 \$200		- (5,933)
PUPIL ACTIVITY FUND (74) Revenue Expenditures	\$3,500,000 \$3,500,000	1 1 1	-

17/18 Proposed Budget - Revenue Model



Revenue Model										
El Paso County - School District 49						16/17 Amended		17/18 Proposed		
			<u>Acct</u>	<u>Description</u>		<u>Budget</u>	Adj Budget	<u>Budget</u>		
Proposed 17/18 Student Count (Total	22,532.86		7-10-000-00-0000-1110-000-0000	LOCAL PROPERTY TAX REVENUE	\$	19,153,959.81	\$ -	\$ 19,153,959.81		
Per Pupil Funding (After Neg Factor):	\$ 7,091.62		7-10-000-00-0000-1120-000-0000	SPECIFIC OWNERSHIP TAX REVENUE	E \$	2,032,465.99	\$ -	\$ 2,032,465.99		
Per Pupil funding On-line	\$ 6,829.58	Total Prgm formula Funding	7-10-000-00-0000-1140-000-0000	DELINQUENT PROP TAX	\$	1,251.79	\$ -	\$ 1,251.79		
Property Taxes:	\$ 19,153,959.81		7-10-000-00-0000-1141-000-0000	PROPERTY TAX CREDITS	\$	(54,858.00)		\$ (54,858.00)		
Specific Ownership Taxes:	\$ 2,032,465.99		7-10-000-00-0000-1143-000-0000	INTEREST ON TAXES	\$	4,607.99	\$ -	\$ 4,607.99		
			7-10-000-00-0000-3110-000-0000	STATE EQUALIZATION REVENUE	\$	132,131,521.91	\$ 6,525,565.18	\$ 138,657,087.09		
Underlying Traditional PPR Rate	\$ 7,118.41				Total: \$	153,268,949.49	\$ 6,525,565.18	\$ 159,794,514.67		
16/17 Amended Budget	\$ 7,075.60									
Difference	\$ 42.81	Rate Variance	\$ 537,239.81							
Charter Counts			-							<u>PPR</u>
PPSEL	390.68		7-10-910-00-0000-5711-000-0000	PPSEL-ALLOCATION	\$	(2,771,369.67)	\$ (9,650.75)	\$ (2,781,020.42)	\$	(7,118.41)
GOAL	3,600.00		7-10-930-00-0000-5711-000-0000	GOAL-Allocation	\$	(26,565,327.40)			\$	(7,118.41)
CDBOCES	2,089.98	Charter School Allocation:	7-10-940-00-0000-5711-000-0000	COLO PREP ACADEMY-ALLOCATION	\$	(13,917,197.31)	\$ (356,481.77)	\$ (14,273,679.08)	\$	(6,829.58)
BLRA	1,220.00	_	7-10-950-00-0000-5711-000-0000	BLRA-ALLOCATION	\$	(5,438,869.59)	\$ (3,245,590.61)	\$ (8,684,460.20)	\$	(7,118.41)
RMCA	1,349.70		7-10-951-00-0000-5711-000-0000	RMCA-ALLOCATION	\$	(9,362,712.43)	\$ (245,039.72)	\$ (9,607,752.15)	\$	(7,118.41)
PTEC	285.00		7-10-945-00-0000-5711-000-0000	PTEC-ALLOCATION	\$	(1,132,095.46)	\$ (896,651.39)	\$ (2,028,746.85)	\$	(7,118.41)
IIR	783.00		7-10-952-00-0000-5711-000-0000	IIR-ALLOCATION	\$	(5,286,885.77)	\$ (286,829.26)	\$ (5,573,715.03)	\$	(7,118.41)
Total Charters:	9,718.36				Total: \$	(64,474,457.63)	\$ (4,101,192.10)	\$ (68,575,649.73)	\$	(7,056.30)
Coordinated Schools:	12,814.50					_			Per	
16/17 Oct Count	12,549.40			Coordinated Schools Funding:	\$	88,794,491.86	\$ 2,424,373.08	\$ 91,218,864.95	\$	7,118.41
Difference	265.10	Volume Variance	1,887,090.49							
				Total Coord Prgm & Local Fu	ınding 💲	97,319,773.79	\$ 3,838,145.50	\$ 101,157,919.29		
				Total Other Local Funding:	\$	8,525,281.93	\$ 1,413,772.42	\$ 9,939,054.35		
				DAGR Adjustment for DAGR	\$	96,357,338.36	\$ 2,973,621.49	\$ 99,330,959.86		

17/18 Proposed Expense Budget



District 49 - Budget Summary

Fund 10							Proposed Budg	et Distri	bution			
							oposea zaag	,00 2.00			17/18	
			16/17		١	Budget after				P	roposed Budget	
		A	mended Budget	Balance 16/17	Bala	ncing 1 time ADJ	Student Count	Norm	alized PPR			Diff
Total D4	19 Fund 10 Budget Dollars:	\$	101,889,753.91	\$ (2,754,412.00)	\$	99,135,341.91	12,814.50	\$	7,894.02	\$	101,157,919.29	\$ 2,022,577.38
Central Office:	Internal Services:	\$	15,456,885.11 15.2%	\$ (460,638.33)	\$	14,996,246.78	-	\$	1,293.96	\$	16,581,453.99	\$ 1,585,207.21 16.4%
	Internal Vendors:	\$	7,426,679.70 7.3%	\$ (67,317.84)	\$	7,359,361.86	-	\$	615.21	\$	7,883,608.55	\$ 524,246.68 7.8%
Zones:	Falcon Zone:	\$	22,963,763.20 22.5%	\$ (345,280.92)	\$	22,618,482.28	3,931.00	\$	5,763.46	\$	22,656,161.26	\$ 37,678.98 22.4%
	Sand Creek Zone:	\$	24,083,610.71 23.6%	\$ (851,925.43)	\$	23,231,685.28	3,606.00	\$	6,290.72	\$	22,684,336.32	\$ (547,348.96) 22.4%
	Power Zone:	\$	25,087,763.44 24.6%	\$ 142,222.42	\$	25,229,985.86	4,345.00	\$	5,805.34	\$	25,224,202.30	\$ (5,783.56) 24.9%
	iConnect Zone:	\$	6,871,051.75 6.7%	\$ (1,171,471.90)	\$	5,699,579.85	932.50	\$	6,571.75	\$	6,128,156.88	\$ 428,577.03 6.1%
Total		\$	101,889,753.91	\$ (2,754,412.00)	\$	99,135,341.91	12,814.50	\$	7,894.02	\$	101,157,919.29	\$ 2,022,577.38
		Diff \$	-	\$ -						\$	0.00	Diff

FUND: 15 CAPITAL RESERVE GENERAL FUND

DESCRIPTION: Capital Revenue consist of allocations form the General Fund and Lease Proceeds. The fund is used to pay capital leases and capital improvements.

Fund 15 - Capital Reserve - General Fund Summary of 17/18 Revenue & Expenses	<u>12/13</u> Actual	<u>13/14</u> Actual	14/15 Actual	15/16 Actual	Amended 16/17 Budget	Br	ridge to Proposed Budget	<u>17/18</u> Proposed
Beginning Fund Balance	\$ 2,373,881.00	\$ 923,793	\$ 537,515.00	\$ 1,222,484.00	\$ 1,286,849.41	\$	(1,286,849.00)	\$ -
Capital Reserve - Revenue								
Allocation from General Fund (10)	\$ 4,500,000	\$ 2,000,000	\$ 4,000,000	\$ 3,500,000	\$ 3,500,000	\$	(1,000,000)	\$ 2,500,000
Other	\$ (344,859)	\$ 123,950	\$ 3,831	\$ 479,218	\$ -	\$	-	\$ -
Total Revenue Capital Reserve	\$ 4,155,141	\$ 2,123,950	\$ 4,003,831	\$ 3,979,218	\$ 3,500,000	\$	(1,000,000)	\$ 2,500,000
Total Funds Available	\$ 6,529,022	\$ 3,047,743	\$ 4,541,346	\$ 5,201,702	\$ 4,786,849	\$	(2,286,849)	\$ 2,500,000
Expenditures by Object Code								
01 - Salaries	\$ -	\$ _	\$ -	\$ _	\$ -	\$	-	\$ -
02 - Benefits	\$ -	\$ _	\$ -	\$ _	\$ -	\$	-	\$ -
03 - Purchased Prof & Tech Services	\$ 73,039	\$ 73,039	\$ 70,400	\$ -	\$ 81,749	\$	(81,749)	\$ -
04 - Purchased Property Services	\$ 463,394	\$ 463,394	\$ 488,275	\$ 993,217	\$ 794,854	\$	205,146	\$ 1,000,000
05 - Other Purchased Services	\$ -	\$ _	\$ 25,224	\$ 31,231	\$ -	\$	500,000	\$ 500,000
06 - Supplies	\$ 102,599	\$ 102,599	\$ 62,839	\$ 8,663	\$ -	\$	-	\$ -
07 - Property	\$ 1,383,687	\$ 1,383,687	\$ 2,132,393	\$ 2,133,664	\$ 3,298,540	\$	(2,798,540)	\$ 500,000
08 - Other	\$ 649,310	\$ 649,310	\$ 539,731	\$ 246,581	\$ 205,736	\$	(205,736)	\$ -
09 - Other Uses of Funds	\$ (161,799)	\$ (161,799)	\$ -	\$ 501,496	\$ 405,969	\$	94,031	\$ 500,000
Total Expense Capital Reserve	\$ 2,510,230.00	\$ 2,510,230.00	\$ 3,318,862.00	\$ 3,914,852.28	\$ 4,786,849.41	\$	(2,286,849.41)	\$ 2,500,000.00
Ending Fund Balance	4018792	\$ 537,513	\$ 1,222,484	\$ 1,286,849	\$ -	\$	-	\$ -

FUND: 18 INSURANCE RESERVE GENERAL FUND

DESCRIPTION: The Insurance Reserve Fund is used for payment of r loass of, or damage to, the school district property as well as payments for loss controll and o legal claims for judgment.

Fund 18 - Insurance Fund - General Fund							
Summary of 17/18 Expenses	12/13	13/14	14/15	15/16	16/17		17/18
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended</u>	Diff	Proposed
Beginning Fund Balance	\$ 286,597	\$ 218,607	\$ 283,898	\$ 262,402	\$ 381,017.80	\$ -	\$ 381,017.80
Mill Levy Override - Revenue							
Other Revenue	\$ 94,518	\$ 129,640	\$ 13,631	\$ 118,027	\$ 2,750,000	\$ (2,650,000)	\$ 100,000
Allocation from General Fund	\$ 550,000	\$ 600,000	\$ 625,000	\$ 750,000	\$ 750,000	\$ 150,000	\$ 900,000
Total Revenue	\$ 644,518	\$ 729,640	\$ 638,631	\$ 868,027	\$ 3,500,000	\$ (2,500,000)	\$ 1,000,000
Total Funds Available	\$ 931,115	\$ 948,247	\$ 922,529	\$ 1,130,429	\$ 3,881,018	\$ (2,500,000)	\$ 1,381,018
Expenditures:							
Insurance Premiums-Property/Liability	\$ 544,035	\$ 544,035	\$ 643,321	\$ 641,259	\$ 629,253	\$ 270,747	\$ 900,000
Deductibles: Repairs & Replacements							
Vandalism Claims	\$ -	\$ -	\$ -	\$ 8,217	\$ -	\$ -	\$ -
Purchased Prof & Tech Svs	\$ 5,000	\$ -	\$ -	\$ 99,835	\$ 59,352	\$ (9,352)	\$ 50,000
Purchased Property Services	\$ -	\$ 5,400	\$ -	\$ -	\$ -	\$ -	\$ -
Other Purchased Services	\$ _	\$ 30,711	\$ -	\$ 100	\$ -	\$ -	\$ -
Supplies	\$ -	\$ _	\$ -	\$ -	\$ 2,811,394	\$ (2,761,394)	\$ 50,000
Property	\$ 163,473	\$ 84,203	\$ 16,807	\$ 365	\$ -	\$ -	\$ -
Total Expense Capital Reserve	\$ 712,508	\$ 664,349	\$ 660,128	\$ 749,411	\$ 3,500,000	\$ (2,500,000)	\$ 1,000,000
Ending Fund Balance	\$ 218,607	\$ 283,898	\$ 262,402	\$ 381,018	\$ 381,018	\$ 	\$ 381,018

FUND: 19 CPP (Colorado Preschool Program) GENERAL FUND

DESCRIPTION: The CPP Fund is used to expand early learning activities that promote student achievement. This program is designed to strengthen the languag development of four & five year old children to increase their readiness to enter into kindergarten.

Fund 19 - CPP Fund - General Fund								
Summary of 17/18 Expenses	12/13	13/14	14/15	15/16	16/17			17/18
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended</u>	Diff	<u> </u>	Proposed
Beginning Fund Balance	\$ 54,159	\$ 56,258	\$ 92,644	\$ 92,644	\$ 72,868.92	\$ -	\$	72,869
CPP - Revenue								
Allocation from General Fund	\$ 383,572	\$ 391,843	\$ 412,399	\$ 446,014	\$ 459,424	\$ (14,523)	\$	444,901
Total Revenue	\$ 383,572	\$ 391,843	\$ 412,399	\$ 446,014	\$ 459,424	\$ (14,523)	\$	444,901
Total Funds Available	\$ 437,731	\$ 448,101	\$ 505,043	\$ 538,658	\$ 532,293	\$ (14,523)	\$	517,770
Expenditures:								
01 - Salaries	\$ 217,165	\$ 189,961	\$ 229,246	\$ 247,680	\$ 263,824	\$ -	\$	263,824
02 - Benefits	\$ 60,111	\$ 54,453	\$ 61,875	\$ 80,260	\$ 62,804	\$ -	\$	62,804
03 - Purchased Prof & Tech Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
04 - Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
05 - Other Purchased Services	\$ 99,891	\$ 106,015	\$ 110,192	\$ 114,234	\$ 94,132	\$ (14,523)	\$	79,609
06 - Supplies	\$ 4,206	\$ 4,749	\$ 10,566	\$ 23,303	\$ 35,360	\$ -	\$	35,360
07 - Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
08 - Other	\$ -	\$ -	\$ 519	\$ 313	\$ 3,304	\$ _	\$	3,304
09 - Other Uses of Funds	\$ 100	\$ 280	\$ -	\$ -	\$ -	\$ -	\$	-
Total Expense Capital Reserve	\$ 381,473	\$ 355,458	\$ 412,399	\$ 465,789	\$ 459,424	\$ (14,523)	\$	444,901
Ending Fund Balance	\$ 56,258	\$ 92,644	\$ 92,644	\$ 72,869	\$ 72,869	\$ (0)	\$	72,868

FUND: 21 Nutrition Service - Enterprise Fund

DESCRIPTION: An 'Enterprise' Fund used to record financial transactions related to Nutrition Services operations.

Fund 21 - Nutrition Services - Enterprise Fund									
Summary of 17/18 Expenses		12/13	13/14	14/15	15/16	16/17			17/18
		<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended</u>		Diff	Proposed
Beginning Fund Balance	\$	1,097,078	\$ 1,182,378	\$ 1,306,293	\$ 1,243,087	\$ 1,431,315.86	\$	- \$	1,431,316
PP Adj				\$ 207,263					
Nutrition - Revenue									
Food Sales - Local	\$	1,801,274	\$ 1,740,492	\$ 1,638,116	\$ 1,563,762	\$ 1,703,955	\$	45,993	1,749,948
Other - Local	\$	118,010	\$ 47,632	\$ 30,812	\$ 7,082	\$ -	\$	- \$	-
Reimbursements	\$	1,461,707	\$ 1,549,809	\$ 1,697,456	\$ 2,068,071	\$ 1,582,232	\$	228,357	1,810,590
U.S.D.A Commodities - Federal	\$	250,578	\$ 254,636	\$ -	\$ -	\$ -		\$	-
Total Revenue	\$	3,631,569	\$ 3,592,569	\$ 3,366,384	\$ 3,638,915	\$ 3,286,187	\$	45,993	3,560,538
Total Funds Available	\$	4,728,647	\$ 4,774,946	\$ 4,672,676	\$ 4,882,001	\$ 4,717,503	\$	45,993	4,991,854
Expenditures:									
01 - Salaries	\$	1,108,877	\$ 1,153,931	\$ 1,096,519	\$ 1,126,795	\$ 1,235,572	\$	(30,214) \$	1,205,359
02 - Benefits	\$	308,933	\$ 311,083	\$ 327,257	\$ 337,402	\$ 374,428	\$	9,471	
03 - Purchased Prof & Tech Services	\$	27,878	\$ 3,988	\$ 2,421	\$ 7,117	\$ 6,853	\$	8,897	*
04 - Purchased Property Services	\$	101,392	\$ 125,298	\$ 110,849	\$ 127,181	\$ 39,449	\$	(6,449)	33,000
05 - Other Purchased Services	\$	75,202	\$ 66,386	\$ 68,705	\$ 73,739	\$ 87,162	\$	12,687	
06-Cost of Food and Milk Items	* *\$	1,275,278	\$ 1,442,367	\$ 1,453,009	\$ 1,299,775	\$ 1,039,060	\$	246,851	· · · · · · · · · · · · · · · · · · ·
06 - Cost of Non-Food Items	* *\$	357,676	\$ 131,596	 125,172	\$ 96,596	 47,970		(47,970)	
06 - Supplies	* \$	11,549	\$ 7,554	9,489	\$ 9,397	\$ 12,261	\$	(12,261)	
06 - U.S.D.A. Commodities	\$	250,578	\$ 254,636	\$ -	\$ 299,228	\$ 114,028	\$	(114,028)	
07 - Equipment Replacement	\$	(210,291)	 1,387	\$ 184	\$ 4,690	\$ 741	\$	49,259	
07 - Depreciation	\$	28,722	\$ 28,722	\$ 28,722	\$ -	\$ _	\$	- \$	
08 - Other Operating Expense	\$	210,475	\$ 17,316	\$ -	\$ 18,766	\$ 117,131	\$	98,284	
08 - Indirect Costs	\$,	\$ - ,510	\$ _	\$ 50,000	\$ 86,825	\$	18,846	
09 - Contingency	\$	-	\$ -	\$ -	\$ -	\$ 124,706	"	40,978	· · · · · · · · · · · · · · · · · · ·
Total Expense Capital Reserve	\$	3,546,270	\$ 3,544,264	\$ 3,222,327	\$ 3,450,685	\$ 3,286,187	\$	274,351	3,560,538
Ending Fund Balance	\$	1,182,378	\$ 1,230,683	\$ 1,243,087	\$ 1,431,316	\$ 1,431,316	\$	(228,358)	1,431,316

FUND: 22 & 26 Grant Funds

DESCRIPTION: These funds are used to record transactions for grants received for designated programs funded by local, federal and state grants. Grants typically have a different fiscal period that that of the District.

Fund 22 & 26 - Grant Fund							
Summary of 16/17 Expenses	12/13	13/14	14/15	15/16	16/17		17/18
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended</u>	Diff	Proposed
Beginning Fund Balance	\$ 0	\$ 0	\$ 0	\$ 0		\$ 0	\$ 0
Grant - Revenue							
Grants - Local	\$ 227,810	\$ 364,832	\$ 224,821	\$ 267,759	\$ 276,194	\$ -	\$ 276,194
Grants - State	\$ -	\$ 4,302	\$ -	\$ -	\$ 410,323	\$ -	\$ 410,323
Grants - Federal	\$ 3,381,658	\$ 4,162,158	\$ 4,418,310	\$ 4,861,359	\$ 9,313,483	\$ -	\$ 9,313,483
Grants - TBD	\$ -	\$ -	\$ -	\$ -			
Total Revenue	\$ 3,609,467	\$ 4,531,292	\$ 4,643,131	\$ 5,129,118	\$ 10,000,000	\$ -	\$ 10,000,000
Total Funds Available	\$ 3,609,467	\$ 4,531,292	\$ 4,643,131	\$ 5,129,118	\$ 10,000,000	\$ 0	\$ 10,000,000
Expenditures:							
01 - Salaries	\$ 1,303,870	\$ 2,108,322	\$ 2,021,242	\$ 2,264,359	\$ 7,293,552	\$ -	\$ 7,293,552
02 - Benefits	\$ 345,899	\$ 53,063	549,907	\$ 647,620	\$ 1,398,141	\$ -	\$ 1,398,141
03 - Purchased Prof & Tech Services	\$ 851,558	\$ 1,027,622	657,579	\$ 604,697	\$ 824,203	\$ -	\$ 824,203
04 - Purchased Property Services	\$ 450	\$ 1,500	\$ -	\$ 2,000	\$ 4,750	\$ -	\$ 4,750
05 - Other Purchased Services	\$ 442,734	\$ 519,508	\$ 656,245	\$ 870,905	\$ 931,133	-	\$ 931,133
06 - Supplies	\$ 274,469	\$ 413,324	\$ 397,623	\$ 393,204	\$ (818,619)	-	\$ (818,619)
07 - Property Equipment	\$ 264,999	\$ 308,051	\$ 341,715	\$ 306,696	\$ 250,645	\$ -	\$ 250,645
08 - Other Operating Expense	\$ 125,488	\$ 99,903	\$ 18,820	\$ 39,637	\$ 108,337	\$ -	\$ 108,337
09 - Other Uses	\$ -	\$ -	\$ -	\$ -	\$ 7,857	\$ -	\$ 7,857
Total Expense Grant Funds	\$ 3,609,467	\$ 4,531,292	\$ 4,643,131	\$ 5,129,118	\$ 10,000,000	\$ -	\$ 10,000,000
Ending Fund Balance	\$ 0	\$ 0	\$ 0	\$ 0	\$ -	\$ 0	\$ 0

FUND: 25 Transportation Fee for Service - Special Revenue Fund

DESCRIPTION: Activities concerned with the trnsportation of students to and from their places of residence and the public shools in which they are enrolled.

Fund 25 - Transportation							
Summary of 16/17 Expenses	12/13	13/14	14/15	15/16	16/17		17/18
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended</u>	Diff	<u>Proposed</u>
Beginning Fund Balance	\$ 33,274	\$ -	\$ -	\$ -		\$ -	\$ -
Transportation - Revenue							
State Transportation Subsidy	\$ 404,640	\$ 442,436	\$ 465,148	\$ 515,215	\$ 462,000	\$ -	\$ 462,000
General Fund Subsidy	\$ 419,977	\$ 291,252	\$ 362,136	\$ 295,653	\$ 458,986	\$ -	\$ 458,986
Transportation Fees	\$ 294,709	\$ 295,115	\$ 326,682	\$ 364,619	\$ 314,700	\$ 34,874	\$ 349,574
Total Revenue	\$ 1,119,326	\$ 1,028,803	\$ 1,153,966	\$ 1,175,486	\$ 1,235,686	\$ 34,874	\$ 1,270,560
Total Funds Available	\$ 1,152,600	\$ 1,028,803	\$ 1,153,966	\$ 1,175,486	\$ 1,235,686	\$ 34,874	\$ 1,270,560
Expenditures:							
01 - Salaries	\$ 573,864	\$ 504,690	\$ 585,819	\$ 676,596	\$ 619,285	\$ 15,482	\$ 634,767
02 - Benefits	\$ 322,749	\$ 290,230	\$ 322,581	\$ 366,224	\$ 411,993	\$ 10,300	\$ 422,293
03 - Purchased Prof & Tech Services	\$ 4,563	\$ 558	\$ 266	\$ 112	\$ -	\$ -	\$ -
04 - Purchased Property Services	\$ -	\$ -	\$ _	\$ -	\$ -	\$ -	\$ -
05 - Other Purchased Services	\$ 20,040	\$ 26,929	\$ 23,388	\$ 27,857	\$ 3,000	\$ 500	\$ 3,500
06 - Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
07 - Property Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
08 - Other Operating Expense	\$ 231,384	\$ 206,396	\$ 221,913	\$ 104,697	\$ 201,408	\$ 8,592	\$ 210,000
09 - Other Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expense Grant Funds	\$ 1,152,600	\$ 1,028,803	\$ 1,153,966	\$ 1,175,486	\$ 1,235,686	\$ 34,874	\$ 1,270,561
Ending Fund Balance	\$ _	\$ -	\$ -	\$ _	\$ _	\$ (0)	\$ (0)

FUND: 27 - Before & After School Care - Special Revenue Fund (aka 'Kids' Corner')

DESCRIPTION: Activities concerned with Before & After school child care based in all three coordinated zones

Program started in the 14/15 School Year. Starting in the 17/18 School Year the Kids' Corner program will expand to all three zones.

Fund 27 - Kid's Corner							
Summary of 17/18 Expenses	12/13	13/14	14/15	15/16	16/17		17/18
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended</u>	<u>Diff</u>	Proposed Proposed
Beginning Fund Balance	\$ -	\$ -	\$ -	\$ (1,636)	\$ 21,241	\$ (12,000)	\$ 9,241
Kid's Corner - Revenue							
Paid Customer Revenue - Sand Creek Zone	\$ -	\$ -	\$ 311,251	\$ 330,394	\$ 360,000	\$ -	\$ 360,000
Paid Customer Revenue - Falcon Zone	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 360,000	\$ 360,000
Paid Customer Revenue - Power Zone	\$ _	\$ -	\$ -	\$ -	\$ -	\$ 370,000	\$ 370,000
CCAP Revenue Subsidy	\$ -	\$ -	\$ 426	\$ 49	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ -	\$ -	\$ 311,677	\$ 330,443	\$ 360,000	\$ 730,000	\$ 1,090,000
Total Funds Available	\$ -	\$ -	\$ 311,677	\$ 328,807	\$ 381,241	\$ 718,000	\$ 1,099,240
Expenditures:							
01 - Salaries	\$ _	\$ _	\$ 198,541	\$ 195,802	\$ 192,207	\$ 384,414	\$ 576,621.72
02 - Benefits	\$ _	\$ _	\$ 61,438	62,610	\$ 63,840	127,680	191,519.88
03 - Purchased Prof & Tech Services	\$ _	\$ _	\$ 7,167	\$ 9,969	\$ 11,200	22,400	33,600.00
04 - Purchased Property Services	\$ _	\$ -	\$ -	\$ 3,846	\$ 33,267	\$ 66,534	99,801.15
05 - Other Purchased Services	\$ _	\$ -	\$ 11,418	\$ 3,698	\$ 7,703	\$ 15,406	23,109.27
06 - Supplies	\$ _	\$ -	\$ 1,687	\$ 26,155	\$ 29,697	\$ 59,394	89,091.39
07 - Property Equipment	\$ _	\$ -	\$ 31,371	\$ 3,358	\$ 3,894	\$ 7,788	11,682.72
08 - Other Operating Expense	\$ _	\$ -	\$ 476	\$ 2,128	\$ 30,191	\$ 43,623	\$ 73,813.96
09 - Other Uses	\$ -	\$ -	\$ 1,214	\$ -	\$ -	\$, -	\$, -
Total Expense Grant Funds	\$ 	\$ -	\$ 313,313	\$ 307,566	\$ 372,000	\$ 727,240	\$ 1,099,240
Ending Fund Balance	\$ _	\$ -	\$ (1,636)	\$ 21,241	\$ 9,241	\$ (9,241)	\$ 0

FUND: 43 Capital Reserve Building Fund

DESCRIPTION: Used to account for the proceeds of fees in lieu of land jonation and revenues from other sources (i.e., donations from developers); and expenditure for capital outlay for land or buildings, improvement of existing buildings and grounds, and equipment as authorized.

Fund 43 - Capital Reserve Building Fund								
Summary of 17/18 Expenses	12/13	13/14	14/15	15/16	16/17			17/18
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended</u>	Diff]	Proposed
Beginning Fund Balance	\$ 324,458	\$ 393,797	\$ 112,581	\$ 160,020	\$ 419,544.96	\$ 65,000	\$	484,545
Revenue								
Other Revenue	\$ -	\$ -	\$ -	\$ 51,941	\$ 25,000	\$ -	\$	25,000
Fees in Lieu of Land	\$ 69,338	\$ 59,827	\$ 89,959	\$ 207,584	\$ 140,000	\$ (65,000)	\$	75,000
Total Revenue	\$ 69,338	\$ 59,827	\$ 89,959	\$ 259,525	\$ 165,000	\$ (65,000)	\$	100,000
Total Funds Available	\$ 393,797	\$ 453,624	\$ 202,540	\$ 419,545	\$ 584,545	\$ 0	\$	584,545
Expenditures:								
Purchased Services	\$ -	\$ 20,300	\$ -	\$ -	\$ -	\$ -	\$	-
Purchased Pro & Tech Svcs	\$ -	\$ 186,686	\$ -	\$ -	\$ -	\$ -	\$	-
Purchased Property Svcs	\$ -	\$ _	\$ -	\$ -	\$ -	\$ -	\$	-
Supplies	\$ -	\$ _	\$ -	\$ -	\$ -	\$ -	\$	-
Capital Outlay	\$ -	\$ 134,057	\$ -	\$ -	\$ 100,000	\$ -	\$	100,000
Other	\$ -	\$ -	\$ 42,520	\$ -	\$ -	\$ -	\$	-
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
Total Expense Grant Funds	\$ -	\$ 341,043	\$ 42,520	\$ -	\$ 100,000	\$ -	\$	100,000
Ending Fund Balance	\$ 393,797	\$ 112,581	\$ 160,020	\$ 419,545	\$ 484,545	\$ 0	\$	484,545

FUND: 64 - Health Insurnace Internal Service Fund

DESCRIPTION: To account for the collection and payment of premiums and claim costs related to the self-funded health insurance program.

Fund 64 - Capital Reserve Building Fund							
Summary of 17/18 Expenses	12/13	13/14	14/15	15/16	16/17		17/18
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended</u>	Diff	<u>Proposed</u>
Beginning Fund Balance	\$ 1,289,018	\$ 1,955,365	\$ 1,955,364	\$ 2,055,615	\$ 1,713,136	\$ (342,480)	\$ 1,370,656
Revenue							
Employer Share of Premiums	\$ 4,622,675	\$ 4,611,111	\$ 5,161,691	\$ 5,702,636	\$ 8,615,860	\$ (2,380,960)	\$ 6,234,900
Emplyee Share of Premiums	\$ 2,004,870	\$ 2,174,300	\$ 2,938,456	\$ 2,513,143	\$ -	\$ 2,708,160	\$ 2,708,160
Claim Refunds	\$ 22,025	\$ 22,949	\$ 155,825	\$ 218,040	\$ 100,000	\$ _	\$ 100,000
Interest Revenue	\$ 1,875	\$ 1,190	\$ 1,310	\$ 5,232			
Transfer from/to Gen Fund	\$ -	\$ (236,866)	\$ -				
Total Revenue	\$ 6,651,445	\$ 6,572,684	\$ 8,257,282	\$ 8,439,051	\$ 8,715,860	\$ 327,200	\$ 9,043,060
Total Funds Available	\$ 7,940,463	\$ 8,528,049	\$ 10,212,646	\$ 10,494,666	\$ 10,428,996	\$ (15,280)	\$ 10,413,716
Expenditures:							
Claims Payments	\$ 4,844,352	\$ 5,363,184	\$ 6,516,780	\$ 7,257,494	\$ 7,358,340	\$ _	\$ 7,358,340
Administration Fees	\$ 1,140,116	\$ 1,209,889	\$ 1,212,588	\$ 1,447,571	\$ 1,550,000	\$ -	\$ 1,550,000
Contingency / Other	\$ 630	\$ (388)	\$ 527,914	\$ 76,465	\$ 150,000	\$ -	\$ 150,000
Total Expense Grant Funds	\$ 5,985,098	\$ 6,572,685	\$ 8,257,282	\$ 8,781,530	\$ 9,058,340	\$ -	\$ 9,058,340
Ending Fund Balance	\$ 1,955,365	\$ 1,955,364	\$ 1,955,364	\$ 1,713,136	\$ 1,370,656	\$ (15,280)	\$ 1,355,376

FUND: 73 Scholarship Fiduciary Fund

DESCRIPTION: To record financial transactions related to payroll deductions and other contributions made by employees, patrons and community members for the purpose of awarding scholarships to graduating students.

Fund 73 - Scholarship								
Summary of 16/17 Expenses	12/13	13/14	14/15	15/16	16/17			17/18
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	Amended	Diff	<u>P</u>	roposed
Beginning Fund Balance	\$ 9,030	\$ 7,059	\$ 7,086	\$ 7,110	\$ 6,133.00	\$ (5,933)	\$	200
Revenue								
Interest Revenue	\$ 29	\$ 27	\$ 24	\$ 23	\$ 200	\$ -	\$	200
Contributions	\$ 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
Total Revenue	\$ 30	\$ 27	\$ 24	\$ 23	\$ 200	\$ -	\$	200
Total Funds Available	\$ 9,060	\$ 7,086	\$ 7,110	\$ 7,133	\$ 6,333	\$ (5,933)	\$	400
Expenditures:								
Scholarships	\$ 2,000	\$ -	\$ -	\$ 1,000	\$ 6,133	\$ (5,733)	\$	400
Total Expense Grant Funds	\$ 2,000	\$ -	\$ -	\$ 1,000	\$ 6,133	\$ (5,733)	\$	400
Ending Fund Balance	\$ 7,059	\$ 7,086	\$ 7,110	\$ 6,133	\$ 200	\$ (200)	\$	-

FUND: 74 & 23 Student Activity Fund

DESCRIPTION: To record financial transactions related to school-sponsored pupil intrascholastic and interscholastic athletics and other student activities

Fund 74 & 23 -Student Activity - Fiduciary Fund								
Summary of 17/18 Expenses	12/13	13/14	14/15	15/16	16/17			17/18
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended</u>	Diff		Proposed
Beginning Fund Balance	\$ 987,309	\$ 912,827	\$ 1,074,782	\$ 1,067,367	\$ 1,221,762.78	\$ () \$	1,221,763
Revenue (by Zone Level):								
Falcon Zone	\$ 1,288,125	\$ 959,447	\$ 1,054,095	\$ 1,443,464	\$ 892,096	\$ -	\$	892,096
Sand Creek Zone	\$ 1,027,128	\$ 682,222	\$ 756,701	\$ 947,254	\$ 680,907	\$ -	\$	680,907
POWER Zone	\$ 1,109,374	\$ 832,962	\$ 982,401	\$ 1,380,099	\$ 951,823	\$ -	\$	951,823
iConnect Zone	\$ 33,109	\$ 28,222	\$ 27,445	\$ 63,135	\$ 25,752	\$ -	\$	25,752
Department/District Wide	\$ (920,303)	\$ 343,639	\$ 109,650	\$ (662,641)	\$ 949,422	\$ -	\$	949,422
Total Revenue	\$ 2,537,433	\$ 2,846,493	\$ 2,930,292	\$ 3,171,310	\$ 3,500,000	\$ -	\$	3,500,000
Total Funds Available	\$ 3,524,742	\$ 3,759,320	\$ 4,005,074	\$ 4,238,677	\$ 4,721,763	\$ (\$	4,721,763
Expenditures (by Zone Level):								
Falcon Zone	\$ 923,287	\$ 992,779	\$ 1,054,110	\$ 1,096,684	\$ 876,373	\$ _	\$	876,373
Sand Creek Zone	\$ 692,338	767,725	756,852	666,424	679,388		\$	679,388
POWER Zone	\$ 917,494	\$ 843,940	\$ 982,265	\$ 1,130,022	\$ 969,065		\$	969,065
iConnect Zone	\$ 25,810	\$ 24,134	\$ 27,370	\$ 38,187	\$ 25,752		\$	25,752
Departments/District Wide	\$ 52,986	\$ 55,961	\$ 117,110	\$ 85,597	\$ 949,422		\$	949,422
Total Expense Grant Funds	\$ 2,611,915	\$ 2,684,539	\$ 2,937,707	\$ 3,016,915	\$ 3,500,000	\$ -	\$	3,500,000
Ending Fund Balance	\$ 912,827	\$ 1,074,782	\$ 1,067,367	\$ 1,221,763	\$ 1,221,763	\$ () \$	1,221,763



BOARD OF EDUCATION AGENDA ITEM 9.08

BOARD MEETING OF:	May 11, 2017
PREPARED BY:	D. Richer, Executive Assistant to the BOE
TITLE OF AGENDA ITEM:	Policy and Procedure Review
ACTION/INFORMATION/DISCUSSION:	Discussion

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

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

RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
9.08a	BBA	Board Powers and	D. Richer	Reviewed; No changes recommended
		Responsibilities		_
9.08b	CBB	Recruitment of Chief	D. Richer	Reviewed; No changes recommended
		Officers	B. Miller	_

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

ture	Inner Ring—How we treat each other	
Cul	Outer Ring—How we treat our work	
	Rock #1 —Establish enduring <u>trust</u> throughout our community	
7	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Strateer	Rock #3— Grow a robust portfolio of distinct and exceptional schools	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to launch each student toward success	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review and discussion, move the two policies in item 9.08 for action at the next regular board meeting.

REVIEWED BY: Chief Officers **DATE:** April 28, 2017

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Board Powers and Responsibilities
Designation	BBA
Office/Custodian	Board of Education/Executive Assistant to the BOE

The Constitution of the State of Colorado and Colorado Revised Statute define the powers and mandatory duties of the Board of Education.

The Board considers that its most important functions fall into the following categories:

- 1. Legislative or policymaking. The Board is responsible for the development of policy and for the employment of a Chief Business Officer, Chief Education Officer and Chief Operations Officer who will carry out board policy through the development and implementation of regulations.
- 2. Educational planning and appraisal. The Board is responsible for acquiring reliable information from responsible sources, which will enable it to make the best possible decisions about the scope and nature of the educational program. The Board is responsible for requiring appraisal of the results of the educational program.
- 3. Staffing and appraisal. The Board is responsible for employing the staff necessary for carrying out the instructional program and establishing salaries and salary schedules and other terms and conditions of employment, as well as for personnel policies District-wide in application. The Board is responsible for appraising the effectiveness of its staff by providing for regular evaluation.
- 4. Financial resources. The Board is responsible for adopting a budget that will provide the financial basis for buildings, staff, materials, and equipment, which will enable the District to carry out the educational program. The Board is responsible for exercising control over the finances of the District to ensure proper use of, and accounting for, all District funds.
- 5. School facilities. The Board is responsible for determining school housing needs, for communicating these needs to the community, for purchasing sites, and for approving building plans that will support and enhance the educational program.
- Communication with the public. The Board is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself informed about the wishes of the public.
- 7. Judicial. The Board is responsible for acting as a court of appeal for school staff members, students, and the public when issues involve Board policies and their fair implementation.

The Board may exercise the above powers and duties only when convened in a legally constituted meeting.

All powers of the Board lie in its action as a group. Individual Board members exercise authority only as they vote at a legal meeting of the Board and when the Board has lawfully delegated authority to them.

• Adopted: April 21, 1977

• Revised: September 3, 1998

• Reviewed: September 23, 2009

BOARD-APPROVED POLICY OF DISTRICT 49

- Revised: May 12, 2011
- Revised: April 10, 2014
- Reviewed: May 11, 2017

LEGAL REFS:

- C.R.S. 22-9-101 et seq.(licensed personnel evaluations)
- C.R.S. 22-32-109 (specific duties of boards)
- C.R.S. 22-32-110 (specific powers of boards)

CROSS REFS:

• BG, School Board Policy Process, and subcodes

DESIGNATION: BBA



Title	Recruitment of Chief Officers
Designation	CBB
Office/Custodian	Board of Education/Executive Assistant to the BOE/Legal Counsel

Under District 49's matrix model of leadership, the appointment of Chief Officers is a function of the Board. The Board shall take steps to find individuals it believes can most effectively translate into action the policies of the Board and the aspirations of the community and the professional staff.

When recruiting and selecting any chief officer, the Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection. It may also, at its discretion, determine that an external search is not necessary due to a qualified internal candidate. However, final selection shall rest with the Board after a thorough consideration of qualified applicants.

A vote of the majority of Board members present at a Board meeting for which due notice has been given of the intended action shall be required for the appointment of any chief officer.

Search process

When the Board conducts a search for the position, the writing or revising of the job description, and requirements for applicants, selection procedures and applicable deadlines shall be adopted at a public meeting.

Records submitted to the district by an applicant for a chief officer position shall remain confidential until the applicant becomes a finalist for the position. If only three or fewer candidates possess the minimum qualifications for the position, said candidates are all considered finalists.

A list of all finalists being considered for the position shall be made public at least 14 days prior to appointing one of the finalists to fill the position. No offer of appointment shall be made prior to this public notice.

When an applicant becomes a finalist, all records submitted by the applicant shall be available for public inspection except that letters of reference or medical, psychological, and sociological data shall remain confidential.

- Adopted: September 19, 1996
- Revised: September 3, 1998
- Revised: January 14, 2010
- Revised: April 10, 2014
- Reviewed: May 11, 2017

LEGAL REFS

- C.R.S. 22-32-110 (1)(g) (power to employ a CEO)
- C.R.S. 22-44-115 (4) (administrative contracts)
- C.R.S. 24-6-402 (3.5) (search committee duties)
- C.R.S. 24-72-204 (3)(a) (inspection of public records)



BOARD OF EDUCATION AGENDA ITEM 9.09

BOARD MEETING OF:	May 11, 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.

A check list entitled *Orientation for New Board Members* has been developed from the Board Goal #1 Implementation Plan. Request input on possible additions to the list, see page 3. On Google Drive, a team drive has been set up for Board members with 75% of required documents.

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

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

FUNDING REQUIRED:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Marie LaVere-Wright, Board President

DATE: April 28, 2017

BOE GOAL #1

Implementation Plan

Pre-Service Opportunities

- Candidate briefing including introduction to strategic plan and cultural compass, review of chief officer roles, and zones
- Consider attending Peak Partners Leadership Academy

Post-Selection Activities

- Individual orientation with each chief
- Learning tour for each area of responsibility:
 - o Explain big picture, what they do, why they do it and how they do it
- Structured/guided tour of select schools and facilities
 - o Goal for some interaction in first few months
 - O Visit to each over 4 year term
- Training module from CASB, role play for BOE
- Role of Board member in governance
- Develop written best practice resource to be used with mentor
 - Process for board work, how/when to submit questions, clarity of process for directives
 - o Employee and stakeholder interaction best practices
- CASB Boot camp at annual conference during election years
- Policies specific to board members with plain language explanations

Information Items (Google Docs)

- Cheat sheet of acronyms (CSOA)
- Organizational chart including each entity with names of individuals and their positions
- Purpose/role/function of each district office
- District phone chart including locations
- Org chart of zones with short summary of innovation plans
- Summary of special committees and how they are organized
- Role of Board members (CASB guidelines
- Governance of the Board (CASB guidelines)
- Best practices outline
- BOE Meeting Dates and Packet Deadlines
- Salary schedules
- Stakeholder Response Board Boundaries
- Policy master list
- Policies directly related to BOE (section B)
- Procedures, how to address questions/concerns
- BOE Executive Assistant's role

Page 1 of 2 Adopted: 3/22/17

BOE GOAL #1 Implementation Plan

Schoology Modules

- Unified Improvement Plans
- Budget
 - o Where does funding come from?
 - o How is it spent?
 - o When is action required?
 - o How does D49 prioritize funding?
 - o MLO projects
 - o How to read it?
- Testing
- Standards
- District Audit
- Chief officer evaluation process
- Roberts Rules of Order
- Grievance policy and implementation
- Interactions with district employees
- Where to find board resources
- Employment in Schools versus Industry
- Public districts' complexity in hiring and dismissal process

Training

• Role of Board members – CASB

Page 2 of 2 Adopted: 3/22/17

Orientation for New Board Members District 49

Tour F	acilities
□Р	rovide tour/walk-through of select schools and facilities o Goal for some interaction in first few months o Visit to each over 4 year term
Meetin	g with Board President/Mentor
\square R	ole of the Board Member in Governance
□R	eview written best practice resource to be used with mentor o Process for board work, how/when to submit questions, clarity of process for directives
	 Employee and stakeholder interaction best practices
	eview policies specific to board members with plain language xplanations
Meetir Leadei	ng with Administration (Chief Officers, Zone and Department es)
	ndividual orientation with each chief officer
	earning tour for each area of responsibility: O Explain big picture, what they do, why they do it and how they do it
Provid	e Documents (Google Drive-BOE Team Drive)
\Box C	heat sheet of acronyms (CSOA)
	Organizational chart including each entity with names of individuals and neir positions
□ P	urpose/role/function of each district office
	District phone chart including locations
	Org chart of zones with short summary of innovation plans
\Box S	ummary of special committees and how they are organized
\square R	ole of Board members (CASB guidelines) O Most difficult things to learn O Tips for being a successful new board member
	Sovernance of the Board (CASB guidelines)
	est practices outline

Page **1** of **3** Adopted: 5/19/2017

	BOE Meeting Dates and Packet Deadlines	
	Salary schedules	
	Stakeholder Response – Board Boundaries	
	Policy master list	
	Policies directly related to BOE (section B)	
	Procedures, how to address questions/concerns	
	BOE Executive Assistant's role	
	Roberts Rules of Order	
Schoology Modules		
	Unified Improvement Plans	
	Budget	
	• Where does funding come from?	
	o How is it spent?	
	O When is action required?	
	O How does D49 prioritize funding?	
	o MLO projects	
	O How to read it?	
	Testing	
	Standards	
	District Audit	
	Chief officer evaluation process	
	Roberts Rules of Order	
	Grievance policy and implementation	
	Interactions with district employees	
	Where to find board resources	
	Employment in Schools versus Industry	
	Public districts' complexity in hiring and dismissal process	
Training		
	Training module from CASB, role play for BOE	
	CASB Boot Camp at annual conference (election years)	

Page 2 of 3 Adopted: 5/19/2017

Possible additions:

Meeting with board president/ mentor □ Review agenda process, meeting protocol (getting an item onto the agenda, making motions, voting, open vs. executive session) □ Reorganization Meeting: what to expect, confidentiality affidavit □ Board meetings: usual date, time location/Annual board retreat □ Provide information CASB, Colorado Association of School Boards □ Review the chain of command □ Provide district email, phone, iPad Provide Documents □ Board annual planning calendar □ BOE goals, self-evaluation □ Board member directory □ Policy manual access □ Chief Officer Review Process, policies

☐ Strategic Plan, Mission Statement and Cultural Compass

Page **3** of **3** Adopted: 5/19/2017