

**AGENDA**  
**REGULAR BOARD OF EDUCATION MEETING**  
**July 13, 2017**  
**6:30 p.m.**  
**Education Service Center – Board Room**

- 1.00 Call to Order and Roll Call**
- 2.00 Welcome and Pledge of Allegiance**
- 3.00 Approval of Agenda**
- 4.00 Consent Agenda**
  - 4.01 Approval of Minutes of Regular Board of Education Meeting 6/8/2017
  - 4.02 Approval of Matters Relating to Administrative Personnel
  - 4.03 Approval of Matters Relating to Professional/Technical Personnel
  - 4.04 Approval of Matters Relating to Licensed Personnel
  - 4.05 Approval of Matters Relating to Educational Support Personnel
  - 4.06 Approval of Minutes of Special Board of Education Meeting 6/13/2017
  - 4.07 Approval of Minutes of Special Board of Education Meeting 6/28/2017
- 5.00 *Board Update***
  - 5.01 *Chief Officer Update***
  - 5.02 *Student Board of Representatives Update***
- 6.00 *Open Forum (3 minute time limit for each speaker)***
- 7.00 Action Items**
  - 7.01 Action on Liberty Tree Academy Charter Application
  - 7.02 Action on Falcon Homeschool Program Rental Agreement with Banning Lewis Preparatory Academy
  - 7.03 Approval of Policy Review:
    - a. CBA/CBC Qualifications/Powers and Responsibilities of Chief Officers
    - b. CBD Chief Officers' Contracts
    - c. IHBIB Primary/Preprimary Education Preparation
    - d. IHBK Preparation for Postsecondary and Workforce Success
    - e. IJOA Field Trips
    - f. IMBB Exemptions from Required Instruction
    - g. JIH Student Interviews and Searches
  - 7.04 Action on Developers (Falcon Community Builders for Classrooms – FCBC) Land Proposal
  - 7.05 Action on Revised Policies:
    - a. Action on Policy JLF Reporting Child Abuse/Child Protection
    - b. Action on Policy IKE Ensuring All Students Meet Standards
  - 7.06 Action on New Job Descriptions
    - a. Dean of Pathways Learning
    - b. Technical Quality Assurance Manager
    - c. Board Certified Behavior Analyst
  - 7.07 Approval of Resolution for Official Notice of Intent to Participate in the Coordinated Election and Appointment of the Designed Election Official
  - 7.08 Approval of Resolution for Call for Nominations for School Director Candidates
  - 7.09 Approval of Memorandum of Understanding with CD BOCES
  - 7.10 Approval of Proposed Policy Revisions to Meet Legislative Implications

- a. ADD Safe Schools
- b. ECA/ECAB Security/Access to Buildings
- c. GBG Liability of School Personnel/Staff Protection
- d. GBGAA Staff Training in Crisis Prevention and Management
- e. JICF Secret Societies/Gang Activity
- f. JKA Use of Physical Intervention and Restraint
- g. JQ Student Fees, Fine and Charges
- 7.11 Action on Revised Job Description for Chief Operations Officer
- 7.12 Action on Student Rights & Responsibilities Handbook
- 7.13 Items Removed from Consent Agenda
  
- 8.00 Information Items**
- 8.01 Process Improvement Update
  - a. IHBIB-R Primary/Preprimary Education Preparation
  - b. IHBK-R Preparation for Postsecondary and Workforce Success
  - c. IKE-R Ensuring All Students Meet Standards
  - d. JICH-R Drugs and Alcohol Involvement by Students
  - e. JIH-R Student Interviews and Searches
  - f. JLF-R, JLF-E Reporting Child Abuse/Child Protection
  - g. JKA-R Use of Physical Intervention and Restraint
  - h. JQ-R Student Fees, Fines and Charges
- 8.02 Student Study Trips
  
- 9.00 Discussions Items**
- 9.01 Operations Performance Updates
  - a. Safety & Security (10 minutes)
- 9.02 Revised Job Description
  - a. Grounds Maintenance Supervisor (5 minutes)
- 9.03 Falcon Zone New School Name (10 minutes)
- 9.04 Communications Department Performance Report (10 minutes)
- 9.05 Sand Creek Zone Boundary Changes (10 minutes)
- 9.06 Developers (Falcon Community Builders for Classrooms – FCBC) Land Proposal - (10 minutes)
- 9.07 Policy and Procedure Review (5 minutes)
  - a. BDFA District Personnel Performance Evaluation Council
  - b. EBBB Accident Report
  - c. EG, EG-R Information Technology Management
  - d. GBEB, GBEB-R Staff Conduct & Responsibilities
  - e. GCBA-R Instructional Staff Contracts/Compensation/Salary Schedules
  - f. GCEC Posting and Advertising of Professional Vacancies
  - g. GCO Evaluation of Licensed Personnel
  - h. GCOE Evaluation of Evaluators
  - i. GDEA Posting and Advertising of Education Support Staff Vacancies
  - j. ICA, ICA-R School Year/School Calendars/Instruction Time
  - k. IHAM, IHAM-R Health and Family Life/Sex Education
  - l. IJ, IJ-R, IJ-E-1, IJ-E-2 Instructional Resources and Materials
  - m. JICJ Student Use of Cell Phones & Other Personal Technology Devices
  - n. JS-E Student Use of the Internet and Electronic Communications
  - o. KFD Guest User Policy

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- 9.08 Board of Education Review of Resolutions for Colorado Association of School Boards Delegate Assembly (10 minutes)
- 9.09 Board of Education Goals – Goal #3 Formal Employee Outreach & Structure (10 minutes)

**10.00 *Other Business***

**11.00 *Adjournment***

DATE OF POSTING: July 6, 2017

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Donna Richer  
Executive Assistant to the Board of Education

## BOARD OF EDUCATION AGENDA ITEM 4.01

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Donna Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Approval of Minutes of Regular Board of Education Meeting 6/8/2017
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

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

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

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

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

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

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the consent agenda, including the minutes from the June 8th regular board of education meeting.

**APPROVED BY:** Tammy Harold, Board Secretary

**DATE:** June 30, 2017



## BOARD OF EDUCATION AGENDA ITEM 4.02

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Paul Andersen, Director of Human Resources
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Administrative Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

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

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

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

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

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

**FUNDING REQUIRED:** Yes

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

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

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

**DATE:** June 30, 2017

## BOARD OF EDUCATION AGENDA ITEM 4.03

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Sally McDermott, Human Resources Manager
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Professional Technical Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

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

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

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

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

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

**FUNDING REQUIRED:** Yes

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

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

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

**DATE:** June 30, 2017

## BOARD OF EDUCATION AGENDA ITEM 4.04

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Sally McDermott, Human Resources Manager
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Licensed Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

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

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

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

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

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

**FUNDING REQUIRED:** Yes

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

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

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

**DATE:** June 30, 2017

## BOARD OF EDUCATION AGENDA ITEM 4.05

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Nicole Evans, Human Resources Manager
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Educational Support Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

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

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

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

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

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

**FUNDING REQUIRED:** Yes

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

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

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

**DATE:** June 30, 2017

## BOARD OF EDUCATION AGENDA ITEM 4.06

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Donna Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Approval of Minutes of Special Board of Education Meeting 6/13/2017
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

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

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

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

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

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

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

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

**APPROVED BY:** Tammy Harold, Board Secretary

**DATE:** June 30, 2017

## BOARD OF EDUCATION AGENDA ITEM 4.07

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Donna Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Approval of Minutes of Special Board of Education Meeting 6/28/2017
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent - Action

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

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

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

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

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

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the consent agenda, including the minutes from the June 28th special board of education meeting.

**APPROVED BY:** Tammy Harold, Board Secretary

**DATE:** June 30, 2017

## BOARD OF EDUCATION AGENDA ITEM 7.01

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Andy Franko, iConnect Zone Leader
<b>TITLE OF AGENDA ITEM:</b>	Liberty Tree Academy
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

### BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The founding board of Liberty Tree Academy has submitted an application to charter a K-12 school in District 49. The application has been reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the applicant board was interviewed to determine its capacity to operate the proposed school.

### RATIONALE:

The presentation of the Liberty Tree Academy allows District 49 board of education and community to have a public hearing about the potential school. The application is the thorough description of the proposed school. The public hearing allows the applicant to put a face to the name.

### RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

**FUNDING REQUIRED:** NA

**AMOUNT BUDGETED:** NA

### RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve, by way of resolution, the Liberty Tree Academy's K-12 charter school application.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** June 30, 2017

**Liberty Tree Academy**  
Charter School Application  
*Executive Summary*

On May 1, 2017, District 49 administration received a completed charter application from the Liberty Tree Academy founding board. The application detailed the desire to open a K-12 school located in the eastern section of District 49 in the fall of 2018.

Three distinct parties reviewed the application: an internal team of district administrators, an external team of charter school professionals, and the District Accountability Advisory Committee. Each reviewer evaluated the application using a common evaluation rubric. Each group, to determine the overall strength of the application, calculated a numeric score. In addition, evaluators provided strengths, concerns, and questions used during the capacity interview held on June 6, 2017. The applicant provided written responses to interview questions on June 20, 2017.

In accordance with Colorado state statute, the Board of Education held its first public hearing on June 28, 2017 at which the applicants presented information about the school. The second public hearing, and vote by the D49 Board, is scheduled for July 13, 2017.

**Key Characteristics of Liberty Tree Academy:**

- Requesting a 5-year charter to begin in the fall of 2018.
- Intent to open with grades K-8, adding 9th, 10th, 11th and 12th grades over the subsequent years.
- Enrollment of 702 students at full capacity.
- Classical, liberal arts and sciences, Core Knowledge K-12 school.
- Affiliated and supported with training by Hillsdale College and the Barney Charter School Initiative.
- Partnership with Highmark School Development, LLC to build a new facility by 2018 opening.

**Considerations:**

- The Liberty Tree Academy founding board previously submitted an application in 2016. The founding board withdrew the application before a determination of approval and resubmitted during the 2017 Spring charter application review cycle.

**Evaluation Scores:**

DAAC: 3.5 (partially complete)  
D49 Administration: 2.65  
External Team: 2.79  
TOTAL: 3

1 = Does Not Meet  
2 = Partially Meets  
3 = Meets  
4 = Exceeds

**Recommendation:**

Based on the application provided by the Liberty Tree Academy founding board and the thorough review of the application, the administration recommends the application be conditionally approved under the consideration of the following resolution:



## **RESOLUTION**

### **Regarding Liberty Tree Academy**

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

The Board of Education is committed to providing a Portfolio of Schools – to include a charter school with the Liberty Tree Academy educational and character focus; and

The Board of Education is committed to being the Best District by supporting the diverse needs of students through innovation and specialized programming matched with an emphasis on classical and character education; and

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

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

### **THEREFORE:**

We, the members of the board, resolve to support Liberty Tree Academy as approved conditionally on July 13, 2017. This application, submitted by the founding board of the Liberty Tree Academy and endorsed by the iConnect Zone Superintendent, Chief Education Officer, and Chief Business Officer, is approved with the following conditions and is subject to approval of the charter contract:

- Secure legal counsel and support communication between LTA counsel and D49 counsel.
- Submit Articles of Incorporation for Liberty Tree Academy (filing status is verified).
- Utilize legal support to review and correct waiver requests and rationale.
- Provide evidence of a suitable facility with a Letter of Intent from the financial partner, including available square footage, estimated annual cost through the term of the agreement, and a detail of any escalating costs.
- Verify the school site meets all requirements
- Secure Colorado Charter School Program (CSP) grant funds as indicated in the proposed budget.
- Develop and implement a financial plan ensuring “up front” funds required for CSP grant eligibility.
- Submit a comprehensive enrollment policy that aligns to CSP requirements (if the proposed enrollment policy is deemed to be out of compliance with CSP requirements).
- Identify and hire a school leader (Principal) no later than January 1, 2018.
- Submit a comprehensive student grade level retention policy.
- Secure Intent to Enroll forms from 75% of year 1 enrollment projection (380 K-8) by January 1, 2018, 85% by March 1, 2018, and 100% by June 1, 2018.
- Engage with the iConnect Zone and D49 administration in developing pre-opening milestones.
- Meet all timelines and details of pre-opening milestones.

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

ADOPTED AND APPROVED this 13<sup>th</sup> day of July, 2017.

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Marie LaVere-Wright, Board President  
Falcon School District 49

(SEAL)

ATTEST:

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Tammy Harold, Board Secretary  
Falcon School District 49



## RESOLUTION

### Regarding Liberty Tree Academy

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

The Board of Education is committed to providing a Portfolio of Schools – to include a charter school with the Liberty Tree Academy educational and character focus; and

The Board of Education is committed to being the Best District by supporting the diverse needs of students through innovation and specialized programming matched with an emphasis on classical and character education; and

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

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

### **THEREFORE:**

We, the members of the board, resolve to support Liberty Tree Academy as approved conditionally on July 13, 2017. This application, submitted by the founding board of the Liberty Tree Academy and endorsed by the iConnect Zone Superintendent, Chief Education Officer, and Chief Business Officer, is approved with the following conditions and is subject to approval of the charter contract:

- Secure legal counsel and support communication between LTA counsel and D49 counsel.
- Submit Articles of Incorporation for Liberty Tree Academy (filing status is verified).
- Utilize legal support to review and correct waiver requests and rationale.
- Provide evidence of a suitable facility with a Letter of Intent from the financial partner, including available square footage, estimated annual cost through the term of the agreement, and a detail of any escalating costs.
- Verify the school site meets all requirements
- Secure Colorado Charter School Program (CSP) grant funds as indicated in the proposed budget.
- Develop and implement a financial plan ensuring “up front” funds required for CSP grant eligibility.
- Submit a comprehensive enrollment policy that aligns to CSP requirements (if the proposed enrollment policy is deemed to be out of compliance with CSP requirements).
- Identify and hire a school leader (Principal) no later than January 1, 2018.
- Submit a comprehensive student grade level retention policy.
- Secure Intent to Enroll forms from 75% of year 1 enrollment projection (380 K-8) by January 1, 2018, 85% by March 1, 2018, and 100% by June 1, 2018.
- Engage with the iConnect Zone and D49 administration in developing pre-opening milestones.
- Meet all timelines and details of pre-opening milestones.

The Chief Education Officer, through his designees, the iConnect Zone Superintendent and Liberty Tree

Academy founding board or designee, will be responsible for continued implementation, oversight, monitoring, review, and accountability of the Liberty Tree Academy plan.

ADOPTED AND APPROVED this 13<sup>th</sup> day of July, 2017.

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Marie LaVere-Wright, Board President  
Falcon School District 49





(SEAL)

ATTEST:

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Tammy Harold, Board Secretary  
Falcon School District 49

Overall Recommendation for **LIBERTY TREE ACADEMY**

Flatland 	Foothills 	Timberline 	Peak 
Below 15	<input type="checkbox"/> 15-19	<input checked="" type="checkbox"/> <input type="checkbox"/> 20-24	Above 24
<p><b><i>Approval Not Recommended</i></b></p> <p>The district may consider a future application if the founders make major adjustments.</p>	<p><b><i>Recommended for future consideration</i></b></p> <p>We encourage the founders to submit an enhanced application in a future cycle.</p>	<p><b><i>Approval Recommended</i></b> with significant pre-opening conditions</p>	<p><b><i>Approval Strongly Recommended</i></b> with minimal pre-opening conditions</p>

Enrollment	Budget	Facility	Market	Parents	Evaluation	CSP	Total
3	4	3	2	4	3	1	<b>20</b>

### Enrollment

1	The applicant has verified <b>less than 25%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.
2	The applicant has verified <b>25-49%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.
<input checked="" type="checkbox"/> 3	The applicant has verified <b>50-75%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.
4	The applicant has verified <b>75% or more</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.

### Budget

1	The application <b>does not include</b> a 5 year projected budget.
2	The application <b>includes</b> a 5 year projected budget. The budget is <b>not sufficient</b> to meet the needs of starting the school. The budget <b>will not sustain</b> academic, operational, facility, and TABOR requirements.
3	The application <b>includes</b> a 5 year projected budget. The budget is sufficient to <b>meet</b> the needs of starting the school and <b>sustain</b> academic, operational, facility, and TABOR requirements.
<input checked="" type="checkbox"/> 4	The application <b>includes</b> a 5 year projected budget. The budget is sufficient to <b>meet</b> the needs of starting the school and <b>surpasses</b> academic, operational, facility, and TABOR requirements.

### Facility

1	The application <b>does not identify</b> a specific school location and the founding board has not secured facility funding.
2	The application <b>identifies</b> a site and a school facility that meets zoning requirements and provides a safe and secure learning environment. The founding board has not finalized an agreement to acquire funding for the site or facility.
<input checked="" type="checkbox"/> 3	The application <b>identifies</b> a site and a school facility that meets zoning requirements and provides a safe and secure learning environment. The founding board can document an agreement for financing to acquire the site and facility.
4	The founding board has <b>already acquired</b> a school facility that meets zoning requirements and provides a safe and secure learning environment.

## Charter School Application: Administrative Recommendation Scorecard



### Market

1	The proposed school <b>does not meet</b> an identified need of the District 49 community <u>and</u> does not <b>support</b> the strategic priority of a Portfolio of Schools, and is not significantly different than those currently offered at schools already authorized or operated by District 49.
<input checked="" type="checkbox"/> 2	The proposed school <b>does not meet</b> an identified need of the District 49 community, <u>or</u> does not <b>support</b> the strategic priority of a Portfolio of Schools, and is not significantly different than those currently offered at schools already authorized or operated by District 49.
3	The proposed school provides an educational model that <b>meets</b> an identified need of the District 49 community, and <b>supports</b> the strategic priority of a Portfolio of Schools.
4	The proposed school provides an educational model that <b>meets</b> an identified need of the District 49 community, <b>supports</b> the strategic priority of a <b>portfolio of schools</b> , and offers a <b>significantly different</b> educational model than those currently offered at schools already authorized or operated by District 49.

### Parent Leadership

1	The charter application describes a governance structure selected by non-parents. Parents are <b>excluded</b> from the board composition.
2	The charter application describes a governance structure in which parents select <u>some</u> board members. <b>Non-parents</b> constitute a majority of board members.
3	The charter application describes a governance structure in which parents select <u>some</u> board members and in which <b>parents</b> constitute a <b>majority</b> of board members.
<input checked="" type="checkbox"/> 4	The charter application describes a governance structure in which parents select <u>all</u> board members, the parents constitute a majority of board members, and the members of the founding board evidence a variety of governance skills.

### Evaluation Average

1	The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>less than 2.0</b> , indicating the application <b>DOES NOT MEET</b> the standards outlined in the evaluation rubric.
2	The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>2.1 to 2.9</b> , indicating the application is <b>APPROACHING</b> standards outlined in the evaluation rubric.
<input checked="" type="checkbox"/> 3	The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>3.0 to 3.6</b> , indicating the application <b>MEETS</b> the standards outlined in the evaluation rubric.
4	The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>3.61</b> or higher, indicating the application <b>EXCEEDS</b> the standards outlined in the evaluation rubric.

**Colorado Charter School Program (CCSP) Start-Up Grant Status**

<input checked="" type="checkbox"/> 1	The applicant did not apply for the CCSP grant, or applied for funds and was denied a review due to <b>non-compliance</b> with the grant criteria.
2	The applicant <b>applied</b> for but was <b>not awarded</b> funds through the Colorado Charter School Program due to a <b>low</b> application <b>score</b> .
3	The applicant <b>applied</b> for and was <b>awarded</b> funds through the Colorado Charter School Program.
4	The applicant <b>applied</b> for and has been <b>awarded</b> funds with <b>distinction</b> through the Colorado Charter School Program.



## BOARD OF EDUCATION AGENDA ITEM 7.02

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Andy Franko, iConnect Zone Leader
<b>TITLE OF AGENDA ITEM:</b>	Falcon Homeschool Program rental agreement at BLPA
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

### BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The reorganization of the iConnect Zone presented to the Board of Education includes the moving of the Falcon Homeschool Program to shared space at Banning Lewis Preparatory Academy for the term of two school years. The shared space to be occupied at BLPA requires a rental agreement between BLPA and D49.

### RATIONALE:

FHP will enter a two year agreement with BLPA to occupy 6 classrooms and one teacher workroom. The agreement allows FHP to utilize the space to provide program services to homeschool students as previously served at the D49 Mohawk site. In return for space, D49 will compensate BLPA \$97,500 annually through June 30, 2019.

### RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

**FUNDING REQUIRED:** \$97,500 Annually for two years

**AMOUNT BUDGETED:** NA

### RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve rental agreement between District 49 Falcon Homeschool Program and Banning Lewis Ranch Academy as presented.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** June 30, 2017

## Memorandum of Understanding

Between **Banning Lewis Preparatory Academy** (Provider) Located at 9433 Vista Del Pico, Colorado Springs, CO 80908

and

**El Paso County School District 49** (Client) Located at 10850 E. Woodmen Rd, Peyton, CO 80831

### Purpose

This Memorandum of Understanding (MOU) sets the terms and understanding for the Provider to provide classroom space to Client between July 17<sup>th</sup>, 2017 and June 30, 2019.

### Obligations of Banning Lewis Preparatory Academy

Provide 6 unfurnished classrooms (Rooms HS115, HS116, HS118, HS119, HS210, and HS211) and 1 furnished workroom located between HS116 and HS118. Classrooms will be located inside the BLPA building located at 9433 Vista Del Pico Rd. See Attachment A for room locations. Rooms will be provided 3 days a week (Tuesday, Wednesday, and Thursday) from July 17<sup>th</sup>, 2017 to June 30<sup>th</sup>, 2019. One room upstairs will be provided without carpet and will be used as a lunch room for Client students.

Provide parking area denoted in the Attachment B.

Provide land for temporary playground for Client students as depicted in Attachment B.

Provide internet access so Client can set up separate access points and firewall for Client students.

Provide use of bathrooms located on first floor depicted on Attachment A.

Install carpet in lunch room at the termination of rental agreement at no cost to Client.

Provide snow removal when necessary.

### Obligations of District 49

Pay Provider an annual sum not to exceed \$97,500. Client will pay 23 installments of \$8,478.26 according to this schedule:

8/1/2017	\$ 8,478.26	7/1/2018	\$8,478.26
9/1/2017	\$ 8,478.26	8/1/2018	\$8,478.26
10/1/2017	\$ 8,478.26	9/1/2018	\$8,478.26
11/1/2017	\$ 8,478.26	10/1/2018	\$8,478.26
12/1/2017	\$ 8,478.26	11/1/2018	\$8,478.26
1/1/2018	\$ 8,478.26	12/1/2018	\$8,478.26
2/1/2018	\$ 8,478.26	1/1/2019	\$8,478.26
3/1/2018	\$ 8,478.26	2/1/2019	\$8,478.26
4/1/2018	\$ 8,478.26	3/1/2019	\$8,478.26
5/1/2018	\$ 8,478.26	4/1/2019	\$8,478.26
6/1/2018	\$ 8,478.26	5/1/2019	\$8,478.26
		6/1/2019	\$8,478.26

Provide furniture and technology needed for rented classrooms.

Provide custodian and custodial supplies to maintain rented space (6 classrooms, 1 work room, bathroom and adjacent hallways).

Provide playground at location designated on Attachment B. Remove playground upon rental termination.

Provide card reader and at Northeast entrance that is compatible with provider's access control system. Card reader will be transferred to Client upon rental termination.

Return all rental space back to original condition upon rental termination at Client's expense.

### **Term and Termination**

This MOU is at-will and may be modified by mutual consent of authorized officials from BLPA or District 49.

This MOU shall become effective upon signature by the authorized officials from both parties and will remain in effect until modified or terminated. In the absence of mutual agreement by the authorized officials, this MOU shall end on June 30, 2019.

### **Appropriation of Funds**

In accord with District governing Board and CRS 24-103-503 entitled Multiyear Contracts, performance of the District's obligations under this Agreement are expressly subject to the appropriation of funds by the District 49 Board of Education. Further, in the event that funds are not appropriated in whole or in part sufficient for performance of the District's obligations under this Agreement, or appropriated funds may not be expended due to Board spending limitations, then the Client may terminate this Agreement without compensation to the Provider. If funds are not available in a fiscal year to continue the contract, the contract will be terminated at no cost to the Client, upon a 30-day written notice.

### **Contact Information**

BLPA	District 49
Deann Barnett	Jim Rohr (Contract Manager)
719-570-0075	719-495-1166
<a href="mailto:dbarnett@blracademy.org">dbarnett@blracademy.org</a>	<a href="mailto:jrohr@d49.org">jrohr@d49.org</a>

\_\_\_\_\_ Date: \_\_\_\_\_

BLPA signature

Deann Barnett

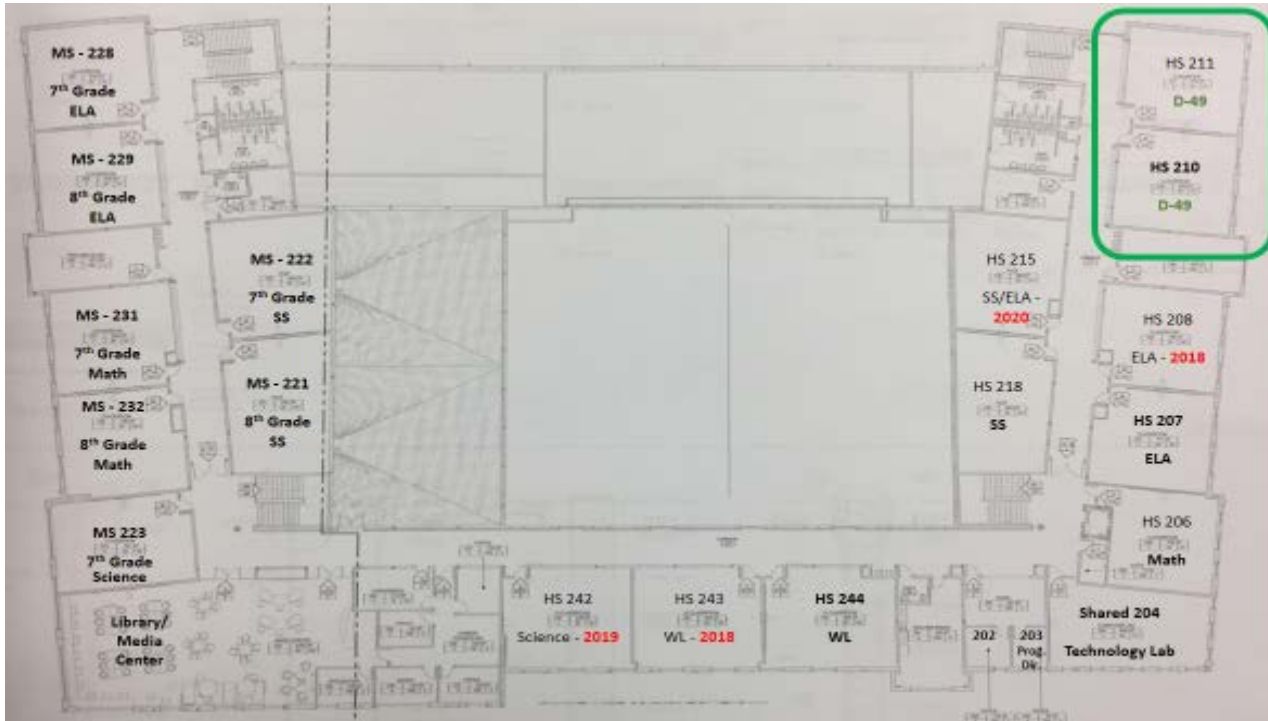
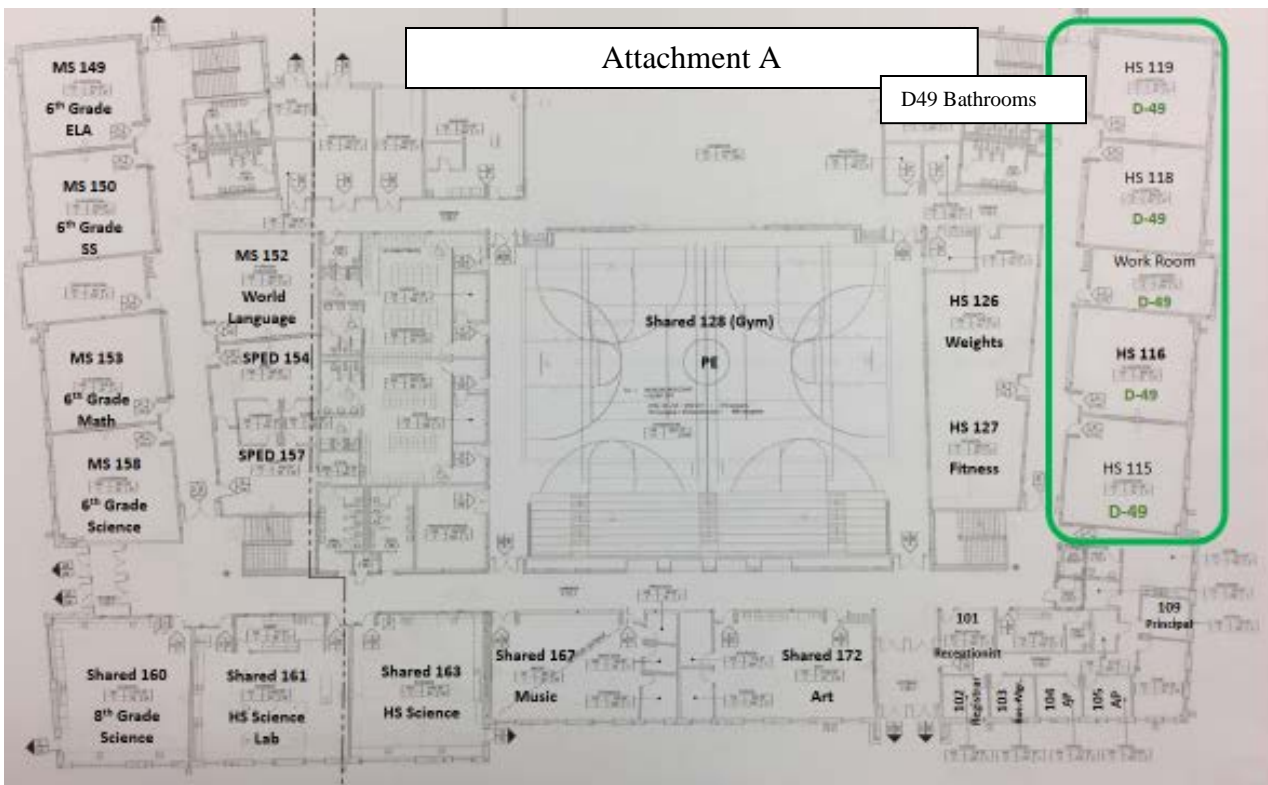
\_\_\_\_\_ Date: \_\_\_\_\_

D49 signature

(Brett Ridgway, Chief Business Officer)

## Attachment A

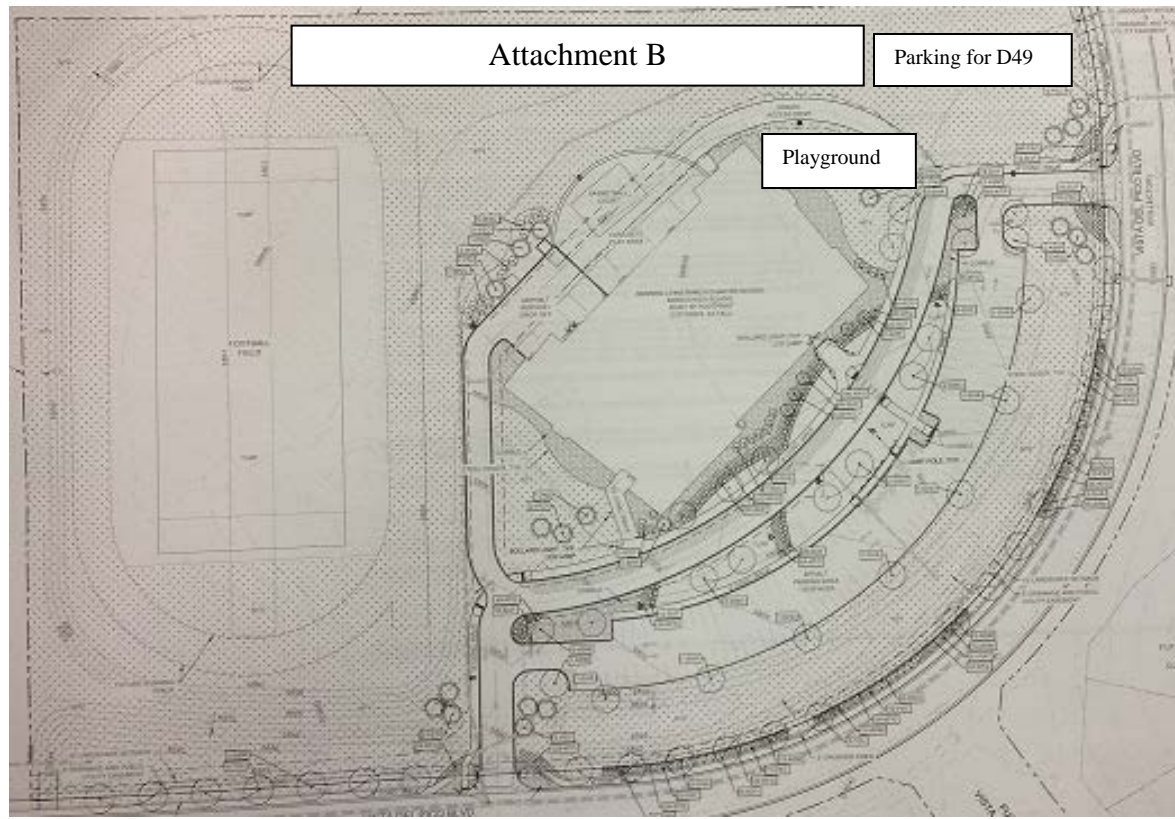
D49 Bathrooms



## Attachment B

Parking for D49

Playground



## BOARD OF EDUCATION AGENDA ITEM 7.03

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	D. Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Approval of Policy Revisions
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

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

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

### RELEVANT DATA AND EXPECTED OUTCOMES:

No.	Designation	Title	Reviewed by	Recommendations
7.03a	CBA/CBC	Qualifications/Powers and Responsibilities of Chief Officers	P. Andersen D. Richer	Revised to remove non-essential information from policy
7.03b	CBD	Chief Officer's Contracts	D. Richer B. Miller	Reviewed; No changes recommended
7.03c	IHBIB	Primary/Preprimary Education Preparation	N. Lemmond	Reviewed; No changes recommended
7.03d	IHBK	Preparation for Post-secondary and Workforce Success	M. Perez	Reviewed: No changes recommended
7.03e	IJOA	Field Trips	N. Lemmond	Reviewed: No changes recommended
7.03f	IMBB	Exemption from Required Instruction	L. Fletcher A. Whetstine	Reviewed: No changes recommended
7.03g	JIH	Student Interviews and Searches	L. Fletcher D. Watson	Revised to clarify the administrators roles and responsibilities

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	



BOE Regular Meeting July 13, 2017  
Item 7.03 continued

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

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After review and discussion, I move to approve the seven policies in item 7.03.

**REVIEWED BY:** Chief Officers

**DATE:** June 30, 2017

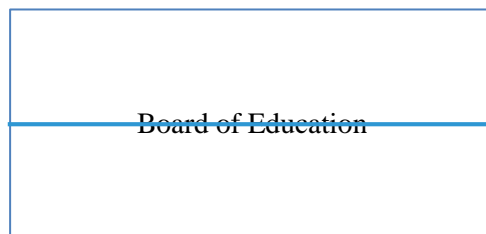


# BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Qualifications/Powers and Responsibilities of Chief Officers</b>
Designation	<b>CBA/CBC</b>
Office/Custodian	<b>Board of Education/Executive Assistant to BOE/Chief Officers</b>

## **Chief Business Officer**

<b>Job Title:</b>	Chief Business Officer	<b>Related Organization Chart</b>
<b>Job Code:</b>	(4-digit financial/budget code)	
<b>Initial:</b>	06/03/2011	
<b>Revised:</b>	06/03/2011	
<b>Work Year:</b>	261 days	
<b>Office:</b>	Finance	
<b>Department:</b>	Business Office	
<b>Reports To:</b>	Board of Education	
<b>FLSA Status:</b>	Exempt	
<b>Pay Range:</b>	Board Negotiated	



## **SUMMARY:**

The Chief Business Officer ("CBO") shall be responsible to oversee the Business Operations of the District to include business administration, policy and strategy. The CBO will directly supervise the School District 49, El Paso County, Colorado



Finance, and Planning and Procurement offices. The CBO is responsible for facilitating the business operations by measuring business and staff performance, developing a business team, maintaining regular dialogue with the Board of Education to ensure consistent identification of priorities, identifying, quantifying and mitigating business liability exposure, ensuring accurate and timely data coordination for strategic analysis and decision- making, and maintaining an "independent" perspective from that of the Chief Education Officer (CEO) and other educational leaders. The CBO shall be evaluated annually by the Board of Education through a process that includes a "360" evaluation. The specific evaluation process shall be determined by the Board of Education.

**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, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Direct the receipt, management of investments and expenditures of the district's funds to ensure proper and maximum returns on these funds. Forecasts short-and long-range cash requirements and obligations as a basis for sound financial funding mechanisms.
- Provide leadership for the development, maintenance, enhancements and continual improvement to the district's comprehensive financial data systems.
- Direct the grants management programs to ensure maximum and effective participation in all available local, state and federal grants.
- Assure protection of the assets of the district by enforcing and promoting internal controls, internal auditing, and ensuring proper insurance coverage.
- Act as the district's representative on statewide school finance committees. Provide advice to the district's lobbyist on all school finance legislation.
- Direct the preparation of the Comprehensive Annual Financial Report and other reports as required by the board of education and state and federal agencies to assure compliance with the law. Direct the external audit processes.
- Direct the preparation and implementation of the district budget to ensure compliance with state laws and alignment with district goals.
- Direct the administrative activities required for all financial aspects of budget override and school-bond- issue elections.
- Initiate school board policy development on business and budget related matters of the district.
- Provide financial advice on the district's negotiations with employee groups to allow negotiation settlements to be within budget. Serve on the district's negotiation team.
- Act as the district's representative in the purchase or sale of property.
- Perform other duties as assigned.

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

#### **~~EDUCATION AND TRAINING:~~**

~~Minimum Bachelor's degree in Accounting or Finance; Master's degree acceptable in lieu of certificate preferences listed under Certificates, Licenses & Registrations.~~

#### **~~EXPERIENCE:~~**

~~Minimum ten years of professional financial management experience including minimum three years of experience specific to public sector financial management (fund accounting); Significant supervisory experience, including increasing breadth and complexity of supervisory responsibilities; Ability to work well with others in a diverse educational community, experience in bringing divided parties to a consensus decision; Must also possess and demonstrate expertise of relevant computer application skills (i.e. Microsoft Word, Excel, PowerPoint); excellent written and verbal communication skills; excellent presentation skills and comfort with exposure in a public forum.~~

#### **~~SKILLS and KNOWLEDGE:~~**

~~Operating knowledge and experience with office equipment, personal computers, computer software. Operating knowledge of and experience with personal computers and hardware with basic familiarity of a network operations environment. English language skills required.~~

#### **~~CERTIFICATES, LICENSES, & REGISTRATIONS:~~**

~~Any of CPA / CMA / CGFM / SFO certifications preferred; other relevant certifications accepted.~~

#### **SUPERVISION AND TECHNICAL RESPONSIBILITIES:**

Directly supervises senior members of departments assigned, and Administrative Assistant to the CBO, indirectly other persons assigned to those departments; Carry out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring and training employees; promoting and transferring employees; planning, assigning and directing work; appraising performance; rewarding, disciplining and terminating employees; and addressing complaints and resolving issues.

#### **BUDGET AND/OR RESOURCE RESPONSIBILITY:**

This position has sole responsibility for developing, administering, monitoring and coordinating the district budget and initiating requisitions; Responsible for participating and recommending all subsidiary budgets district wide for board approval; Responsible for developing, coordinating, monitoring, and administering budgets for departments assigned to CBO supervision.

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

### **PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, or feel. The employee frequently is required to speak and hear. The employee is occasionally required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. There are no special vision abilities required by this job.

### **WORK ENVIRONMENT:**

The noise level in the work environment is usually moderate.

### **Chief Education Officer**

<b>Job Title:</b>	Chief Education Officer	<b><del>Related Organization Chart</del></b>
<b>Job Code:</b>	(4 digit financial/budget code)	
<b>Initial:</b>	01/10/2013	
<b>Revised:</b>		
<b>Work Year:</b>	261 days	
<b>Office:</b>	Education	
<b>Department:</b>	Education Office	
<b>Reports To:</b>	Board of Education	
<b>FLSA Status:</b>	Exempt	
<b>Pay Range:</b>	Board Negotiated	



Board of Education

**SUMMARY:**

The Chief Education Officer serves as the District's lead educational innovator and creates, communicates and implements the District's vision, mission, strategic plan and overall educational direction.

**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 various factors.

**Zone Leadership**

- Collaborate with Zone Leaders ZLs, administrators, teachers, parents, Community members, and business leaders to develop and implement measures of workforce and post-secondary readiness to ensure students are prepared for college, military, vocational, or entrepreneurial work.
- Create and support a culture of research and development across the district.
- Facilitate the implementation of innovative programming by working with all district departments in pursuit of program needs and goals.
- Assist ZLs and Principals in their site planning, including inclusion and adaptation of innovative programs.
- Develop and implement metrics to evaluate the effectiveness of approved innovation plans.
- Review new educational innovation plans/plan renewals to be presented to Board of Education (BOE) for educational efficacy and provide recommendations to BOE.

**Educational Leadership**

- Lead the creation of a diverse learning community through active support of diverse recruiting practices, continued emphasis on culturally responsive teaching, and active engagement with community organizations whose mission is to support diverse organizations.

- Oversee the complete educational operation of the District in accordance with the direction established in the strategic plans.
- Direct, conduct and document systematic classroom walkthroughs with school leadership and provide feedback to ZLs and principals about innovative programs.
- Lead the creation of a professional environment that fosters and recognizes high performance.
- Plan, direct, and evaluate assessments of strategies and of student results achieved. Direct Zones in identifying measurable goals and benchmarks for student achievement as requested.
- In collaboration with ZLs, manage the development of long and short range educational objectives for the improvement and growth of the school district and educational activities of the district.
- In collaboration with ZLs, manage the development of the overall educational processes and administrative procedures and controls necessary for the implementation of the educational programs and achievement of educational objectives of the District.

**Strategic Leadership**

- In collaboration with the Chief Operations Officer (COO) and Chief Business Officer (CBO), formulate and implement a strategic plan that guides the direction of the District and supports the goals of innovation across the District.
- Collaborate with the COO and CBO on the development of departmental strategic plans.
- Develop policies for innovative educational programming, make policy recommendations to the Board, and implement approved policy.
- In collaboration with ZLs, CBO and COO, establish and maintain an administrative organization sufficient to provide effective management of all essential functions of the District.
- In collaboration with ZLs, CBO and COO, recommend proposed revisions to the organizational structure, including establishment or elimination of administrative positions.

**People and Community Leadership**

- Lead, guide, direct, and evaluate the work of other executive leaders including ZLs, Executive Director of Individualized Education, central office Directors, and Teachers on Special Assignment.
- Build effective structures for communication with staff, parents and community members.
- Ensure District communications result in positive and effective promotion of the District and foster employee and community engagement.
- In coordination with Board, represent the District in civic and professional association responsibilities and activities in the local community, the state, and at the national level.
- Ensure effective management of staff performance within the CEO's areas of responsibility.

**Business Leadership**

- In collaboration with the CBO, ensure optimization of financial resources giving consideration to demographic factors student population and facilities, based on a per pupil funding model.
- Pursue educational partnerships to include vocational opportunities.

- Work with the COO and CBO to manage resource allocations for numerous programs and maximize funding to the classroom.
- Provide timely, consistent, concise and efficient communication to the BOE.

**Other**

- Perform other duties as assigned and/or those described in Board Policy, as may be amended from time to time.

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

**QUALIFICATIONS**

~~Consideration will be given for the combination of education, training, experience, skills and knowledge in evaluating qualification for interview and selection.~~

**EDUCATION & TRAINING**

~~Master's degree required. PhD degree preferred.~~

**PROFESSIONAL EXPERIENCE**

~~Ten years combined educational experience required, of which at least five years must be administrative. Seven to ten years of senior level leadership preferred. Experience in business management, business ownership or corporate leadership desired.~~

**PREFERRED EXPERIENCE**

~~Demonstrated successful experience working with diverse populations. Experience in multiple levels of education preferred. Demonstrated experience with Special Education. Demonstrated understanding of the role of business or entrepreneurial models in an education environment. Experience with outsourcing.~~

**SKILLS, KNOWLEDGE, EQUIPMENT & OTHER**

~~Proven skills and knowledge to manage, plan, organize and direct educational operations, communicate effectively, solve complex problems and develop staff. Demonstrated ability to create an environment of change and innovation toward problem solving by focusing on a culture of serving the needs of education.~~

**OTHER****CERTIFICATES, LICENSES, & REGISTRATIONS**

~~Eligibility for administrative licensure in the state of Colorado preferred~~

~~Valid Colorado Driver's License, Criminal Justice Fingerprint Clearance required~~

**SUPERVISORY RESPONSIBILITY**

Supervises Zone leaders or designated supervisor, Executive Director of Individualized Education or designated supervisor, Central Office Directors/Assistant Directors or designated supervisors, Director of Human Resource, Director of School Safety and Security, Executive Directors and any and all contractors/designates in educational functions.

**TECHNICAL RESPONSIBILITY**

Works independently under board organizational policies to achieve organizational objectives; manages all assigned departments; and supervises the use of funds for multiple departments; Leverages opportunities to impact the total organization's services and create a climate of service.

**BUDGET AND/OR RESOURCE RESPONSIBILITY**

Budget and resource management and control as designated by the Board of Education.

**PHYSICAL DEMANDS**

While performing the essential functions of this job, the employee is frequently required to see, talk or hear. The employee is occasionally required to stand; walk or sit, climb, kneel. The employee must occasionally lift and/or move up to 25 pounds. Generally the job requires 45% sitting, 25% walking, and 30% standing.

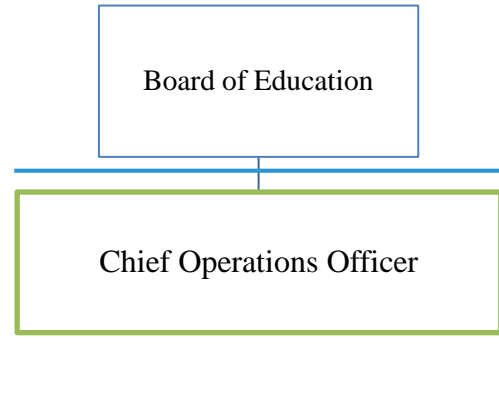
**WORK ENVIRONMENT**

The noise level in the work environment is usually moderate.

## **Chief Operations Officer**

<b>Job Title:</b>	Chief Operations Officer
<b>Job Code:</b>	(4 digit financial/budget code)
<b>Initial:</b>	04/12/2012
<b>Revised:</b>	
<b>Work Year:</b>	261 days
<b>Office:</b>	Operations
<b>Department:</b>	Operations Office
<b>Reports To:</b>	Board of Education
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	\$112,100-\$130,300

### **Related Organization Chart**



### **SUMMARY:**

Chief Operations Officer manages facilities, maintenance, transportation, information technology and nutrition services to ensure efficient and lawful functioning of the District.

### **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, business directives, and other factors.

- Director of Facilities to ensure efficient and lawful functioning of the District, and initiate standard operating procedures and policies.
- Manage transportation, information technology, and nutrition services activities to ensure efficient and lawful functioning of the District, and initiate standard operating procedures and policies.
- Ensure that all activities conform to District guidelines.
- Communicate effectively with all members of the District and community.
- Working with the Chief Business Officer (CBO), assists in budget development and budget monitoring and control procedures in designated areas.
- Works cooperatively with CBO and CEO in administering individual site or area operational needs.



- Prepares reports as directed by the Board of Education.
- Participates in the District's expansion and construction programs.
- Supports the value of an education in an innovation environment by a leadership culture of serving education.
- Supports the mission and philosophy of school district 49.
- Promotes income generating opportunities in designated areas through relationships with other school districts, related entities, and business and community agencies.
- Perform other duties as assigned.

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

### **EDUCATION AND TRAINING:**

~~BA or BS in business management/related discipline and equivalent work experience in business management~~

### **EXPERIENCE:**

~~More than ten (10) years' experience in business management and/or business ownership; with experience in operations and operational related functions including but not limited to facilities maintenance, construction trades, transportation, technology and or nutrition services. Prior experience in supervision of a work force in excess of 100 associates.~~

### **SKILLS, KNOWLEDGE, EQUIPMENT & OTHER:**

~~Skills and knowledge to manage, plan, organize and direct operational areas, communicate effectively, problem solve and develop management subordinates. Operating knowledge of and experience with personal computers and software, basic office equipment. Create an environment of change and innovation toward problem solving by focusing on a culture of serving the needs of education.~~

### **CERTIFICATES, LICENSES, & REGISTRATIONS:**

~~Valid Colorado Driver's License, Criminal Justice Fingerprint Clearance~~

### **SUPERVISION/TECHNICAL RESPONSIBILITY:**

Supervises Director of Transportation or designated supervisor, Director of Nutrition Services or designated supervisor, Director of Facilities or designated supervisor, Director of Information Technology or designee/provider and any and all contractors/designates in operational functions.

Responsibilities include: working independently under board organizational policies to achieve organizational objectives; managing all assigned departments; and supervising the use of funds for multiple departments. Utilization of significant resources from other work units routinely required to perform the jobs functions. There is a continual opportunity to impact the total organization's services and create a climate of service.

### **BUDGET AND/OR RESOURCE RESPONSIBILITY:**

**PHYSICAL DEMANDS:**

~~While performing the duties of this job, the employee is frequently required to see, talk or hear. The employee is occasionally required to stand; walk or sit, climb, kneel. Frequently required to travel to schools, construction sites and appointments. The employee must occasionally lift and/or move up to 25 pounds. Generally the job requires 45% sitting, 25% walking, and 30% standing. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.~~

~~**WORK ENVIRONMENT:** The noise level in the work environment is usually moderate.~~

- Adopted: July 10, 2014

**LEGAL REFS:**

- C.R.S. 22-9-106(4), Qualifications to Evaluate Personnel

**CROSS REFS:**

- CBI, Evaluation of Chief Officers



## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Chief Officers' Contracts</b>
Designation	<b>CBD</b>
Office/Custodian	<b>Board of Education/Executive Assistant to the BOE/Legal Counsel</b>

District leadership is becoming more demanding as the responsibilities of administration become more complex. The Board realizes that it is therefore increasingly important to attract able persons to the chief officer positions by making the rewards of the position commensurate with its challenges. The Board further realizes that it is increasingly important to free the chief officers from the pressures of groups in the community by ensuring security from the threat of sudden and unjustified dismissal.

The Board, upon the selection of a candidate or upon reappointment of any incumbent chief officer, shall endeavor to secure the dignity of position and the freedom of leadership appropriate to the responsibilities of the chief officer through an explicit contractual agreement. Such contract shall meet the requirements of state law and shall protect the rights of both the Board and the chief officer.

- Adopted: May 5, 1977
- Revised: August 4, 1994
- Revised: May 21, 1998
- Revised: September 3, 1998
- Reviewed: December 10, 2009
- Revised: July 10, 2014
- Reviewed: July 13, 2017

### LEGAL REFS:

- Constitution of Colorado, Article X, Section 20 (4)(b)
- C.R.S. 22-9-109 (*specific portions of superintendent's evaluation open to public inspection*)
- C.R.S. 22-32-110 (1)(g) (*power to employ a CEO*)
- C.R.S. 22-44-115 (4) (*administrative contacts*)
- C.R.S. 22-63-202 (2) (*employment contracts damages provisions*)
- C.R.S. 24-72-204 (3)(a)(II)(B) (*inspection of public records*)

### CROSS REF:

- GCOE, Evaluation of Evaluators

Title	<b>Primary/Preprimary Education</b>
Designation	<b>IHBIB</b>
Office/Custodian	<b>Education/Director of Individualized Education</b>

### **Kindergarten programs**

The District shall establish and maintain a kindergarten program or programs. A kindergarten program may be a half-day or full-day program, and the District shall receive state funding for students enrolled in these programs on a half-day or full-day basis, in accordance with state law. For the 2005-2006 school year and each school year thereafter, a child must be five (5) years of age by September 15 to be eligible for enrollment in any kindergarten program, unless the child is otherwise enrolled in the program pursuant to applicable law. In the Sand Creek Innovation Zone elementary schools, for the 2012-2013 school year and each school year thereafter, a child must be five (5) years of age by August 15 to be eligible for enrollment in any kindergarten program, unless the child is otherwise enrolled in the program pursuant to applicable law.

### **Preschool programs**

All District preschool programs shall comply with the rules established by the Department of Education and with rules for childcare centers established by the Department of Human Services.

### **Children with disabilities**

In meeting its obligation to offer an individualized program for children with disabilities at age three (3), the District shall provide a special education preschool program at no cost to students who have been identified as disabled pursuant to applicable law.

### **Colorado preschool program**

In addition, when the District receives funding from the state to do so, the District shall provide a preschool program as part of the Colorado Preschool Program for three (3), four (4), and five (5) year-old children who lack learning readiness due to significant family risk factors, who are in need of language development or who are receiving services from the Department of Human Services as neglected or dependent children. All enrolling three (3) year-olds must lack overall learning readiness that is attributable to at least three (3) of the significant family risk factors and must be three (3) years of age by August 1.

Parents/guardians wishing to have their children participate in this program shall make application to the District. Participants then shall be selected on the basis of greatest need.

### **Other children who wish to enroll on a tuition basis**

In an effort to offer a well-rounded learning experience, the preschool program may be open on a tuition basis to students who have not been identified as disabled pursuant to applicable law and who are not eligible for the program because of the factors listed above. The administration shall develop admission procedures that take into consideration space and staffing requirements.

- Current practice codified: 1992
- Adopted: date of manual revision
- Revised: November 4, 1999
- Revised: October 6, 2005
- Revised: August 12, 2010
- Revised: February 9, 2012
- Revised: July 10, 2014

- Reviewed: July 13, 2017

**LEGAL REFS:**

- C.R.S. 22-20-101 *et seq.* (*Exceptional Children's Educational Act*)
- C.R.S. 22-28-101 *et seq.* (*Colorado Preschool Program Act*)
- C.R.S. 22-32-119(1) (*requires establishment of kindergarten program*)
- C.R.S. 22-43.7-201 *et seq.* (*full-day kindergarten capital construction funding*)
- C.R.S. 22-44-118 (*full-day kindergarten reserve*)
- C.R.S. 22-54-103(9.5) (*definition of preschool enrollment*)
- C.R.S. 22-54-103(10) (*funding for kindergarten*)
- C.R.S. 22-54-108.5 (*mill levy to fund full-day kindergarten*)
- C.R.S. 22-54-130, 131 (*full day kindergarten funding*)
- C.R.S. 26-6-102 (1.5) (*definition of child care center*)
- 1 CCR 301-8, Rules 2220-R-1.00 *et seq.* (*Rules for the Administration of the Exceptional Children's Educational Act*)

**CROSS REFS:**

- BDFC, Preschool Council
- IHBA, Special Education/Programs for Students with Disabilities



## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Preparation for Postsecondary and Workforce Success</b>
Designation	<b>IHBK</b>
Office/Custodian	<b>Education/Director of Concurrent Enrollment</b>

The Board believes that to decrease student dropout rates, increase graduation rates and encourage all students to reach their learning potential, it is important to support students in planning for postsecondary and workforce opportunities throughout their education. To promote students' postsecondary and workforce success and in accordance with state law, the district shall provide the following opportunities and information.

**Sixth grade:** Each student who enrolls in the sixth grade, on the day of enrollment, will be encouraged to register with the state-provided, free online college planning and preparation resource, commonly referred to as "College In Colorado."

**Eighth grade:** The Colorado Commission on Higher Education (CCHE) will provide information to the parents/guardians of eighth grade students about the admission requirements for institutions of higher education in Colorado. In addition, the District will make information available to these same parents/guardians about the courses the District offers that meet the CCHE admission requirements. This information will be made available to parents/guardians prior to the student's enrollment in his or her ninth grade courses.

Beginning in ninth grade, District personnel shall assist students to develop and maintain individual career and academic plans (ICAP) in accordance with the requirements of state law. Each student's ICAP will be designed to assist the student and the student's parent/guardian with the following:

- exploring the postsecondary career and educational opportunities available to the student;
- aligning coursework and curriculum;
- setting performance expectations;
- meeting academic and career goals;
- applying to postsecondary education institutions;
- enabling the student to demonstrate postsecondary and workforce readiness prior to or upon high school graduation;
- securing financial aid; and
- ultimately entering the workforce.

The district's plan for the development and implementation of student ICAPs shall be in accordance with this policy's accompanying regulation.

- Adopted: November 3, 1977
- Revised: September 2, 1999
- Revised: October 6, 2005
- Revised: February 11, 2010
- Revised: November 11, 2010
- Revised: July 10, 2014
- Reviewed: July 13, 2017

### LEGAL REFS:

- 
- C.R.S. 22-32-109 (1)(ff) (*notice of courses that satisfy higher education admission guidelines*)
  - C.R.S. 22-32-109(1)(oo) (*board duty to adopt policy requiring individual career and academic planning for students no later than the beginning of ninth grade*)
  - C.R.S. 22-32-109.5 (4) (*district may administer “basic skills” placement or assessment tests to determine postsecondary and workforce readiness; if such test is administered, score shall be included on student’s ICAP*)
  - 1 CCR 301-81 (*rules governing standards for individual career and academic plans*)

**CROSS REFS:**

- IHCDA, Concurrent Enrollment
- IKF, Graduation Requirements



## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Field Trips</b>
Designation	<b>IJOA</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

The Board recognizes that the first-hand learning experiences provided by field trips can serve as an effective and worthwhile means of learning. The Board encourages field trips that are part of and directly related to the school's educational program and will yield greater learning opportunities than other educational experiences.

Specific guidelines and appropriate administrative procedures shall be developed to screen, approve and evaluate trips and to ensure that reasonable steps are taken for the safety of the participants.

These guidelines and procedures shall ensure that all field trips have the approval of the Chief Education Officer.

Determinations regarding the appropriateness of a field trip, necessary modifications and/or accommodations, and other matters concerning students with disabilities shall be made after consideration of the students' IEP or Section 504 team.

- Adopted: July 10, 2014
- Reviewed: July 13, 2017

### LEGAL REFS:

- C.R.S. 13-22-107 (*parental liability waivers*)

### CROSS REFS:

- EEAG, Student Transportation in Private Vehicles
- JJH, Student Travel





## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	Exemptions from Required Instruction
Designation	<b>IMBB</b>
Office/Custodian	<b>Education/Executive Director of Learning Services, Director of Culture &amp; Services</b>

If the religious or closely held personal beliefs and teachings of a student or the student's parents/guardian are contrary to the content of a school subject or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent/guardian must present a written request for exemption to the school principal, stating the conflict involved. Requests for exemption regarding some or all of the district's curriculum concerning human sexuality shall be in accordance with the Board's policy on health and family life/sex education.

If a student is unable to participate in a physical education class, the student must present to the school principal a statement from a physician or other licensed health care professional stating the reason for the inability to participate.

Exemptions from required instruction do not excuse a student from the district's requirements for graduation from high school.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: September 2, 1999
- Revised: July 10, 2003
- Reviewed: February 24, 2010
- Revised: July 10, 2014
- Reviewed: July 13, 2017

### CROSS REFS:

- IHAM, Health and Family Life/Sex Education

Title	<b>Student Interviews and Searches</b>
Designation	<b>JIH</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

The Board of Education seeks to maintain a climate in the schools that is conducive to learning and protects the safety and welfare of staff, students and guests. To achieve this goal, it may be necessary for school personnel upon reasonable suspicion to search the person and/or the personal property of student and to seize any property or contraband deemed injurious or detrimental to the safety and welfare of students, staff and guests.

### Definitions

1. "Reasonable suspicion" is the standard for a search on district property or at school activities carried out by school authorities. Reasonable suspicion should be based on facts provided by a credible witness or personal observation which cause the school official to believe, based on their own personal experience, that search of a particular person, place, or thing would lead to the discovery of evidence of a violation of Board policy or state laws. ~~Reasonable suspicion requires more than a mere hunch.~~
2. "Contraband" consists of all substances or materials prohibited by Board policy or state law, including but not limited to drugs, alcoholic beverages, guns, knives, other weapons, and incendiary devices.

### Interviews and Searches by School Administrators

When a violation of Board policy or school rules occurs or is suspected, the Principal or designee may question potential student victims and witnesses without prior consent of the student's parent/guardian. If a school official is investigating a report of child abuse and the suspected perpetrator is a member of the student's family, no contact with the student's family will be made.

<b>A</b>	<del>In situations where a student is suspected of violating Board policies or school rules which may result in suspension or expulsion, the principal or designee(s) may not interview the suspected student(s) without making a reasonable attempt to have the student(s) parent/guardian present. The nature and extent of the questioning must be related to the objectives of the questioning. The student will have the opportunity to present his/her side of the story, orally and/or in writing.</del>
<b>B</b>	<del>In situations where a student is suspected of violating Board policies or school rules, the principal or designee may interview the suspected student if the school official has reasonable suspicion that such a violation has occurred. The nature and extent of the questioning must be related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his/her side of the story, orally and/or in writing.</del>

School personnel may search a student and/or the student's personal effects while on school premises or during a school activity in accordance with this policy and may seize any illegal, unauthorized, or contraband materials.

Whenever possible, the student shall be informed of the reason(s) for conducting the search and the student's permission to perform the search shall be requested. A student's failure to cooperate with school officials conducting a search shall be grounds for disciplinary action.

~~An administrative report shall be prepared by the school official conducting a search explaining the reasons for the search, the results and the names of any witnesses.~~

- Adopted: November 3, 1977
- Revised: January 23, 1986
- Revised to conform to practice: date of manual revision
- Revised: May 19, 1994
- Revised: September 2, 1999
- Reviewed: August 10, 2000
- Revised: July 8, 2010
- Revised: May 14, 2015
- Revised: July 13, 2017

#### LEGAL REF:

- C.R.S. 19-2-511 *et seq.*
- C.R.S. 22-32-109.1 (2)(a)(I)(I) (*policy required as part of safe schools plan*)

#### CROSSREF:

- JIHB, Parking Lot Searches
- JK, Student Discipline, and subcodes

## **BOARD OF EDUCATION AGENDA ITEM 7.04**

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer
<b>TITLE OF AGENDA ITEM:</b>	Developers (Falcon Community Builders for Classrooms - FCBC) Land Proposal
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** When a residential development is proposed, the developer does not have to build a school, but they do have to provide a certain amount of land to the school district, in case a school is needed in the future. Large, master-planned developments typically have a large school site identified as part of the development plan. The school district has the opportunity to interact with the developer and either the city or county planning authorities to determine the feasibility of the proposal and make counter-proposals to determine a scenario that acceptable to both parties. Smaller, in-fill, projects will not typically have enough requirements to result in a usable piece of land for the school district. In those cases, ‘fees in lieu of land’ are remitted to the school district by the developer. District 49 accounts for those fees in a distinct fund, number 43. The revenues accumulated there can be used for new and/or significant capital requirements for the district.

District 49’s office of Community and Facility Planning is recommending some parcels of the current portfolio of dedicated land be converted back to fees in-lieu-of land.

**RATIONALE:** Increased residential development will drive increased need for K-12 educational services, but only the school district board of education can determine whether that need is best served through receipt of land or receipt of fees in-lieu-of land. Assumptions can change over time as communities evolve, charter schools enter into the market, and educational program offerings change.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Any specific scenario to be considered by the Board of Education would be valued at a minimum of the stated fee in-lieu-of land rate of \$76,000 per acre, and have clear reasoning as to why that land dedication would either not be needed in the future, or is not feasible for educational use.

### **IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:**

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

**FUNDING REQUIRED:** None

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to authorize the Chief Business Officer and the Community & Facility Planning Manager to periodically identify dedicated parcels of land that can, and should be, converted to fee in-lieu-of land opportunities for the district, and to bring specific proposals to the Board of Education for consideration and approval when appropriate.

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** July 5, 2017

**FUNDING REQUIRED:** None

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Request BoE feedback on openness to FCBC proposal to include, if appropriate, direction from BoE to pursue a scenario under what guidelines.

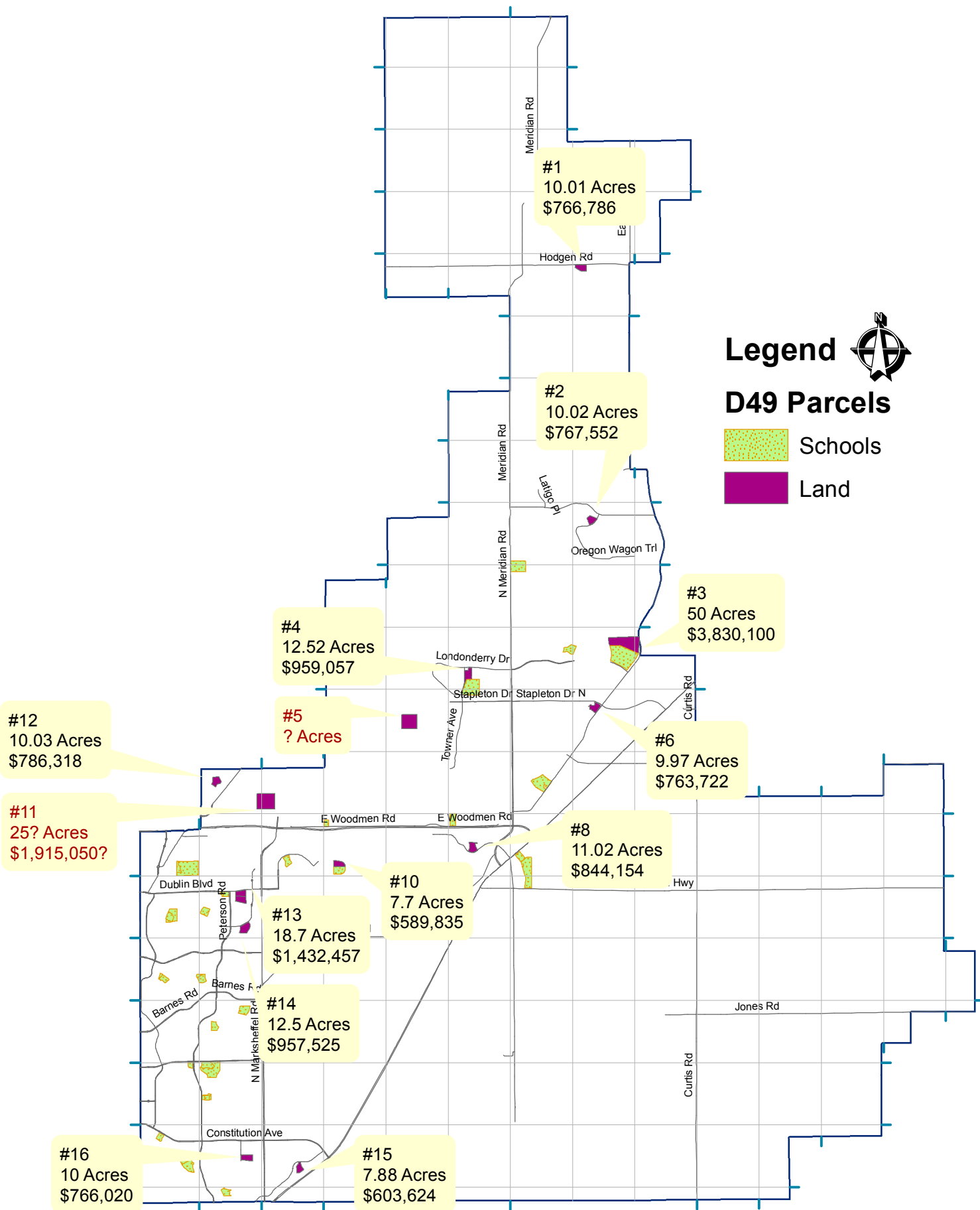
**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** June 30, 2017

	Location	Acres		Held by	Negotiable	May consider	Not negotiable	Notes
					8%	5%		
			\$ 76,602.00					
1	12875 North Cliff Rd	10.01	\$ 766,786.02	D49	1			
2	1245 Oregon Wagon Trail	10.02	\$ 767,552.04	County		1		
3	Lambert/Eastonville	50	\$ 3,830,100.00	Developer				elementary/Middle site
4	11243 Londonderry Dr	12.52	\$ 959,057.04	Developer			1	Proposed build 2016 Mill
5	Proposed Elkhorn site	?	?	Developer				Once proposed, not solidified
6	9473 Portmarnock Ct	9.97	\$ 763,721.94	County	1			
7	8308 Del Rio Rd	31	\$ 2,374,662.00	D49			1	Attached to Woodmen Hills Elementary
8	7274 Antelope Meadows Cir	11.02	\$ 844,154.04	County		1		
9	Vista Del Pico	14	\$ 1,072,428.00	D49			1	Proposed Charter High School
10	Vista Del Pico	7.7	\$ 589,835.40	Developer			1	Proposed build 2016 Mill
11	Forest Meadows	25	\$ 1,915,050.00	Developer		1		Estimated acreage
12	Cowpoke	10.03	\$ 768,318.06	Developer		1		
13	Mustang Rim	18.7	\$ 1,432,457.40	Developer		1		
14	Issaquah Dr	12.5	\$ 957,525.00	Developer	1			
15	2103 Meadwobrook Parkway	7.88	\$ 603,623.76	County		1		
16	Hannah Ridge?	10	\$ 766,020.00	County	1			Previous negotiations with developer - may take b

# School District 49

## Land and School Sites





## **BOARD OF EDUCATION AGENDA ITEM 7.05a**

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Nancy Lemmond, PhD – Executive Director of Individualized Education
<b>TITLE OF AGENDA ITEM:</b>	JLF Report of Child Abuse/Child Protection
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** As educators and administrators, we are mandatory child abuse reporters under the Child Protection Act. During the 2016-2017 school year, District 49 submitted 165 reports of child abuse, which is an increase of 51% from 2015-2016 (109 reports submitted).

**RATIONALE:** As requirements placed on us by both law enforcement and DHS change, review of the policy and regulations along with the development and implementation of tools for schools is required in order for us to remain compliant and to best serve our students and families.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Along with a request to approve the changes to JLF and JLF-R. JLF-E is rescinded. The flow chart, checklist, and reporting form are included for information purposes to the Board of Education members. As these tools may change on short notice based upon feedback from law enforcement and DHS along with school administrators and counselors, they are not included as part of the JLF policy or regulation.

NOTE: The Executive Director of Individualized Education respectfully requests guidance from the Board of Education on its definition of “periodic” as found in JLF, section 4 regarding in-service programs (training) for all teachers (staff).

### **IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:**

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	The Child Protection Act mandates all employees of a school district to report child abuse and domestic violence to help ensure children’s safety.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

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

BOE Regular Meeting July 13, 2017  
Item 7.05a continued

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** June 30, 2017

## BOARD-APPROVED POLICY OF DISTRICT 49



Title	<b>Report of Child Abuse/Child Protection</b>
Designation	<b>JLF</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

It is the policy of the Falcon School District Board of Education that this school District complies with the Child Protection Act.

To that end, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect, as defined by statute, shall immediately upon receiving such information, report or cause a report to be made to the El Paso County Department of Social Services or appropriate law enforcement agency. Failure to report promptly may result in civil and/or criminal liability. A person who reports child abuse or neglect in good faith is immune from civil or criminal liability.

Reports of child abuse or neglect, the name and address of the child, family or informant or any other identifying information in the report shall be confidential and shall not be public information.

The Board shall provide periodic, as defined by the Board, in-service programs for all school and district employees teachers in order to provide them with information about the Child Protection Act, to assist them in recognizing and reporting instances of child abuse, and to instruct them on how to assist victims and their families.

School employees and officials shall not contact the child's family or any other person to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school official or employee to prove that the child has been abused or neglected.

The Chief Education Officer shall submit such procedures as are necessary to the Board for approval to accomplish the intent of this policy.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: March 13, 1985
- Revised to conform with practice: date of manual revision
- Revised: September 2, 1993
- Revised: September 2, 1999
- Revised: August 10, 2000
- Revised: October 3, 2002
- Reviewed: January 27, 2010
- Revised: October 27, 2011
- Revised: July 13, 2017

### LEGAL REFS:

- C.R.S. 19-1-120 (1) (*definition of child abuse or neglect*)
- C.R.S. 19-3-102 & 103 (*definition of neglected or dependent child*)
- C.R.S. 19-3-304 (*persons required to report abuse*)
- C.R.S. 19-3-307 (*reporting procedures*)
- C.R.S. 19-3-309 (*immunity from liability for persons reporting*)

- C.R.S. 22-32-109 (1)(z) (*providing in-service for teachers*)

CROSS REF:

- GBEB, Staff Conduct
- GBGB, Staff Personal Security and Safety

~~*NOTE: The law cited above grants school employees and other persons who report or facilitate investigation of child abuse immunity from any liability that might otherwise be incurred, except for making maliciously false statements.*~~

## BOARD OF EDUCATION AGENDA ITEM 7.05b

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Nancy Lemmond, PhD – Executive Director of Individualized Education
<b>TITLE OF AGENDA ITEM:</b>	IKE Ensuring All Students Meet Standards
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** A new, complete process for acceleration has been developed and implemented. IKE-R updates reflect the practice currently in place.

**RATIONALE:** Our policies should accurately reflect our practices.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Minor edits and grammatical corrections were made to both IKE and IKE-R. IKE-R is also updated to reflect our current practice for acceleration. The Executive Director of Individualized Education requests approval for both IKE and IKE-R.

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

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

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

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

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** June 30, 2017

## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Ensuring All Students Meet Standards (Promotion, Retention and Acceleration of Students)</b>
Designation	<b>IKE</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

The Board believes that early identification of students who are not making adequate progress toward achieving standards and effective intervention is crucial in attaining college and career readiness. In accordance with the Board's policy on grading and assessment systems, teachers shall assess the teaching and learning process on a continual basis.

By the end of the first quarter, teachers shall identify students who are not making adequate progress toward achieving the District's academic standards. ~~by the end of the first quarter in the school year who are not making adequate progress toward achieving the District's academic standards~~ and will implement an individual learning plan for each identified student.

The plan shall be developed by the student's teachers and/or other appropriate school staff with input from the student's parents/guardians. The student's parents/guardians shall agree in writing to support the plan. Neglect by the parents/guardians with regard to participating in development of the plan or agreeing to support the plan shall not affect implementation of the plan.

The plan shall address the specific learning needs of the student. Strategies designed to address those needs may include tutoring programs, after-school programs, summer school programs, other intensive programs and other research based strategies. Teachers will collaborate on the development of such plans and use a variety of strategies consistent with the student's learning style and needs.

Each semester, students with individual learning plans shall be reassessed by the student's teachers and/or appropriate staff in the content areas covered by the plan. ~~by the student's teachers and/or other appropriate staff with input~~ should also be provided by ~~from~~ the student's parents/guardians.

In order to provide the services necessary to support individual learning plans, the Chief Education Officer, or designee, shall develop tutoring programs, after-school programs, summer school programs and other intensive programs in the content areas covered by the district's academic standards. The Board shall commit resources in the budget to support these programs.

As determined by the principal and in accordance with applicable law, students not meeting applicable district academic standards may not be promoted to the next grade level or allowed to graduate. The procedure to retain a student in kindergarten, first, second or third grade due to the student's significant reading deficiency shall be in accordance with the regulation on early literacy and reading comprehension and applicable law.

When students are retained in the same grade level, the teacher shall evaluate the previous teaching and learning experiences of the student, including whether specific aspects of the individual learning plan were appropriate and effective. Based on this evaluation the teacher shall modify the plan to ensure that the student's needs will be met and that the student's educational experience from the previous year is not merely repeated.

Retention due to social, emotional or physical immaturity shall be used on a very limited basis. After consulting with the student's parents/guardians, teacher(s) and other professional staff and in accordance with applicable law, the principal shall determine whether it is in the best interests of the student to be retained for such reasons.

Acceleration, or advancing a student more than one grade level, shall be used sparingly when special circumstances warrant.

The district administration shall develop regulations to implement this policy, which shall include an appeals process concerning a decision to promote, retain or accelerate a student.

- Adopted: November 3, 1977
- Revised: June 19, 1980
- Revised: August 7, 1986
- Revised: December 2, 1987
- Revised: July 2, 1998
- Reviewed: September 2, 1999
- Revised: March 12, 2009
- Revised: March 11, 2010
- Revised: June 30, 2011
- Revised: July 10, 2014
- Revised: July 13, 2017

#### LEGAL REFS:

- C.R.S. 22-7-1013 (2.5) (*recommended considerations for academic acceleration procedures*)
- C.R.S. 22-32-109 (1)(hh) (*board duty to provide opportunity for an academic remediation plan upon request by student 's parent/guardian*)

#### CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- AEA, Standards Based Education
- IK, Academic Achievement
- IKA, Grading/Assessment Systems
- ILBC and ILBC-R, Early Literacy and Reading Comprehension

## BOARD OF EDUCATION AGENDA ITEM 7.06a

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Bruce Grose, Principal, Vista Ridge High School
<b>TITLE OF AGENDA ITEM:</b>	Dean of Pathway Learning Job Description Approval
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Seeking approval of the Dean of Pathway Learning (PL) job description.

**RATIONALE:** Vista Ridge is continuing to work on the development of effective pathways to meet the new CDE graduation requirements. This is a huge undertaking to ensure all departments across the Vista Ridge campus are creating and supporting pathways for students. Additionally, this position will support Vista Ridge's shift to providing a Career and College Advising Department aimed at helping students identify and follow their pathway.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The Dean of Pathway Learning will serve in a leadership role to facilitate pathway development for all departments. They will ensure each department has approved pathways to meet all students. Additionally, the Dean of PL will lead conversations driven by assessment data to drive all PLC and PD programming. The expected outcomes will be to have pathways developed for all departments, and provide opportunities for students to meet pathway completion through alternative means (capstones, internships, etc.).

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

C u l t u r e	<b>Inner Ring</b> —How we treat each other	The Dean of PL will be a pivotal role-player in the guiding of departments as they begin to work through and finalize pathways. This will be a customer service based job that supports partnerships with the community.
	<b>Outer Ring</b> —How we treat our work	The Dean of PL will be focused on supporting pathway needs and goals of students. This will require expertise in the graduation requirements and finding opportunities to develop Vista Ridge Pathways. This will take time and dedication to meet student needs.
S t r a t e g y	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	The Dean of PL will develop and support vital partnerships with the Vista Ridge learning community. This position will support student connections in the community as well as connect the community to classrooms for pathway support.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	The Dean of PL will develop and support vital partnerships with the Vista Ridge learning community. This position will work to build community supporters in the academic and professional growth of Vista Ridge students.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Vista Ridge is working to create unique pathway opportunities for all students. This is providing many unique learning opportunities for students beyond the classroom. These growing opportunities will continue to grow the portfolio of exceptional schools.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	The Dean of PL will support students in providing of information regarding opportunities to support their pathway development. This will help connect students



BOE Regular Meeting July 13, 2017  
Item 7.06a continued

	with the learning and skills needed to be successful in their pathway.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	The Dean of PL will drive the customization of learning for students at Vista Ridge through supporting departments in the creation of pathways. The Dean of PL will be able to advise students in connection to their patherways.	

**FUNDING REQUIRED:** Currently allocated in our staffing budget

**AMOUNT BUDGETED:** \$ 69,816.22 including benefits

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the Dean of Pathways Learning job description as recommended by the administration.

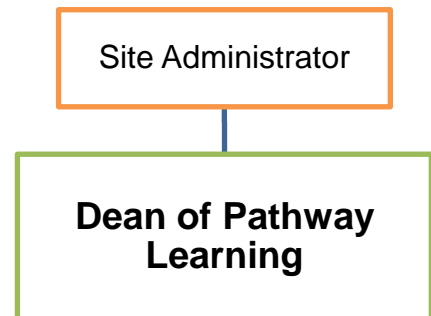
**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** June 30, 2017

## DEAN OF PATHWAY LEARNING

<b>Job Title:</b>	Dean of Pathway Learning
<b>Initial:</b>	July 10, 2017
<b>Revised:</b>	
<b>Work Year:</b>	210 days
<b>Office:</b>	Education
<b>Department:</b>	Assigned High School
<b>Reports To:</b>	Site Administrator
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Licensed Salary Schedule +5%

### Related Organization Chart



**POSITION SUMMARY:** As the leader of pathways, the Dean of Pathway Learning is first and foremost responsible for increasing student pathway and Individual Career & Academic Plan (ICAP) completion. The Dean is also involved in developing and implementing the master schedule, demonstration of mastery for graduation, and internships/capstone projects.

### 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.

- Assures all student achieve pathway completion
- Assists in assuring ICAP's are completed
- Develops master schedule
- Guides finalization for demonstrations of mastery for graduation
- Promotes community involvement with internships
- Organizes and oversees capstone projects
- Collaborates with departments to develop exploratory classes
- Coordinates of professional development for ICAP, internships, capstone projects, testing, digital portfolios, and exploratory classes
- Serves as assessment coordinator
- Organizes assessment data to support SLO's
- Performs other work related duties as assigned

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

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

**Budget Responsibility:** This position does not include any budget responsibility.

## **QUALIFICATIONS**

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

### **Education & Training:**

- Minimum of a Bachelor's degree

### **Experience:**

- At least three years of classroom teaching experience with demonstrated effectiveness in subject matter, use of standards-based curriculum, instruction and assessment
- Successful experience working with diverse career interests

### **Knowledge Skills & Abilities:**

- Knowledge of Individual Career & Academic Plan (ICAP)
- Ability to think critically
- Ability to develop and facilitate high quality professional development for multiple audiences in a variety of formats
- Advanced oral and written communication, public relations, instruction, curriculum, conflict resolution, multitasking, problem solving, facilitation, management, decision making, computer and organizational skills
- Ability to work with students with various backgrounds and abilities. Skill in working with students and staff with diverse needs at various levels
- Operating knowledge of and experience with personal computers, word processing software, web based applications and basic office equipment

### **Certificates, Licenses, & Registrations:**

- Colorado Teaching Licensure or Principal Licensure
- 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 regularly required to stand, walk, sit, use hands to finger, or feel. The employee must occasionally lift and/or move up to 50 pounds. There are no special vision abilities required for 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 regularly required to use interpersonal skills. Frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate and negotiate. Occasionally required to copy and compile.

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

## **BOARD OF EDUCATION AGENDA ITEM 7.06b**



<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Paul Andersen, Director of Human Resources
<b>TITLE OF AGENDA ITEM:</b>	New Job Description, Technology Quality Assurance Manager
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** At the January 25, 2017 work session, the chief officers presented recommendations for Information Technology Support. The presentation included a draft job description for a Technology Quality Assurance Manager. However, the job description was not presented for action. The district has since hired and assigned a person to this position.

**RATIONALE:** Per policy GBA, all instructional, administrative, and supervisory positions in the district shall be established initially by the Board of Education. In addition, all changes in the titles, salary and/or significant changes in responsibilities of administrative and supervisory positions shall be approved by the Board. This is generally accomplished through the administration's presentation of job descriptions to the Board.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

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

Culture	Inner Ring—How we treat each other	Accurate and up-to-date job descriptions promote respect and responsibility by providing clarity to the employee. This clarity positively impacts purpose, learning and teamwork.	
	Outer Ring—How we treat our work		
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Our thoughtful, transparent job description development and approval process promotes trust with our community.	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation		
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>		
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive		
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>		

**FUNDING REQUIRED:** Yes      **AMOUNT BUDGETED:** \$52,000 (\$40,000 salary + benefits at 30%)

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the job description for a Technology Quality Assurance Manager.

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

**DATE:** June 30, 2017

## TECHNOLOGY QUALITY ASSURANCE MANAGER

<b>Job Title:</b>	Technology Quality Assurance Manager
<b>Initial:</b>	July 13, 2017
<b>Revised:</b>	
<b>Work Year:</b>	261 (half time)
<b>Office:</b>	Business
<b>Department:</b>	Business Office
<b>Reports To:</b>	Chief Business Officer
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Professional Technical Schedule Range 4

### Related Organization Chart



**POSTION SUMMARY:** The Technology Quality Assurance (TQA) Manager provides oversight of the district information technology (IT) to include the IT contractor, network infrastructure, IT help desk, and assessment & instruction personnel. The TQA Manager serves as a liaison between the IT Contractor, assessment & instruction, district personnel and the chief officers. The TQA Manager supports and communicates the resolution of technology quality assurance and data integrity issues to the chief officers including periodic audit reports on the efficacy of all IT processes and procedures, including customer and user satisfaction.

### 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.

- Ensure data integrity across all district software systems, as assigned by the chief officers, to reduce redundancy and support continuity and accuracy across district data.
- Audit and analyze help desk requests and services provided by the IT contractor to ensure efficiency, accurate reporting, and proper routing of requests in routine reporting to chief officers.
- Monitor district technology to ensure efficient use of resources and support of enhanced student learning.
- Serve as a liaison in technology matters between senior leaders, the IT contractor, and education technology leaders, as requested by the chief officers.
- Ensure hardware and software support vendors are operating in compliance with board policy as it relates to technology.
- Audit the district level technology inventory to include, but not limited to, hardware equipment and software licensing.

*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.*

- 
- Write, review, revise and ensure the fidelity of implementation of the Technology Master Plan.
  - Evaluate annually the levels of technology service and recommend the proper blend of internal and outsourced services.
  - Stay current with technology professional practices in the state of Colorado and the K-12 education field.
  - Make oral and written reports to the chief officer team, senior leaders, and board of education when requested.
  - Perform other job-related related duties as assigned.

**Supervision & Technical Responsibilities:**

- This position will not have supervisory responsibilities.

**Budget Responsibility:**

- 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:**

- Must hold a bachelor's degree in computer information systems or instructional technology.
- An advanced degree or equivalent advanced training in computer information systems or school administration is preferred.

**Experience:**

- Minimum of five years' experience in a K-12 educational technology or instructional technology preferred.
- Minimum three years' management/supervisory experience.
- Experience to Working knowledge of school information systems, help desk functions, business and operations information systems.

**Knowledge Skills & Abilities:**

- Excellent oral and written communication and interpersonal relation skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Supervisory/management skills
- Ability to diffuse and manage volatile and stressful situations.
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and software applications on major platforms including Windows, Apple, Google and Kindle devices
- Familiarity with HIPAA, FERPA, CORA, and CDE data privacy & security

**Certificates, Licenses, & Registrations:**

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

**OTHER WORK FACTORS**

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

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

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

**Work Environment:** 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, compare, analyze, coordinate, evaluate, and use interpersonal skills.

## BOARD OF EDUCATION AGENDA ITEM 7.06c

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Nancy Lemmond, PhD – Executive Director of Individualized Education
<b>TITLE OF AGENDA ITEM:</b>	Board Certified Behavior Analyst (BCBA) Updated Job Description
<b>ACTION/INFORMATION/DISCUSSION:</b>	Acton

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The original job description for Board Certified Behavior Analyst (BCBA) is dated June 2012. The job description is incomplete for 2017. Multiple changes have occurred within the discipline of BCBA since June 2012.

**RATIONALE:** An updated job description reflects the current hiring requirements for BCBA resulting in the district attracting the most recent qualified candidates.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Approval of the new job description is requested so any BCBA positions posted are accurate and up-to-date with current BCBA requirements.

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

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

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After review, I move to approve revisions to the Board Certified Behavior Analyst job description as recommended by the administration.

**APPROVED BY:** Peter Hilts, Chief Education Officer

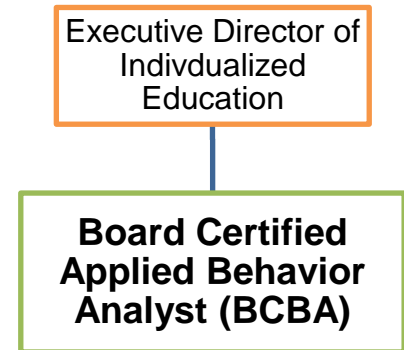
**DATE:** June 30, 2017



## BOARD CERTIFIED APPLIED BEHAVIOR ANALYST (BCBA)

<b>Job Title:</b>	Board Certified Applied Behavior Analyst (BCBA)
<b>Initial:</b>	July 13, 2017
<b>Revised:</b>	
<b>Work Year:</b>	184
<b>Office:</b>	Education
<b>Department:</b>	Individualized Education
<b>Reports To:</b>	Executive Director of Individualized Education
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Licensed Salary Schedule + 15% Differential

### Related Organization Chart



**SUMMARY:** The Board Certified Applied Behavior Analyst (BCBA) works with students, teachers, and school administrators in consultation and direct collaboration to assist with students who struggle with severe emotional disabilities, aggression and mental health disorders such as anxiety and depression that may inhibit academic and social progress. The BCBA will work with special education teams to manage behaviors that affect a student's learning to help provide a comprehensive approach to behavior management. This may include evaluation, data collection, interventions, and regular progress monitoring.

### ESSENTIAL DUTIES & RESPONSIBILITIES

The following statements of duties, responsibilities, frequency, and percentages 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, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Provide BCBA services for students in D49's Ascent programs
- Develop materials and provide resources and administrators, educators, paraprofessionals, and parents/guardians in Applied Behavior Analysis (ABA) and other evidence-based methodologies related to addressing the needs of students with behavioral needs
- Collaborate on the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA for students with autism and other disabilities
- Provide Functional Behavioral Assessments (FBA) for individual students
- Create and assist district staff with the development and implementation of behavior plans, ABA programs, and other appropriate programs for students that present behavioral barriers to learning
- Work with students who exhibit inappropriate behaviors and provide support and professional learning for staff who work with students who exhibit such

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

- 
- Provide field supervision for BCBA candidates
  - Assist students who are transitioning from Ascent's alternative programs back to their neighborhood school
  - Collect data and prepare a variety of reports for the purpose of documenting case history, assessments, and interventions
  - Travel from site to site for the purpose of providing interventions, consultation, training, and participate in collaboration for students and families
  - Other 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:**

- Minimum of MA/MS in special education related field plus additional coursework required for BCBA certification or credential

**Experience:**

- Three years of experience working as a behavior or autism specialist or related field of special education preferred

**Knowledge Skills & Abilities:**

- Demonstrated knowledge of Applied Behavior Analysis (ABA) therapies and strategies
- Demonstrated conflict management, problem solving, resource allocation, prioritization, collaborative decision making, relationship building, and group facilitation
- Knowledge of child and adolescent development
- Knowledge of general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current
- Knowledge of data collection and the ability to interpret data
- Knowledge of research supported interventions related to academic, social and behavioral concerns
- Ability to be flexible in order to meet the unique needs of the assignment

**Certificates, Licenses, & Registrations:**

- Board Certified Behavior Analyst (BCBA) certification or credential from an accredited university
- Valid Colorado Generalist License or Special Services Provider (e.g. School Psychologist) License
- Criminal background check required for hire
- Valid Colorado driver's license required for hire

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

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## OTHER WORK FACTORS

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

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

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

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

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

## BOARD OF EDUCATION AGENDA ITEM 7.07

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Donna Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Approval of Resolution for Official Notice of Intent to Participate in the Coordinated Election and Appointment of the Designated Election Official
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** A school district must officially notify the county clerk in writing that the school district will participate in the November election by July 28, 2017 and designate an election official. C.R.S. § 1-1-104(8); 1-1-106(5); 1-7-116(5)

**RATIONALE:** Participating in the Coordinated Election reduces the cost to the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Candidates for school board directors will be placed on the ballot for the regular biennial school election to be held on Tuesday, November 7, 2017. Three directors from director districts, 1, 4 and 5 will be elected for a term of office of four years. The Board of Education designates Donna Richer to serve as the school-designated election official for the 2017 regular biennial school election.

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

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

**FUNDING REQUIRED:** TBD

**AMOUNT BUDGETED:** \$34,726

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the attached resolution for Official notice of intent for School District 49 to participate in the Coordinated Election on November 7, 2017 and to appoint Donna Richer as the designated election official.

**APPROVED BY:** Marie La Vere-Wright, Board President

**DATE:** June 30, 2017



## RESOLUTION

**Official Notice of Intent for  
Falcon School District 49  
to Participate in the Coordinated Election  
on November 7, 2017**

The Board of Education of School District 49 in the County of El Paso, State of Colorado shall conduct its regular biennial school election on November 7, 2017, as provided by state law and participate in the election coordinated by the County Clerk and recorder of El Paso County. School District 49 shall contract with the County Clerk and Recorder of El Paso County for the administration of the regular biennial school election and enter into an intergovernmental agreement with El Paso County for this purpose. The County Clerk and Recorder shall serve as the coordinated election official for the November 7, 2017, coordinated election.

The Board of Education designates Donna Richer to serve as the school-designated election official for the 2017 regular biennial school election. The school-designated election official shall perform election duties on behalf of the Board of Education, including but not limited to accepting and verifying candidate packets as well as rendering all interpretations and making all initial decisions as to controversies or other matters arising in the conduct of the regular biennial school election to the extent that each of these responsibilities is consistent with the intergovernmental agreement.

A call for nominations for school directors to be elected at the regular biennial school election shall be published by School District 49 between August 9, 2017, and August 24, 2017.

The Board of Education directs the school designated election official to forward this notice of intent to participate in the November 7, 2017, to the coordinated election official by July 28, 2017, the deadline established in state law.

ADOPTED AND APPROVED this 13<sup>th</sup> day of July 2017.

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Marie La Vere-Wright, Board President  
School District 49

(SEAL)

ATTEST:

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Tammy Harold, Board Secretary  
School District 49



**BOARD OF EDUCATION AGENDA ITEM 7.08**

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Donna Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Approval of Resolution for Call for Nominations for School Director Candidates
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Board of Education must formally approve a Call for Nominations which enables the designated election official to provide notice by publication of a call for nominations for school director candidates.

**RATIONALE:**

**RELEVANT DATA AND EXPECTED OUTCOMES:** On or before August 9, 2017, the designated election official shall publish a call for nominations for the school director election. The call shall state the school director offices to be voted upon at the election, where a nomination petition may be obtained, the number of signatures necessary for the nomination petition and the deadline for submitting the nomination petition. C.R.S. § 22-31-107(1.5)

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

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

**FUNDING REQUIRED:** \$200

**AMOUNT BUDGETED:** \$500

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the resolution for Call for Nominations for School Director Candidates.

**APPROVED BY:** Marie La Vere-Wright, Board President

**DATE:** June 30, 2017



## RESOLUTION

### **CALL FOR NOMINATIONS FOR SCHOOL DIRECTORS SCHOOL DISTRICT 49 EL PASO COUNTY, COLORADO**

The Board of Education of School District 49 in the County of El Paso, State of Colorado, calls for nomination of candidates for school board directors to be placed on the ballot for the regular biennial school election to be held on Tuesday, November 7, 2017.

At this election, three directors will be elected from director districts 1, 4 and 5 for a term of office of four years. To be qualified, a candidate must have been a registered elector in the school district for at least twelve consecutive months before the election and a resident of director district 1, 4 or 5. A person is ineligible to run for school director if he or she has been convicted of committing a sexual offense against a child.

A person who desires to be a candidate for school board director shall file a written notice of intention to be a candidate and a nomination petition signed by at least fifty eligible electors who are registered to vote within your director district in the regular biennial school election.

Nomination petitions may be obtained at the Education Service Center of School District 49 located at 10850 East Woodmen Road, Peyton, CO, 80831, beginning August 9, 2017. Office hours are 7:30 a.m. to 4:00 p.m.

Completed petitions must be submitted to Donna Richer, the school district's designated election official, by no later than 4:00 p.m. on September 1, 2017.

IN WITNESS WHEREOF, the Board of Education of School District 49, in the County of El Paso and State of Colorado, has caused this call for nominations to be given this 9th day of August, 2017.

ADOPTED AND APPROVED this 13<sup>th</sup> day of July, 2017.

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Marie La Vere-Wright, Board President  
School District 49

(SEAL)

ATTEST:

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Tammy Harold, Board Secretary  
School District 49



## **BOARD OF EDUCATION AGENDA ITEM 7.09**

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Brad Miller, Legal Counsel
<b>TITLE OF AGENDA ITEM:</b>	Memorandum of Understanding with CD BOCES
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Pursuant to the District's participation with the Colorado Digital BOCES, this proposed Memorandum of Understanding (MOU) will set forth expectations and details of the resulting utilization of certain professional services.

**RATIONALE:** The District will benefit from the proposed arrangement by achieving a better economy of scale related to certain professional services, while obtaining savings that may be devoted to more effectively serving the needs of the District.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The professional time of the District's CBO will be partially directed to CDBOCES, and in exchange, the CDBOCES will compensate the District for a commensurate portion of compensation and benefits.

This exchange enables both the District and the CD BOCES to benefit from high caliber professionals at a cost far less than would be achievable if pursued as separate contracts.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	<i>Ensures that District funds are utilized efficiently by sharing costs with the CDBOCES.</i>
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the attached Memorandum of Understanding.

**APPROVED BY:** Brad Miller, Legal Counsel

**DATE:** July 5, 2017



## **MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (the “Agreement”) is entered into and is effective as of July 1, 2017 (the “Effective Date”) by and between the Board of Education for School District 49 (the “Board”) and Colorado Digital Board of Cooperative Educational Services (“CDBOCES”)

### **Recitals**

WHEREAS, the Board has voted to participate in the creation and governance of the CDBOCES, and

WHEREAS, the Board has discussed and considered, as part of its participation, that the relationship with CDBOCES was likely to lead to certain opportunities to realize economies of scale, and

WHEREAS, the Board acknowledges the past and continuing efforts of its Chief Business Officer (CBO) and other District personnel on behalf of CDBOCES, and

WHEREAS, both parties wish to see the District achieve savings and enhanced service in the areas served by these individuals, and

WHEREAS, both parties have agreed to enter into an arrangement that will permit these leaders to devote portions of their professional efforts on behalf of the CDBOCES in exchange for financial remuneration by the CDBOCES while remaining employees of the District; and

WHEREAS, such arrangement will further permit the District to utilize the resulting financial savings to consider obtaining new personnel or service providers in the respective departments.

NOW THEREFORE, in consideration of the foregoing recitals, the Board and the CDBOCES agree as follows:

### **Agreement**

- 1) The Chief Business Officer will devote up to ten percent (10%) of his professional efforts as the Business Director of the CDBOCES.
- 3) The Chief Business Officer will remain under the payroll system of the District for the entirety of their compensation, including that part that is devoted to the CDBOCES.
- 4) The District agrees to maintain this arrangement for the entire 2017-18 fiscal year or until this MOU is revised or terminated by mutual accord.
- 5) CDBOCES agrees to compensate the District for these professional services in accordance with the portion of effort directed to CDBOCES and at the rate of compensation set by the District (per diem for the position indicated).

- 6) This MOU shall not prevent the employee from providing additional services to CDBOCES, or from receiving direct compensation from CDBOCES for services beyond those contemplated by their respective employment agreements or job descriptions.
- 7) The parties agree to revisit this arrangement on or before July 31, 2018 to determine whether it should be continued or terminated. Failure to revisit this MOU by that date will have the effect of renewing it for a single additional fiscal year.

IN WITNESS whereof this Agreement was duly signed for and on behalf of the parties on this 13th day of July, 2017.

School District 49 Board of Education

By: \_\_\_\_\_

Name (Print) \_\_\_\_\_

Title: \_\_\_\_\_

CDBOCES

By: \_\_\_\_\_

Name (Print) \_\_\_\_\_

Title: \_\_\_\_\_

## BOARD OF EDUCATION AGENDA ITEM 7.10

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Donna Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Approval of Proposed Policy Revisions to Meet Legislative Implications
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Colorado Association of School Boards (CASB) released a Special Policy Update on June 9, 2017 which focuses primarily on the time sensitive policy revisions for inclusion in student handbooks.

**RATIONALE:** Due to the implications of the Claire Davis School Safety Act (the “Act”), CASB encourages boards to review and revise the board’s student policies as well as the staff conduct policy before the start of the 2017-18 school year. Beginning July 1, 2017, the Act waives a school district’s protection of governmental immunity if the district fails to take “reasonable care” to guard against an “incident of school violence” that occurs at school or a school-sponsored activity. In light of potential liability under the Act, CASB recommends repeal of certain policies because they are unnecessary and/or adequately addressed in other CASB sample policies.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The administration requests that the board provides emergency approval of the revised policies in order to meet the Acts deadline.

No.	Designation	Title	Reviewed by	Recommendations
7.10a	ADD	Safe Schools	D. Watson	CASB Special Policy updates to meet new legislation implications
7.10b	ECA/ECAB	Security/Access to Buildings	D. Watson	CASB Special Policy updates to meet new legislation implications
7.10c	GBG	Liability of School Personnel /Staff Protection	D. Watson P. Andersen	Recommend repeal, covered in state and federal law, addressed in JRA/JRC
7.10d	GBGAA	Staff Training in Crisis Prevention and Management	D. Watson	Recommend repeal, addressed in ADD and KDE
7.10e	JICF	Secret Societies/Gang Activity	D. Watson	CASB Special Policy updates to meet new legislative implications
7.10f	JKA	Use of Physical Intervention and Restraint	D. Watson N. Lemmond	CASB Special Policy updates to meet new legislative implications
7.10g	JQ	Student Fees, Fine and Charges	J. Poulin	CASB Special Policy updates to meet new legislative implications

### **IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:**

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	

BOE Regular Meeting July 13, 2017  
Item 7.10 continued

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

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve revisions to the list of policies included in item 7.10 on an emergency basis as recommended by the administration.

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

**DATE:** June 30, 2017



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Safe Schools</b>
Designation	<b>ADD</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

The Board of Education recognizes that effective learning and teaching take place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. Safe schools are a priority to the district and the district is committed to providing a safe environment in school, on school vehicles and at school-sponsored activities. To that end, the Board directs the Chief Education Officer, following regular review of relevant data and consultation with the District Accountability Committee, School Accountability Committees, parents, teachers, administrators, students, and when appropriate, school psychologist and members of the community including victims advocacy organizations and local law enforcement, to develop and maintain a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aim to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials, and local medical personnel to discuss crisis prevention and management strategies including involvement by these parties in the development and revision of crisis prevention and management plans.
12. Training programs for staff and students in safety precautions and procedures related to fire prevention; natural disaster response; accident prevention; public health; traffic, bicycle, and pedestrian safety; environmental hazards; civil defense; classroom and occupational safety; and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement.
14. A child sexual abuse and assault prevention plan, including comprehensive, age appropriate curricula regarding child sexual abuse and assault awareness and prevention and professional development for school personnel and parents in preventing, identifying, and responding to child sexual abuse and assault.

Each building principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during the school year. The report shall contain, at a minimum, the information required by law.

The Annual safety reports from every school in the district shall be compiled and submitted to the state department of education in a format specified by the State Board of Education. The report shall be made available to the public.

- Adopted: August 10, 2000
- Revised: October 6, 2005
- Revised: April 28, 2010
- Revised: May 12, 2011
- Revised: July 21, 2011
- Revised: July 27, 2012
- Revised: April 10, 2014
- [Revised April 14, 2016](#)
- [Revised: July 13, 2017](#)

#### LEGAL REFS:

- C.R.S. 9-1-101 through 9-1-106 (*construction requirements, fire escapes, etc.*)
- C.R.S. 22-3-101 through 22-3-104 (*eye protection devices*)
- C.R.S. 22-32-109.1 (1)(b.5) (*definition of “community partners” that board may wish to consult with in developing and implementing its safe school plan*)
- C.R.S. 22-32-109.1 (2) (*safe schools plan*)
- C.R.S. 22-32-109.1 (2)(b) (*detailing information required in annual principal reports on the learning environment*)
- C.R.S. 22-32-109.1 (2.5) (*districts are “encouraged” to adopt a child sexual abuse and assault prevention plan as part of the safe school plan*)
- C.R.S. 22-32-109.1 (2.5) (*districts are “encouraged” to adopt a child sexual abuse and assault prevention plan as part of a safe school plan*)
- C.R.S. 22-32-110 (1)(k) (*board authority to adopt policies related to employee safety and official conduct*)
- C.R.S. 22-32-124 (2), (3) (*building inspections*)
- C.R.S. 24-10-106.5 (*duty of care*)

#### CROSS REFS:

- ECA/ECAB, Security/Access to Buildings
- ~~GBGAA, Staff Training in Crisis Prevention and Management~~
- KDE, Crisis Management
- KI, Visitors to School

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Security/Access to Buildings</b>
Designation	<b>ECA/ECAB</b>
Office/Custodian	<b>Operations/Director of Safety &amp; Security</b>

Security for District buildings and grounds (during regular school hours as well as non-school hours) contributes to the well-being and safety of students and staff as well as to that of the sites themselves. For safety and security purposes, access to school buildings, whether by students, staff members or visitors, shall be limited as deemed appropriate for each school building.

Each school building shall be inspected annually to address removal of hazards and vandalism and any other barriers to safety and supervision.

~~During regular school hours, flow of traffic into and out of buildings shall be closely monitored and limited to certain doors. Access to school buildings and grounds outside of regular school hours shall be limited to District personnel whose work requires it and to sponsors of approved student activities.~~

~~A comprehensive building access control system shall be established which shall limit access to buildings to authorized District personnel and shall safeguard against entrance to buildings by persons unauthorized to have keys. This system can include, but is not limited to, key control, electronic access, and alarm access points of entry.~~

~~"Security" means not only keeping buildings locked and secure but also providing protection against physical hazards and acts of violence. It also includes having available floor plans of buildings and site plans showing campus boundaries and access points. The Board requires and encourages close cooperation with local police, fire and sheriff's departments and insurance company inspectors.~~

Alarm systems and other devices designed to that protect buildings against illegal entry and vandalism may shall be installed where appropriate. ~~Employment of security personnel may be approved by the Board in situations where special risks are involved.~~

- Adopted: August 12, 2010
- Revised: December 10, 2015
- Revised: July 13, 2017

## LEGAL REFS:

- C.R.S. 18-9-112 (*definition of loitering*)
- C.R.S. 18-9-117 (*unlawful conduct on public property*)
- C.R.S. 22-32-109.1 (5) (*Board must adopt safety and security policy*)

## CROSS REF:

- KI, Visitors to School

Title	<b>Liability of School Personnel/Staff Protection</b>
Designation	<b>GBG</b>
Office/Custodian	<b>Business and Operations/Director of Human Resources and Director of Safety &amp; Security</b>

### **Protection from lawsuits**

In order to provide teachers, principals and other school professionals the tools they need to maintain order, discipline and an appropriate environment, state and federal law provide certain liability protections. The federal liability protections preempt state law to the extent state law is inconsistent, but do not preempt state law that is consistent and provides additional protection from liability. Applicability of state and federal liability protections to specific circumstances shall be made on a case-by-case basis.

Exceptions stated in state and federal law may reduce or preclude liability protection.

### **Immunity for enforcement of discipline code and other actions**

An act of a teacher or other employee shall not be considered child abuse if the act was performed in good faith and in compliance with Board of Education policy and procedures.

A teacher or any other person acting in good faith and in compliance with state and federal law and regulation, the discipline code adopted by the Board and other policies, regulations, rules and procedures of the district shall be immune from criminal prosecution or civil liability, unless the person acted willfully or wantonly, for:

1. taking action regarding the supervision, grading, suspension, expulsion or discipline of a student
2. making a report consistent with federal law to the appropriate law enforcement authorities or officials of a school or school district if the employee had reasonable grounds to suspect that the student was:
  - under the influence or in possession of alcohol or a controlled substance not lawfully prescribed to the student
  - in possession of a firearm
  - involved in the illegal solicitation, sale or distribution of alcohol, a controlled substance not lawfully prescribed to the student or a firearm

A teacher or any other person claiming immunity from criminal prosecution may file a motion with the court prior to trial. If immunity is not granted and a criminal action is brought, it is an affirmative defense that a person is acting in good faith and in compliance with the discipline code.

A teacher shall not be subject to any disciplinary proceeding including dismissal for actions that were in good faith and in compliance with the district's discipline code, nor shall a contract nonrenewal be based on such lawful actions.

### **Disciplinary information to school personnel**

In accordance with state law, the principal or designee is required to communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. The purpose of this requirement is to keep school personnel apprised of situations that could pose a risk to the safety and welfare of others.



~~Any teacher or counselor to whom disciplinary information is reported shall maintain the confidentiality of the information and shall not communicate it to any other person. The principal or designee is required to inform the student and the student's parent/guardian when disciplinary information is communicated and to provide a copy of the disciplinary information. The student and/or the student's parent/guardian may challenge the accuracy of disciplinary information through the process outlined in JK-R, Student Discipline.~~

### **False reports against employees**

~~State law provides criminal penalties for certain persons, including students at least ten years of age, who intentionally make false accusations of criminal activity against district employees.~~

- ~~• Adopted: November 11, 2010~~
- ~~• Revised: April 13, 2017~~

### **LEGAL REFS: \_\_\_\_\_**

- ~~• C.R.S. 22-12-101 et seq. (*Teacher and School Administrator Protection Act*)~~
- ~~• C.R.S. 22-32-109.1(9) (*immunity provisions in safe schools law*)~~
- ~~• C.R.S. 22-32-126(5) (*disciplinary information to staff*)~~
- ~~• C.R.S. 24-10-102 et seq. (*governmental immunity*)~~
- ~~• 20 U.S.C. 6731 through 6738 (*Coverdell Teacher Protection Act contained in No Child Left Behind Act of 2001 limits the liability of school personnel*)~~

### **CROSS REFS:**

- ~~• GCQF, Discipline, Suspension and Dismissal of Professional Staff~~
- ~~• JK, Student Discipline and subcodes~~

# BOARD-APPROVED POLICY OF DISTRICT 49

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

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

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

● Adopted: February 11, 2016

## LEGAL REF:

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

## CROSS REFS:

- JH, Student Interviews, Interrogations, Searches and Arrests
- JHB, Parking Lot Searches
- JHC, Use of Metal Detectors
- KDE, Crisis Management (Safety, Readiness and Incident Management Planning)
- KLG, Relations with State Agencies

Title	<b>Secret Societies/Gang Activity</b>
Designation	<b>JICF</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

The Board of Education strives to keep district schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence, or disruptive behavior. The principal or designee shall take reasonable steps to maintain continual, visible supervision of school premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs on school grounds, in school vehicles and at school activities or sanctioned events.

~~The Chief Education Officer or designee shall establish open lines of communication with local law enforcement authorities so as to share information and provide mutual support in this effort. The Chief Education Officer or designee shall provide inservice training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources which may help students.~~

### Gang symbols

The ~~Board prohibits the presence on school premises, in school vehicles and at school-related activities~~ of any apparel, jewelry, accessory, notebook or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in gangs which advocate drug use, violence, or disruptive behavior is prohibited on school grounds, in school vehicles and at school activities or sanctioned events. ~~This policy shall be applied at the principal's discretion after consultation with the Chief Education Officer or designee as the need for it arises at individual school sites.~~

### Prevention education

~~The Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Early intervention is a key component of efforts to break the cycle of gang membership. Therefore, gang violence prevention education in the schools shall start with students in elementary school.~~

- Adopted: May 19, 1994
- Revised: September 2, 1999
- Reviewed: August 10, 2000
- Reviewed: March 24, 2010
- Revised: June 30, 2011
- Revised: September 8, 2016
- Revised: July 13, 2017

### LEGAL REFS:

- ~~C.R.S. 22-1-120 (8) (rights of free expression for public school students)~~
- C.R.S. 22-32-109.1 (2)(a)(I)(F) (policy required as part of safe schools plan)

### CROSS REF:

- IHACA, Law-Related Education
- JICA, Student Dress Code

Title	<b>Use of Physical Intervention and Restraint</b>
Designation	<b>JKA</b>
Office/Custodian	<b>Operations and Education/Director of Safety &amp; Security and Executive Director of Individualized Education</b>

To maintain a safe learning environment, district employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

### Physical Intervention

Corporal ~~P~~unishment shall not be administered to any student by any district employee.

Within the scope of their employment, district employees may use reasonable and appropriate physical intervention with a student that does not constitute restraint as defined by this policy, to accomplish the following:

1. To quell a disturbance threatening physical injury to the student or others.
2. To obtain possession of weapons or other dangerous objects upon a student or within the control of the student.
3. For the purpose of self-defense.
4. For the protection of persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

Under no circumstances shall a student be physically held for more than five minutes unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

### Restraint

~~For purposes of this policy and accompanying regulation R~~restraint is defined ~~by state law and this policy~~ as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force, ~~mechanical devices~~, ~~physical restraint~~, ~~chemicals~~ and seclusion. Restraint shall not include the holding of a student for less than five (5) minutes by a district employee for the protection of the student or others and others actions excluded from the definition of restraint in state law.

District employees shall not use restraint as a punitive form of discipline or as a threat to control or gain compliance of a student's behavior. District employees are also prohibited from restraining a student by use of a ~~prone restraint~~, mechanical restraint ~~or chemical restraint~~, as those terms are defined by applicable ~~state law~~ ~~State Board of Education rules~~ and this policy's accompanying regulation.

Restraint shall only be administered by district employees trained in accordance with applicable State Board of Education rules.

## Exceptions

The prohibition on the use of mechanical or prone restraint provisions in this policy and accompanying regulation shall not apply to:

1. Certified Peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. 26-20-111 (3) as defined by C.R.S. 16-2.5-101 et seq. who are acting within the scope of their employment or in accordance with C.R.S. 16-3-109; and
2. When the student is openly displaying a deadly weapon as defined in C.R.S. 18-1-901 (3) (E); district is engaged in transporting a student from one facility or location when it is within the scope of the district's powers and authority to effect such transportation.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: November 19, 1987
- Revised to conform with practice: date of manual revision
- Revised: May 19, 1994
- Revised: September 2, 1999
- Revised: July 12, 2001
- Revised: July 8, 2010
- Reviewed: June 9, 2016
- Revised: July 13, 2017

## LEGAL REFS:

- C.R.S. 18-1-703 (use of physical force by those supervising minors)
- C.R.S. 18-1-901 (3)(e) (definition of a deadly weapon)
- C.R.S. 18-6-401 (1) (definition of child abuse)
- C.R.S. 19-1-103 (1) (definition of abuse and neglect)
- C.R.S. 22-32-109.1 (2)(a) (adoption and enforcement of discipline code)
- C.R.S. 22-32-109.1 (2)(a)(I)(D) (policy required as part of safe schools plan)
- C.R.S. 22-32-109.1 (2)(a)(I)(L) (policies for use of restraint and seclusion on students and information on the process for filing a complaint regarding the use of restraint or seclusion shall be included in student conduct and discipline code)
- C.R.S. 22-32-109.1 (9) (immunity provisions in safe schools law)
- C.R.S. 22-32-147 (use of restraints on students)
- C.R.S. 26-20-102 et seq. (Protection of Persons from Restraint Act)
- 1CCR 301-45 (State Board of Education rules for the Administration of the Protection of Persons from Restraint Act)

# BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Student Fees, Fines and Charges</b>
Designation	<b>JQ</b>
Office/Custodian	<b>Business/Finance</b>

Students shall not be charged an instructional fee as a condition of enrollment in school or as a condition of attendance in any class that is considered part of the academic portion of the District's educational program except tuition when allowed by law. However, the District may require students to pay textbook fees, fees for expendable materials, and other miscellaneous fees as more fully set forth in this policy.

When publicizing any information concerning any fee authorized to be collected by this policy, the school shall specify whether the fee is voluntary or mandatory and the specific activity from which the student will be excluded if the fee is not paid.

- Adopted: November 3, 1977
- Revised to conform with practice: date of manual adoption
- Revised to conform with practice: date of manual revision
- Revised: July 12, 2001
- Revised: August 14, 2003 (emergency)
- Revised: September 4, 2003
- Revised: November 10, 2005
- Revised: July 8, 2010
- Revised: July 13, 2017

## LEGAL REFS:

- C.R.S. 22-32-109(1)(u) (*free textbooks to indigent students w/o deposit*)
- C.R.S. 22-32-110(1)(o) (*textbooks for free or reasonable rental fee*)
- C.R.S. 22-32-110(1)(jj) (*board power to assess fines or fees for the return or replacement of ~~sanctions for failing to return~~ textbooks, library resources or other school property*)
- C.R.S. 22-32-113 (5) (*transportation of pupils and imposition of fee for excess transportation costs*)
- C.R.S. 22-32-117 (*fees*)
- C.R.S. 22-32-118 (*summer school fees*)
- C.R.S. 22-32-138(7) (*waiver fees for students in out-of-home placements*)
- C.R.S. 22-45-104 (*disposition of moneys collected from fines and fees*)

## CROSS REFS:

- EEA/EEAA/EEAC, Student Transportation
- EFC, Free and Reduced Price Food Services
- JF-R, Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements)
- JJJ, Extracurricular Activity Eligibility

## BOARD OF EDUCATION AGENDA ITEM 7.11



<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Paul Andersen, Director of Human Resources
<b>TITLE OF AGENDA ITEM:</b>	Revised Job Description – Chief Operations Officer
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion and Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Chief Operations Officer (COO) position is currently vacant. When a vacancy occurs, it is sound practice to review the job description to ensure that it accurately describes the work to be performed, the education and experience requirement and the knowledge skills and abilities needed to perform the job effectively.

**RATIONALE:** District 49 uses job descriptions to articulate work to be performed and to provide clarity to applicants and employees in each position. Per policy GBA, all instructional, administrative, and supervisory positions in the district shall be established initially by the Board of Education. In addition, all changes in the titles, salary and/or significant changes in responsibilities of administrative and supervisory positions shall be approved by the Board. This is generally accomplished through the administration's presentation of job descriptions to the Board.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The Director of Human Resources has coordinated an initial draft revised job description for the COO position. The board will review the draft and discuss proposed updates. Approved changes will be recorded in the meeting so that the district may soon thereafter post the vacancy. Discussion will result in updated and approved job description that will serve the needs of the district.

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other	Accurate and up-to-date job descriptions promote respect and responsibility by providing clarity to the employee. This clarity positively impacts purpose, learning and teamwork.	
	<b>Outer Ring</b> —How we treat our work		
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Our thoughtful, transparent job description development and approval process promotes trust with our community.	
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation		
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>		
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive		
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>		

**FUNDING REQUIRED:** Currently allocated in staffing budget

**AMOUNT BUDGETED:** Board negotiated

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the job description with the changes as discussed and agreed to.

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Item 7.11 continued

**APPROVED BY:** Marie LaVere-Wright, Board President

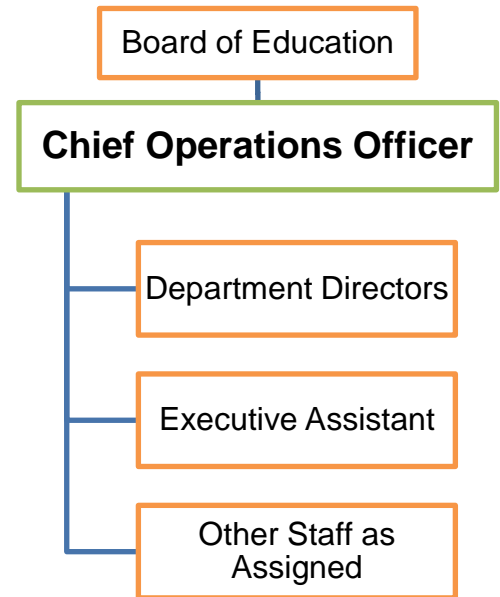
**DATE:** June 27, 2017



## CHIEF OPERATIONS OFFICER

<b>Job Title:</b>	Chief Operations Officer
<b>Initial:</b>	April 12, 2012
<b>Revised:</b>	<u>July 13, 2017</u>
<b>Work Year:</b>	261 days
<b>Office:</b>	Operations
<b>Department:</b>	Operations
<b>Reports To:</b>	Board of Education
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Administrative Salary Schedule

### Related Organization Chart



**POSITION SUMMARY:** District 49 is led by three chief officers, rather than a single superintendent. Reporting directly to the board of education, the chief officers serve as the executive leadership team of the district.

The Chief Operations Officer (COO) leads the operations office in providing high quality services and support so that students, and staff, have the best opportunity to reach their highest potential. The COO leads the district's core operations departments including ~~manages~~ facilities, maintenance, transportation, information technology and nutrition services and security to ensure efficient and effective service delivery. ~~lawful functioning of the District.~~

### 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.

- Leads, and promotes, a culture, and strategy, of continuous improvement throughout the operations office that compliments similar efforts throughout the district.
- Provides administrative direction and leadership to the members of the operations office departments.
- ~~Director of Facilities to ensure efficient and lawful functioning of the District, and initiate standard operating procedures and policies.~~
- Oversees ~~Manage~~ transportation, information technology facilities maintenance, and nutrition services and security activities to ensure efficient and lawful functioning of the Ddistrict, and initiate standard operating procedures and policies.
- Ensures that all activities of the operations office conform to Ddistrict ~~guidelines~~ policies, regulations and procedures.

*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.*

- Communicates effectively with all members of the District and community.
- Working with the Chief Business Officer (CBO), assists in budget development, and budget monitoring, and control procedures in designated areas. Effectively manages assigned budgets.
- Works cooperatively with CBO and CEO in administering individual site and/or area operational needs.
- Prepares or directs the preparation of various reports to inform students, staff & constituents of the district's operational performance.-
- Directs the development of policies and regulations where Operations office departments is the stated custodian.
- Prepares reports as directed by the Board of Education.
- Participates, as appropriate, in the District's expansion and construction programs/processes.
- Supports the value of an education in an innovation environment by with a leadership culture of serving education.
- Supports the mission and philosophy of ~~Falcon School~~ the district-49.
- Promotes income generating opportunities for the district, in designated areas through relationships with other school districts, related entities, and business and community agencies.
- Performs other work related duties as assigned.

**Supervision & Technical Responsibilities:** The COO directly Ssupervises various department leaders as assigned. Director of Transportation or designated supervisor, Director of Nutrition Services or designated supervisor, Director of Facilities or designated supervisor, Director of Information Technology or designee/providerSupervises and any and all contractors/designates in operational functions.

Responsibilities include: working independently under board organizational policies to achieve organizational objectives; managing all assigned departments; and supervising the use of funds for multiple departments. Utilization of significant resources from other work units routinely required to perform the jobs functions. There is a continual opportunity to impact the total organization's services and create a climate of service.

**Budget Responsibility:** Budget and resource management and control as designated by the Board of Education.

## QUALIFICATIONS

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

### Education & Training:

- BA or BS in business/operations management/related discipline and equivalent work experience in business/operations management.

### Experience:

- Minimum of ~~More than~~ ten (10) years experience in business/operations management and/or business ownership; with experience in operations and operational related functions that significantly including include, but not limited to: facilities & grounds maintenance, construction trades, transportation, technology and ~~or~~ nutrition services.
- Prior experience in supervision of a work force in excess of 100 associates.

### Knowledge Skills & Abilities:

- Demonstrated ability to lead, Skills and knowledge to manage, plan, organize and direct operational areas.
- Strong oral and written communication skills including the ability to develop effective written communications and to develop and deliver effective presentations at board meetings and other public settings.

*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.*

- ~~communicate effectively, Strong~~ problem solving skills required.
- ~~Demonstrated ability to effectively lead, supervise and ve and~~ develop employees. ~~management subordinates.~~
- Operating knowledge of and experience with personal computers and software, web-based applications and basic office equipment.
- ~~Ability to~~ Create an environment of change and innovation toward problem solving by focusing on a culture of serving the needs of education.

### **Certificates, Licenses, & Registrations:**

- Valid Colorado Drivers License required at time of hire, ~~Criminal Justice Fingerprint Clearance.~~
- 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 see, talk or hear. The employee is occasionally required to stand; walk or sit, climb, kneel. Frequently required to to~~ travel to schools, construction work sites and appointments. The employee must occasionally lift and/or move up to 25 pounds. ~~Generally the job requires 45% sitting, 25% walking, and 30% standing. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.~~

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

**Work Environment:** While performing the duties of this job, the employee will at times work outside and be exposed to a variety of weather conditions. While working indoors, Tthe employee will experience conditions typical in office/school environments. he noise level in the work environment is usually moderate.

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

## BOARD OF EDUCATION AGENDA ITEM 7.12

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Dr. Lou Fletcher, Director of Culture and Services
<b>TITLE OF AGENDA ITEM:</b>	Student Rights and Responsibilities Handbook
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The student Rights and Responsibilities Handbook aligns expectations for citizenship in District 49. The DAAC Restorative Practices Subcommittee evaluated the student code of conduct handbook during the 2014-15 school year and determined it was not conducive to communicating the district's intent. The 2016-17 edition added responsible technology use guidelines and a restoratively aligned code of conduct. The 2017-18 version only required minor updates, which demonstrates stability.

**RATIONALE:** Strict liability was adopted as the district's guiding paradigm to dispel the perception that a parent/guardian's failure to sign a code of conduct handbook releases the student from responsibility under the district's policies (e.g. If an individual lacks knowledge of the speed limit, the absence of knowledge does not constitute an excuse to stop the issuance of a ticket; likewise, district policies strictly apply to all registered students).

**RELEVANT DATA AND EXPECTED OUTCOMES:** An enduring understanding that student rights also come with an accompanying set of responsibilities. The latter responsibilities are governed by district policies.

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

Culture	<b>Inner Ring</b> —How we treat each other	Rights and responsibilities define the expectation for good citizenship in a civil community.
	<b>Outer Ring</b> —How we treat our work	If a community does not define expectations for its stakeholders, then community collaboration is at-risk.
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Highlights the district's respect for the rights and responsibilities, which fosters the community's trust.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	The DAAC has a statutory responsibility to foster community engagement; therefore, their participation brings the community's voice to the forefront of the process.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Establishing a framework for civility and respect is the foundation of being the best choice to learn, work, and lead.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	The portfolio of schools is empowered to work with students to achieve a growth mindset, which leads to exceptional outcomes.
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Students who know the behavioral expectations of the district and understand that the district will respect their rights would be oriented to become productive citizens for the school, community, and society.

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve revisions to the Students Rights and Responsibilities Handbook as presented by the administration.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** June 30, 2017

## BOARD OF EDUCATION AGENDA ITEM 8.01

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	D. Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Process Improvement Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

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

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

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

No.	Designation	Title	Reviewed by	Recommendations
8.01a	IHBIB-R	Primary/Preprimary Education Preparation	N. Lemmond	Reviewed; No changes recommended
8.01b	IHBK-R	Preparation for Post-secondary and Workforce Success	M. Perez	Reviewed: No changes recommended
8.01c	IKE-R	Ensuring all Students Meet Standards	N. Lemmond	Updated to improve overall readability
8.01d	JICH-R	Drugs and Alcohol Involvement by Students	D. Watson	Periodic review; minor revisions
8.01e	JIH-R	Student Interviews and Searches	L. Fletcher D. Watson	Revised to clarify the administrators roles and responsibilities
8.01f	JLF-R, JLF-E	Reporting of Child Abuse/Child Protection	N. Lemmond	Regulation updated to improve overall readability and provide clarity on requirements for retaining a child at school; exhibit repealed
8.01g	JKA-R	Use of Physical Intervention and Restraints	D. Watson N. Lemmond	CASB Special Policy updates to meet new legislative implications
8.01h	JQ-R	Student Fees, Fines and Charges	J. Poulin	CASB Special Policy updates to meet new legislative implications

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Updated regulations and exhibits support board policies to reflect current laws, regulations and best practices which provides a solid foundation to lead the District.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	

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<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only

**REVIEWED BY:** Chief Officers

**DATE:** June 30, 2017

## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Primary/Preprimary Education (Admission of Children Who Wish to Enroll on Tuition Basis)</b>
Designation	<b>IHBIB-R</b>
Office/Custodian	<b>Education/ Director of Individualized Education</b>

The following criteria have been established for the admission of students to the District's preschools:

### **Classroom membership**

Because there are not enough preschool slots to serve every student who wishes to attend preschool, the following admission criteria apply to ensure compliance with applicable law and Board policy.

1. Students are admitted according to these priorities:
  - a. Children identified as disabled pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (the IDEIA).
  - b. Three and four year olds who qualify for the Colorado Preschool Program (CPP). Families on the CPP waiting list will be offered a tuition slot, and if they choose to pay, shall be given priority over children who do not qualify for CPP.
  - c. Four year olds who wish to attend their home school as determined by the Board (space available only, subject to disenrollment at any time during the school year due to maximum enrollment limits).
  - d. Three year olds who wish to attend their home school as determined by the Board (space available only, subject to disenrollment at any time during the school year due to maximum enrollment limits).
  - e. Three and four year olds who are district residents, but do not want to attend their home school (per Board policy, space available only, subject to disenrollment at any time during the school year due to maximum enrollment limits).
  - f. Five year olds who are eligible for kindergarten and are district residents, but for whom another year of preschool is desired.
2. Eligible children will be added to a waiting list and served according to the priorities above. In limited instances the district may make exceptions to the waiting list in accordance with applicable law and in the district's sole discretion.
3. Preschool students will attend the district school determined by their residence unless a request to attend another school or program is approved. No student will be enrolled in a school or program outside his/her attendance area without prior approval per Board policy regarding intra/inter-district choice and open enrollment.
4. Open enrollments and transfer student enrollments may be contingent upon a student providing his/her own transportation and valid for no more than the current academic year. Parents and/or guardians seeking to enroll students in schools other than their school of residence should be aware that priority shall be given to students within each school's attendance area and maximum enrollment limits may necessitate disenrollment of non-resident students at any time during the school year.

- Adopted: September 7, 2000
- Revised: August 12, 2010
- Revised: July 10, 2014
- Reassign to CEO: July 10, 2014
- Reviewed: July 13, 2017





## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Preparation for Postsecondary and Workforce Success (Implementation Plan for Student Individual Career and Academic Plans)</b>
Designation	<b>IHBK-R</b>
Office/Custodian	<b>Education/Director of Concurrent Enrollment</b>

In accordance with state law and the timeline prescribed by applicable State Board of Education rules, the District shall create a plan for the development and implementation of student individual career and academic plans (ICAP).

At a minimum, the District's ICAP plan shall address:

1. How the District will ensure that all students, beginning in the seventh grade, have access to and assistance in the development of an ICAP.
  2. The roles and responsibilities of the student, parents/guardians and District staff in creating and updating an ICAP for the student.
  3. The activities that will be addressed at each grade level of a student's ICAP.
  4. How students' ICAPs will be stored.
  5. If possible, the professional development that will be provided to appropriate District staff regarding ICAPs and the staff's role in implementing the District's ICAP plan.
  6. The method that will be used to evaluate the implementation and effectiveness of the District's ICAP plan.
- Adopted: November 11, 2010
  - Revised: July 10, 2014
  - Reassign to CEO: July 10, 2014
  - Reviewed: July 13, 2017



## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Student Retention, Student Acceleration, and Appeal Process</b>
Designation	<b>IKE-R</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

Academic promotion, retention and acceleration are applied equitably to all students in the district as needed, determined by appropriate data. These practices allow a student to progress through an education program at a rate that is appropriate for the individual learner based on academic need versus the age of the learner. The processes should include: referral, collaborative decision making including all stakeholders, guidelines for practice, guidelines for preventing non-academic barriers and an appeals process for the decision related to the acceleration, promotion or retention of the learner.

When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:

1. The teacher will confer with the parents at least two to four months before the end of the school year about the reasons that grade retention or acceleration may be recommended.
2. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three-two to four months before the end of the school year. If retention or acceleration is to be a consideration, academic-appropriate interventions to address-based on the student's needs will be developed and implemented, or discussed as evidence in any individual student support plan.
3. The parents, principal, teacher, and parents-other appropriate staff will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated based on the principal's recommendation in collaboration with the student's team members.

If the process, or decision of the principal, is to be challenged by parents or guardians an appeals process shall be instituted.

### **Appeal Process for promotion, retention, or acceleration:**

The parent/guardian may appeal the decision in writing to the building principal within ten school days of receiving the letter of recommendation. The letter of appeal must request a district level meeting to seek a resolution. The appeal may-should be written and submitted to the Executive Director of Individualized Education. The Executive Director or designee will review the recommendation and the process followed. The Executive Director or designee will respond with a recommendation in writing to the parent/guardian and principal within ten school days of receiving the letter of appeal.

If the parent or guardian is dissatisfied with the recommendation of the Executive Director of Individualized Education, an appeal may be written and submitted to the Chief Education Officer. The Chief Education Officer will review the recommendation and the process followed. The Chief Education Officer will respond with a recommendation in writing to the parent/guardian, Executive Director of Individualized Education, and principal within ten 10 school days of receiving the letter of appeal.

- Adopted: July 10, 2014
- Reassign to CEO: July 10, 2014
- Revised: July 13, 2017

Title	<b>Drug and Alcohol Involvement by Students</b>
Designation	<b>JICH-R</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

In accordance with the accompanying policy, the following procedures are established for disciplining students for alcohol- or drug-related misconduct.

### Definitions

**Controlled substance** “Controlled substance” means a drug, substance, or an immediate precursor included in Schedules I through V of C.R.S. 18-18-203 through 207, including but not limited to the following:

Schedules I and II:	cocaine, codeine, heroin, LSD, morphine, marijuana, opiate derivatives, amphetamines (non-prescription), methamphetamines (speed, crank, meth, go-fast)
Schedules III and IV:	anabolic steroids, prescription drugs (without a prescription), illegally obtained prescription drugs with limited physical dependency
Schedule V:	Substances with low potential for abuse

**Drugs** “Drugs” include, but are not limited to, narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana (except cannabinoid derivatives approved for compassionate therapeutic use), anabolic steroids, and any other controlled substances as defined in state law. Drugs also include counterfeit drugs and substances falsely represented as being drugs.

**Illegal drugs** “Illegal drugs” are all drugs not defined herein as legal drugs.

**Legal drugs** “Legal drugs” are defined as over-the-counter and prescription drugs, including vitamins and other dietary supplements that are properly possessed and used by the person for whom they are intended in accordance with Board policy and regulations.

**Possession** To “possess” or to “be in possession” means to have alcohol, drugs (an amount sufficient to test without destroying the same), other controlled substances and/or drug paraphernalia on one’s person or in one’s personal property, automobile, or other vehicle, or in one’s locker, desk, or other school-provided storage area.

**Purchasing, selling, sale** The words “purchasing,” “selling,” and “sale” refer to a student’s involvement in the exchange of drugs, legal or illegal, or alcohol for anything of value, including but not limited to money, commodities, or services. There need be no use or intent to use the drugs or alcohol involved in the sale.

**Under the influence** Being “under the influence” means when a student’s comportment, behavior, condition, speech, or appearance is affected by or evinces prior use of alcohol, drugs, or other controlled substances, or there is a detectable level of alcohol, drugs, or controlled substances in the student’s blood or urine.

### Possession, use and/or being under the influence

- When a student is suspected of use and/or possession, the person having the suspicion should notify the principal or designee. Notification must include reasons for such suspicion (observed use, unusual behavior, etc.). The principal or designee will conduct a check of the suspected student and collect data. This action must comply with the Board policy on interrogations and searches.
  - If information is not sufficient to warrant further action, the principal or designee may have a personal conference with the student expressing awareness and concern.
  - If information warrants, the parent/guardian will be requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the parent or guardian general information and resources related to substance abuse.
- When necessary, emergency health and safety care will be provided and any procedural or disciplinary issues postponed until the student’s immediate needs are treated. ~~While waiting for the parent/guardian~~

~~or further medical aid, the student will remain under observation, not be left alone, and placed in a quiet situation.~~

3. Students who possess alcohol, drugs, other controlled substances, or drug-containing paraphernalia in violation of Board policy will be handled in the following manner:
  - a A staff member who comes in contact with evidence and/or contraband must notify the principal or designee as soon as possible.~~immediately.~~
  - b A staff member who has reasonable cause to believe that a student possesses or is involved in any distribution or exchange of alcohol, any controlled substance or drug-containing or drug-related paraphernalia in violation of Board policy will request that the student accompany him or her to the principal or designee. If the student refuses, the staff member will notify the principal or designee as soon as possible.~~immediately.~~
  - c The principal or designee will undertake investigation and search procedures in accordance with Board policy.
  - d The principal or designee will place any evidence in an envelope or alternative container as necessary which will be sealed, dated, and initialed by the individual who originally obtained the materials and by the principal or designee. The evidence then will be placed in a secure location.~~d.~~
  - e The principal or designee will call appropriate law enforcement officials in each instance of possession or sale of controlled substances by a student. A mutual decision will be made as to retention of the contraband by the school or testing by the authorities.
  - f If information warrants, the student's parent/guardian will be requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the parent or guardian general information and resources related to substance abuse.
4. The possession, use, distribution, sale, or purchase of marijuana (in excess of one ounce) or of any amount of any other Schedule I or Schedule II controlled substance or paraphernalia for any Schedule I or II controlled substance shall be grounds for mandatory suspension, an expulsion hearing, and referral to appropriate law enforcement officials for a criminal investigation.

First offense for use and/or possession of alcohol, marijuana (of not more than one ounce), or any amount of Schedule III, IV, or V controlled substance; the use, possession, distribution, and/or purchase of drug paraphernalia for Schedule III, IV, or V controlled substance:

1. The student will receive three (3) days out-of-school suspension for the first offense within any three-year period, and a parent/guardian conference will be scheduled prior to readmission.
2. Parent/guardian and student will be provided information concerning voluntary drug and alcohol treatment programs.
3. The principal or designee will attempt to develop with the student's parent(s)/guardian(s) and student a drug abuse abatement plan that will outline the responsibilities of the parent(s)/guardian(s), the student and the school in an effort to prevent further offenses from occurring.
4. The principal or designee may recommend additional suspension and/or an expulsion hearing depending on the severity of the case.

Second offense for use and/or possession of alcohol, marijuana (of not more than one ounce), or any amount of Schedule III, IV, or V controlled substance; or drug paraphernalia for Schedule III, IV, or V controlled substances:

1. The student shall be suspended from school for five (5) days upon the second offense within any three-year period.
2. Parent/guardian and student will be provided information concerning voluntary drug and alcohol treatment programs.
3. With the parent(s)/guardian(s) and the student, the principal or designee will update the drug abuse abatement plan drafted after the first offense.

Third offense for use and/or possession of alcohol, marijuana (of not more than one ounce), or any amount of Schedule III, IV, or V controlled substance; or drug paraphernalia for Schedule III, IV, or V controlled substances:

1. The student will be suspended for ten (10) days and recommended for an expulsion hearing.
2. Alternatively, the expulsion may be waived and a suspension of no less than five days shall be imposed if the student agrees to complete an approved education/counseling/treatment program mutually agreed to by the student's parent/guardian and the principal or designee. The student and student's parent/guardian shall be responsible for the program's completion and its costs. Failure to provide documentation of completion of the program within the required time limits shall result in the imposition of the full expulsion period initially recommended.
3. The principal or designee may determine that the alternative to suspension is not appropriate.
4. Students who complete the approved education/counseling/treatment program shall be expelled for subsequent offenses of the Board's policy regarding student involvement with drugs and alcohol.

### **Purchase, sale, distribution and exchange**

Students who sell, give, purchase, or exchange alcohol, drugs, other controlled substances, or drug-containing paraphernalia in violation of Board policy will be handled in the following manner:

1. If an employee witnesses an act in which alcohol, drugs, other controlled substances, or drug-containing paraphernalia are being transferred from one student to another, the staff member will immediately attempt to detain the student and request that the student accompany the staff member to the principal or designee. If the student refuses, the staff member will notify the principal or designee immediately.
2. The principal or designee will attempt to obtain evidence by requesting it directly from the student or through search procedures in accordance with Board policy.
3. Any student who distributes, trades, exchanges, or sells Schedule I or II controlled substances or marijuana (more than one ounce) shall be expelled for up to one calendar year.
4. Information concerning voluntary drug or alcohol counseling or treatment programs will be given to the student and the parent/guardian.
5. Any student who distributes Schedule III controlled substances shall be expelled for one calendar year.
6. Distribution or sale of Schedule IV or V controlled substances shall be grounds for suspension and optional expulsion, depending on the nature of the violation.
7. District or school administrators will notify appropriate law enforcement.

First offense for purchase, sale, distribution and/or exchange of alcohol, marijuana (of not more than one ounce), or any amount of Schedule III, IV, or V controlled substance:

1. The student will be suspended for ten (10) days and recommended for an expulsion hearing.
2. Alternatives to expulsion may be considered by the principal or designee.

Second offense for purchase, sale, distribution and/or exchange of alcohol, marijuana (of not more than one ounce), or any amount of Schedule III, IV, or V controlled substance:

1. Student shall be expelled for up to one calendar year, but if student provides verification that he/she is receiving drug counseling or treatment, the student may be allowed to re-enroll after one semester of expulsion, but the remainder of the expulsion period will be deferred and may be reinstated in the event of future infractions.
2. These procedures will supplement and complement authority conferred elsewhere by Board policy and will not be deemed to limit or suspend such other authority.

### **Performance Enhancing and other Drug Use by Student-Athletes**

No student athlete shall use or distribute alcohol or drugs while eligible to participate in athletics. This policy shall be in effect when a student-athlete begins participation and shall remain in force for the duration of an athlete's competitive time in the District.

The penalties for violation of this policy shall be as follows and shall be in addition to any penalties imposed for violation of district-wide Board policies regarding use of drugs or alcohol.

**First offense**

The student-athlete shall be removed from competition for one interscholastic contest. During that time, the student-athlete shall remain with the team in practice, shall attend the contest, but shall not be dressed in any team apparel during the contest.

Parents shall be involved at this stage to support the student-athlete's drug abuse abatement strategy.

**Second offense**

The student-athlete shall be suspended from athletic participation for the remainder of the team or individual sport's season.

The student-athlete and his/her parents may petition the activities director for reinstatement if the student-athlete has successfully completed a drug or alcohol rehabilitation program.

**Third offense**

The student athlete shall be denied the privilege of participating in interscholastic competition in any sport for one calendar year.

The student-athlete and his/her parents may petition the activities director for reinstatement after a period of 6 months away from athletic competition; if the student-athlete has successfully completed a clinic-based or residential drug or alcohol rehabilitation program.

- Approved: September 10, 1987
- Revised: May 19, 1994
- Revised: August 10, 2000 (emergency approval)
- Revised: July 26, 2005
- Reviewed: March 24, 2010
- Revised: July 8, 2010
- Revised: September 12, 2013
- [Revised: July 14, 2016](#)
- [Revised: July 13, 2017](#)



Title	<b>Student Interviews and Searches</b>
Designation	<b>JIH-R</b>
Office/Custodian	<b>Operations/Director of Safety &amp; Security</b>

The Board of Education seeks to maintain a climate in the schools which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

### **Interviews by school administrators**

When a violation of Board policy or school rules occurs, the principal or designee(s) may question potential student victims and witnesses without prior consent of the student's parent/guardian. If a school official is investigating a report of child abuse and the suspected perpetrator is a member of the student's family, no contact with the student's family will be made.

In situations where a student is suspected of violating Board policies or school rules, the principal or designee may interview the suspected student if the school official has reasonable grounds to suspect that such a violation has occurred. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his or her side of the story, orally or in writing. ~~If violation of a policy or school rule would result in punitive or restorative action a reasonable effort should be made to contact a parent or guardian (e.g. email, phone message, etc.).~~

### **Searches conducted by school personnel**

School personnel may search a student and/or the student's personal effects while on school premises or during a school activity in accordance with this policy and may seize any illegal, unauthorized, or contraband materials.

Whenever possible, the student shall be informed of the reason(s) for conducting the search and the student's permission to perform the search shall be requested. A student's failure to cooperate with school officials conducting a search shall be grounds for disciplinary action.

A school official should document the rationale for the search and any witnesses to the process in the student information system.

### **Search of District property**

School lockers, desks and other storage areas are district property and remain at all times under the control of the school. All such lockers, desks and other storage areas, as well as their contents are subject to inspection at any time, with or without notice.

Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school, as well as for any loss or damage relating to content of such desks, lockers and storage locations.

### **Search of the student's person or personal effects**

The principal or designee may search the person of a student or a student's personal effects including, but not limited to, purse, backpacks, book bag or briefcase on school property or at school sponsored events or activities if the school official has reasonable grounds to suspect that the search will uncover:

- A. Evidence of a violation of Board and/or district policies, regulations, school rules, or Federal, State or local laws.
- B. Anything which, because of its presence, presents an immediate danger of physical harm or illness to any person.

Search of the person shall be limited to the student's pockets, any object in the student's possession such as a purse, backpack, book bag, or briefcase, and/or a "pat down" of the exterior of the student's clothing.

The extent of the search of a student's person or personal effects, as well as the means to conduct the search, must be reasonably related to the objectives of the search and the nature of the suspected violation. Additionally, school officials conducting the search shall be respectful of privacy considerations, in light of the gender and age of the student.

Searches of the person shall be conducted out of the presence of other students and as privately as possible by a person of the same gender (if possible) as the student being searched. At least one person of the same gender (if possible) as the student being searched shall witness but not participate in the search.

Searches of a student's person and/or personal effects may be conducted without the prior consent of the student's parent/guardian. However, the parent/guardian of any student searched shall be notified of the search as soon as reasonably possible [upon completion](#).

Searches of the person which may require removal of clothing other than a coat or jacket shall be referred to a law enforcement officer. No district employee shall conduct any form of "strip search" or other invasive search.

### **Seizure of items**

Anything found in the course of the search conducted by school officials which is evidence of a violation of law, Board policy or school rules or which by its presence presents an immediate danger or physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding. Such material shall be kept in a secure place by the Principal until it is presented at the hearing.
2. Returned to student or the parent/guardian.
3. Turned over to a law enforcement officer in accordance with this policy.

### **Law Enforcement Officers' Involvement in Interviews and Interrogations**

When law enforcement officers request permission to question students when students are in school or participating in school activities, the Principal or designee shall ascertain that the law enforcement officer has proper identification. Except when law enforcement officers have a warrant or other court order, or when an emergency or other exigent circumstance exists, such interrogations and interviews are discouraged during student's class time.

It is the responsibility of the law enforcement officer interviewing student witnesses or interrogating student suspects to assure compliance with all applicable procedural safeguards.

Upon request by law enforcement to interview a student witness or interrogate a student suspect, school officials shall make an effort to notify the student's parent/guardian, except in cases involving investigation of reported child abuse where the suspected perpetrator is a member of the student's family, when law



enforcement has a court order directing that the student's parent/guardian not be notified, or when an emergency or other exigent circumstances exist. However, whether or not to postpone the interview or interrogation until the parent/guardian arrives is the law enforcement officer's decision.

**Search and seizure**

The principal or designee may request a search on district premises be conducted by a law enforcement officer. When a law enforcement officer responds to such a request, district employees shall not assist or otherwise participate in the search. It is expected that searches by law enforcement will be conducted in accordance with the requirements of applicable law.

**Custody and/or arrest**

Students will be released to law enforcement officers if the student has been placed under arrest. However, If the student is not placed under arrest and the student's parent/guardian and the student consent to such release the student may accompany law enforcement officials to their headquarters facility. When a student is removed from school by law enforcement officers for any reason, school officials will make reasonable efforts to notify the student's parent/guardian.

It is expected that all procedural safeguards prescribed by law are followed by law enforcement officers conducting student arrests; however, district staff is not responsible for an officer's legal compliance when arresting a student.

- Adopted: July 8, 2010
- Revised: June 30, 2011
- Revised: May 14, 2015
- Revised: July 13, 2017

**LEGAL REF:**

- C.R.S. 19-2-511 *et seq.*
- C.R.S. 22-32-109.1 (2)(a)(I)(I) (*policy required as part of safe schools plan*)

**CROSS REFS:**

- JIHB, Parking Lot Searches
- JK, Student Discipline, and subcodes

Title	<b>Use of Physical Intervention and Restraint</b>
Designation	<b>JKA-R</b>
Office/Custodian	<b>Operations and Education/Director of Safety &amp; Security and Executive Director of Individualized Education</b>

## A. Definitions

In accordance with state law and the State Board ~~of~~ Education rules governing the Administration of the Protection of Persons from Restraint Act, the following definitions apply for the purposes of this regulation and accompanying policy.

1. “Restraint” means any method or device used to involuntarily limit the freedom of movement, including but not limited to bodily physical force, mechanical devices, ~~chemical restraint, physical restraint~~ and seclusion.
2. Physical ~~R~~restraint means the use of bodily, physical force to involuntarily limit an individual’s freedom of movement. “Physical ~~R~~restraint” does not include:
  - a. holding of a student for less than five (5) minutes by a staff person for the protection of the student or others;
  - b. brief holding of a student by one adult for the purpose of calming or comforting the student;
  - c. minimal physical contact for the purpose of safely escorting a student from one area to another;
  - d. minimal physical contact for the purpose of assisting the student in completing a task or response.
3. “Mechanical restraint” means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of the student’s body. “Mechanical ~~R~~restraint” does not include:
  - a. devices recommended by a physician, occupational therapist or physical therapist and agreed to by a student’s IEP team or Section 504 Team and used in accordance with the student’s Individualized Education Program (IEO) or Section 504 Plan;
  - b. protective devices such as helmets, mitts, and similar devices used to prevent self injury and in accordance with a student’s IEP or Section 504 Plan;
  - c. adaptive devices to facilitate instruction or therapy and used as recommended by an occupational therapist or physical therapist, and consistent with a student’s IEP or Section 504 Plan; or
  - d. positioning or securing devices used to allow treatment of a student’s medical needs.
4. “Chemical ~~R~~restraint” means administering medication to a student (including medications prescribed by the student’s physician) on an as needed basis for the sole purpose of involuntarily limiting the student’s freedom of movement. “Chemical ~~R~~restraint” does not include:
  - a. Prescription medication that is regularly administered to the student for medical reasons other than to restrain the student’s freedom of movement (e.g. Asthma-cort, medications used to treat mood disorders or ADHD, Glucagon); or
  - b. by administration of medication for voluntary or life saving medical procedures (e.g. EpiPens, Diastat).

~~b-5.~~ “Prone restraint” means a restraint in which the student being restrained is secured in a prone (i.e., face-down) position.

~~5-6.~~ “Seclusion” means the placement of a student alone in a room from which egress is

voluntarily prevented. “Seclusion” does not mean”

- a. placement of a student in residential services in the student’s room for the night; or
- b. time-out.

~~6.7.~~ “Time-out” is the removal of a student from potentially rewarding people or situations. A time-out is not used primarily to confine the student, but to limit accessibility to reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.

~~7.8.~~ “Emergency” means serious, probable, imminent threat of bodily injury to self or others with the present ability to affect such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property.

~~8.9.~~ “Bodily Injury” means physical pain, illness or any impairment of physical or mental condition as defined in C.R.S. 18-1-901(3)(c).

~~9.10.~~ “State Board Rules” means the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act. 1 CCR 301-45.

~~10.11.~~ “Parent” shall be as defined by the State Board rules.

## **B. Basis for the use of restraint**

Restraints shall only be used:

1. In an emergency and with extreme caution; and
  - a. After: the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non physical de-escalation, and restructuring the environment); or
  - b. a determination that such alternatives would be inappropriate or ineffective under the circumstances.
2. Restraints shall never be used as a punitive form of discipline or as a threat to gain control or gain compliance of a student’s behavior.
3. School Personnel shall:
  - a. use restraints only for a period of time necessary and using no more force than necessary; and
  - b. prioritize the prevention of harm to the student.

## **B. Duties related to the use of restraint -general requirements**

When restraints are used, the District shall ensure that:

1. no restraint is administered in a way that the student is inhibited or impeded from breathing or communicating;
2. no restraint is administered in such a way that places excess pressure on the student’s chest, back, or causes positional asphyxia;

## State Board Rules:

4. opportunities to have restraint removed are provided to the student who indicates he/she is willing to cease the violent or dangerous behavior;
5. when it is determined by trained District staff that the restraint is no longer necessary to protect the student or others (i.e. the emergency no longer exists), the restraint shall be removed; and
6. the student is responsibly monitored to ensure the student's safety.

Additionally, in the case of seclusion, staff shall reintegrate the student or clearly communicate to the student that the student is free to leave the area used to seclude the student.

**C. Proper administration of specific restraints**

1. Chemical restraints shall not be used.
2. Mechanical and prone restraints shall not be used, except in the limited circumstances permitted by state law and described as exceptions in the accompanying policy. ~~that this provision shall not apply to armed security officers who have received documented training in defensive tactics utilizing handcuffing procedures and are detaining the student for law enforcement.~~
3. Physical restraint
  - a. a person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student.
  - b. A restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised.
  - c. A student shall be released from physical restraint within fifteen minutes after the initiation of the restraint, except when precluded for safety reasons.
4. Seclusion
  - a. relief periods from seclusion shall be provided for reasonable access to toilet facilities; and
  - b. any space in which a student is secluded shall have adequate lighting, ventilation and size. To the extent possible under the specific circumstances, the space should be free of injurious items.

**D. Notification requirements**

1. If there is a reasonable probability that restraint might be used with a particular student, appropriate school staff shall notify in writing, the students parents/guardian, and if appropriate, the student of:
  - a. the restraint procedures (including types of restraints) that might be used;
  - b. specific circumstances in which restraint might be used; and
  - c. staff involved.
2. For students with disabilities, if the parents/guardian request a meeting with school personnel to discuss the notification school personnel shall ensure that the meeting is convened.
3. The required notification may occur at the meeting where the student's behavior plan or

IEP is developed/reviewed.

**E. Documentation requirements**

1. If restraints are used, a written report shall be submitted within one school day to school administration.
2. The Principal or designee shall verbally notify the parents/guardian as soon as possible but no later than the end of the school day that the restraint was used.
3. A written report based on the findings of the staff review required by paragraph G below shall be emailed, faxed or mailed to the student's parent/guardian within five (5) calendar days of the use of restraint. The written report of the use of restraint shall include:
  - a. the antecedent to the student's behavior if known;
  - b. a description of the incident;
  - c. efforts made to de-escalate the situation;
  - d. the type and duration of the restraint used;
  - e. injuries that occurred, if any; and
  - f. the staff present and involved in administering the restraint.
4. A copy of the written report on the use of the restraint shall be placed in the student's confidential file.

**F. Review of specific incidents of restraint**

1. The District shall ensure that a review process is established and conducted for each incident of restraint used. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.
2. The review shall include, but is not limited to:
  - a. staff review of the incident;
  - b. follow up communication with the student and the student's parent/guardian;
  - c. review of documentation to ensure use of alternative strategies; and
  - d. recommendations for adjustment of procedures, if appropriate.
3. If requested by the District or the student's parent/guardian, the District shall convene a meeting to review the incident. For students with IEP's or Section 504 Plans, such review may occur through the IEP or Section 504 process.

**G. General review process**

1. The District shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the District is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.
2. The review shall include, but is not limited to:
  - a. analysis of incident reports, including all reports prepared pursuant to paragraphs F. 1 and

- F. 3 above and including, but not limited to, procedures used during the restraint, preventative or alternative techniques tried, documentation and follow up;
- b. training needs of staff;
- c. staff to student ratio; and
- d. environmental conditions, including physical space, student seating arrangements and noise levels.

## H. Staff training

1. The District shall ensure that staff utilizing restraint in schools is trained in accordance with the State Board rules.
2. Training shall include:
  - a. a continuum of prevention techniques;
  - b. environmental management;
  - c. a continuum of de-escalation techniques;
  - d. nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint;
  - e. methods to explain the use of restraint to the student who is to be restrained and to the student's family; and
  - f. appropriate documentation and notification procedures.
3. Retraining shall occur at a frequency of at least every two years.

- Adopted: July 8, 2010
- Reviewed: June 9, 2016
- Revised: July 13, 2017

### LEGAL REFS:

- ~~C.R.S. 18-1-703 (use of physical force by those supervising minors)~~
- ~~C.R.S. 18-6-401 (1) (definition of child abuse)~~
- ~~C.R.S. 19-3-103 (1) (definition of abuse and neglect)~~
- ~~C.R.S. 22-32-109.1 (2) (a) (adoption and enforcement of discipline code)~~
- ~~C.R.S. 22-32-110 (2), (4)(B)(I) (Board of education specific powers)~~
- ~~C.R.S. 24-10-101 through 24-10-120~~
- ~~C.R.S. 26-20-101, et seq. (protection of persons from restraint)~~
- ~~C.C.R. 2620-R-1.00, et seq.~~

Title	<b>Report of Child Abuse</b>
Designation	<b>JLF-E</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

### Report of Child Abuse

Child's name: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Race: \_\_\_\_\_ Sex: \_\_\_\_\_

Address: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Address: \_\_\_\_\_

Home telephone: \_\_\_\_\_ Work telephone: \_\_\_\_\_

Nature of abuse: \_\_\_\_\_

Person suspected of abusing child: \_\_\_\_\_

Address: \_\_\_\_\_

Others in family: \_\_\_\_\_

Date of alleged incident: \_\_\_\_\_ Date reported: \_\_\_\_\_

Reported by: \_\_\_\_\_ Time reported: \_\_\_\_\_

D.H.S. caseworker: \_\_\_\_\_

Action taken by D.H.S.: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

Date received by superintendent: \_\_\_\_\_

- Adopted: June 17, 1993
- Revised: September 2, 1999

Title	<b>Report of Child Abuse/Child Protection</b>
Designation	<b>JLF-R</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

### 1. Definition of abuse or neglect

Child abuse or neglect is defined in law as “an act or omission which seriously threatens the health or welfare of a child.” Specifically, this refers to:

- a. Evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling or death and such condition or death which is not justifiably explained or where the history given concerning such condition or death is at variance with the condition or the circumstances indicate that the condition may not be the product of an accidental occurrence.
- b. Any case in which a child is subject to unlawful sexual behavior as defined in state law.
- c. Any case in which a child is in need of services because the child’s parents, legal guardians, or custodians fail to take the same actions to provide adequate food, clothing, shelter, medical care, or supervision that a prudent parent would take.
- d. Any case in which a child is subjected to emotional abuse which means an identifiable and substantial impairment of the child's intellectual or psychological functioning or development or a substantial risk or impairment of the child's intellectual or psychological functioning or development.
- e. Any act or omission described as neglect in state law as follows:
  - i) A parent, guardian, or legal custodian has abandoned the child or has subjected him or her to mistreatment or abuse or allowed another to mistreat or abuse the child without taking lawful means to stop such mistreatment or abuse and prevent it from recurring.
  - ii) The child lacks proper parental care through the actions or omissions of the parent, guardian, or legal custodian.
  - iii) The child's environment is injurious to his or her welfare.
  - iv) A parent, guardian, or legal custodian fails or refuses to provide the child with proper or necessary subsistence, education, medical care, or any other care necessary for his her health, guidance, or wellbeing.
  - v) The child is homeless, without proper care or not domiciled with his or her parent, guardian, or legal custodian through no fault of such parent, guardian, or legal custodian.
  - vi) The child has run away from home or is otherwise beyond the control of his or her parent, guardian, or legal custodian.
  - vii) A parent, guardian, or legal custodian has subjected another child or children to an



identifiable pattern of habitual abuse and the parent, guardian, or legal custodian has been the respondent in another proceeding in which a court has adjudicated another child to be neglected or dependent based upon allegations of sexual or physical abuse or has determined that such parent's, guardian's, or legal custodian's abuse or neglect caused the death of another child; and the pattern of habitual abuse and the type of abuse pose a current threat to the child.

## 2. Reporting requirements

Any school or district employee who has reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information, report such fact to the appropriate county department of social services, appropriate law enforcement agency or through the statewide child abuse reporting hotline system. The employee must follow any oral report with a written report sent to the appropriate agency.

In cases where the suspected or known perpetrator is a school or district employee, the report ~~must~~ should be made to the law enforcement agency and the office of the Chief Education Officer. (Reports made to social services will be referred to law enforcement.)

If a child is in ~~imminent immediate~~ danger, the employee should call 911 or law enforcement, as appropriate, and district Safety and Security. "~~Imminent Immediate~~" refers to abuse that occurs in the employee's presence, ~~or~~ has just occurred, or is reported by the student as expecting to occur.

The employee reporting suspected abuse/neglect to social services or law enforcement officials must inform the school principal as soon as possible orally or with a written memo. The ultimate responsibility for seeing that the oral and written reports are made to social services or law enforcement agencies lies with the school or district official or employee who had the original concern.

## 3. Contents of the report

The following information should be included to the extent possible in the initial report:

- a. Name, age, address, sex, and race of the child.
- b. Name and address of the child's parents, guardians, and/or persons with whom the student lives.
- c. Name and address of the person, if known, believed responsible for the suspected abuse or neglect.
- d. The nature and extent of the child's injury or condition, as well as any evidence of previous instances of known or suspected abuse or neglect of the child or the child's siblings—all with dates as appropriate.
- e. The family composition, if known.
- f. Any action taken by the person making the report.
- g. Any other information that might be helpful in establishing the cause of the injuries or the condition observed.

It is helpful if the person reporting suspected abuse/neglect is prepared to give documentation. Thus, noting details of observations is important. It is permissible for the school official or employee to conduct a preliminary non- investigative inquiry of any injury or injuries under the following circumstances:

- a. School personnel may inquire of the child how an injury occurred. Leading and/or suggestive questions should be avoided. School personnel may not contact the child's family or any other person suspected of causing the injury or abuse to determine the cause of the suspected abuse or neglect.
- b. A school employee's reasonable cause to suspect that the child has been subjected to abuse or neglect may arise from a child's vague or inconsistent response to such an inquiry or from an explanation which does not fit the injury.
- c. All efforts must be made to avoid duplicate or numerous interviews of the victim.

#### **4. After filing reports**

After the report is made to the agency, District and school staff members will cooperate with social services and law enforcement in the investigation of alleged abuse or neglect. The school will report any further incidents of abuse to the agency's representative.

As the case is being investigated, the school will provide supportive aid and counseling services for the child.

Once a report of child abuse is given to the agency, the responsibility for investigation and follow-up lies with the agency. It is not the responsibility of the school or district staff to investigate the case. Therefore, the school or district staff will not engage in the following activities:

- a. Make home visits for investigative purposes.
- b. Take the child for medical treatment. (This does not preclude taking action in an emergency situation.)
- c. Convey messages between the agency and the parents/guardian.

Authorized school and District personnel may make available to agency personnel assigned to investigate instances of child abuse the health or other records of a student for such investigative purposes.

#### **5. Guidelines for consideration**

- a. If any school or district employee has questions about reasonable cause of child abuse and the need for making a report, the employee may consult with the district's Crisis Response Team or the Executive Director of Individualized Education, ~~or the Director of Culture & Services~~. If the appropriate administrator is not available, a direct call to the county department of social services about concerns is advisable.

Note that consultation with another school official or employee and/or the district will not absolve the school official or employee of the responsibility for reporting child abuse.

- b. In an emergency situation requiring retention of the child at the school building due to fear that if released the child's health or welfare might be in danger, it should be observed that only law enforcement officials have the legal authority to hold a child at school; therefore, concerns by a school or district employee regarding the release of a student necessitates the school or district employee contacting law enforcement and the district's Safety and Security. Otherwise a court order must be obtained to legally withhold a child from his parent or guardian.

- Current practice codified: 1980
- Approved: date of manual adoption
- Revised to conform with practice: date of manual revision
- Revised: September 2, 1993
- Revised: September 2, 1999
- Revised: August 10, 2000
- Revised: October 3, 2002
- Reviewed: January 27, 2010
- Revised: October 27, 2011
- Revised: May 26, 2015
- Revised: August 13, 2015
- Revised: July 13, 2017

**LEGAL REF:**

- C.R.S. 18-3-412.5(1)(b) (*definition of unlawful sexual behavior*)

Title	<b>Student Fees, Fines and Charges</b>
Designation	<b>JQ-R</b>
Office/Custodian	<b>Business/Finance</b>

These regulations specify the conditions under which the district may charge and collect fees and/or fines.

### **Textbooks, ~~and library resources,~~ and other school property**

Textbooks shall be provided on a loan basis. Students may be asked to pay a nonrefundable rental fee reasonably related to the actual cost of some or all of the textbooks provided for the student. The rental fee and corresponding depreciation schedule shall be adopted by the Board of Education prior to the textbook's introduction into the classroom. No rental fee will be assessed for textbooks and workbooks used in the classroom for reference.

It is expected that students shall return textbooks, ~~and library resources,~~ and other school property to the school in good condition except for ordinary wear. Students shall be assessed fines for lost, damaged, or defaced books (including those checked out from the library), materials, or equipment. The fines will be for the amount equal to the replacement cost of the item.

If the district has made a reasonable effort to obtain payment for lost or damaged textbooks, ~~or library resources~~ or other school property to no avail, the district may then withhold the diploma, transcript, or grades of any student who fails to return or replace such textbooks or library resources at the end of the semester or school year. If a student is graduating, the ~~D~~district may deny the privilege of participation in the graduation ceremony if the student has failed to return or replace a textbook, or library resource or other school property by the date of the ceremony. Alternative payment methods, such as installment plans ~~or school service,~~ shall apply to students who are unable to pay.

A student shall not be refused use of textbooks based on failure to pay the requested fees.

### **Fees for expendable supplies and materials**

Teachers shall determine a basic course for each class which can be completed with materials furnished by the school. However, students may be charged a fee for expendable supplies and materials used in the course. Fees for expendable supplies and materials shall relate directly to the actual cost of providing these materials to the student. Students shall be required to pay for materials that go into shop, crafts, or art projects that are above the basic requirements for the course and are to be retained by the student.

### **Miscellaneous fees**

Students may be asked to pay miscellaneous fees on a voluntary basis as a condition of attending, participating in, or obtaining materials/clothing/equipment used in a school-sponsored activity or program not within the academic portion of the educational program.

Rental fees for the use of items such as choral robes, band uniforms and school- owned instruments shall be approved by the Board upon the recommendation of the Chief Education Officer/Innovation Leaders.

Students participating in activities which are not required by the teacher or used in the determination of a grade may be required to pay charges covering the cost of the activity. Such charges may include but are not limited to admission fees, food costs, and transportation costs on activity trips. However, it is incumbent upon the teacher and principal to make every effort to be sure no student is denied the right to participate in trips or other enrichment activities because of lack of funds.

The district may impose and collect a fee for the payment of excess transportation costs in accordance with state law. Only those students who use the [District's](#) transportation services shall be required to pay any transportation fee.

**Waiver of fees**

All fees, fines, and charges for textbooks and expendable supplies and materials required for classes within the academic portion of the educational program and any transportation fee shall be waived for indigent students. For purposes of determining if a student is able to pay, an indigent student is defined as any child who is eligible for a free or reduced price lunch under the federal poverty income guidelines. Students qualifying for a fee waiver will receive it without unnecessary embarrassment or public exposure of their need.

**Fee schedule**

The district shall prepare and make available upon request a complete list of student fees, describing how the amount of each fee was derived and the purpose of each fee.

Parents shall be informed of any fees and how to apply for a waiver of fees, whether fees are voluntary or mandatory, and the specific activity from which the student will be excluded if the fee is not paid.

- Adopted: July 8, 2010
- [Revised: June 30, 2011](#)
- [Revised: July 13, 2017](#)

## BOARD OF EDUCATION AGENDA ITEM 8.02

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Barbara Austin-Seeley, Executive Assistant to CEO
<b>TITLE OF AGENDA ITEM:</b>	Travel Study Trips
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

### BACKGROUND INFORMATION, DESCRIPTION OF NEED:

#### **FHS**

Girls Basketball Shootout in Kearney, NB

Depart-6/9/17 Return-6/11/17

15 Students will attend this trip.

Trip will include meals, lodging and transportation.

Fundraising will be part of this trip.

### RATIONALE:

### RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** N/A

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** July 5, 2017

## BOARD OF EDUCATION AGENDA ITEM 9.01

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	David Watson, Director of Safety & Security
<b>TITLE OF AGENDA ITEM:</b>	Security update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Provide update of safety and security operations from 2016/ 2017 school year.

**RATIONALE:** To keep the Board of Education informed of critical safety and security operations.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**FUNDING REQUIRED:** None

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** July 5, 2017



# Safety and Security Update

David Watson  
Director of Safety and Security



# Updates



- Unannounced Drills 16/17
- Safe2Tell
- Safe entries

# What's New??



- Unannounced Drills 17/18
  - I. How they will be conducted
  - II. Collaboration effort
  - III. Evaluation

- 2016/2017 year end stats  
(Handout)
  - I. What does this mean?
  - II. What have we learned?
  - III. How do we move forward?

# Safe Entries Update



- Numerous schools with projects under way

Thank you!!!



QUESTIONS???

The Best Choice to Learn, Work and Lead

## **BOARD OF EDUCATION AGENDA ITEM 9.02**

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	C.J. Jilek, Co-Facilities Director
<b>TITLE OF AGENDA ITEM:</b>	Revised Job Description: Grounds Maintenance Supervisor
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

Based on the recommendations from the Human Resources Department we would like to move the current hourly Grounds Foreman position to a Professional Technical Range 2 salaried position.

### **RATIONALE:**

This move would align the management pay structure more appropriately due to the amount of oversight the School District's Grounds require.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**FUNDING REQUIRED:** Currently allocated in our staffing budget.

**AMOUNT BUDGETED:** \$63,310.00 including benefits

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After discussion, move this item for action at the regular August board meeting.

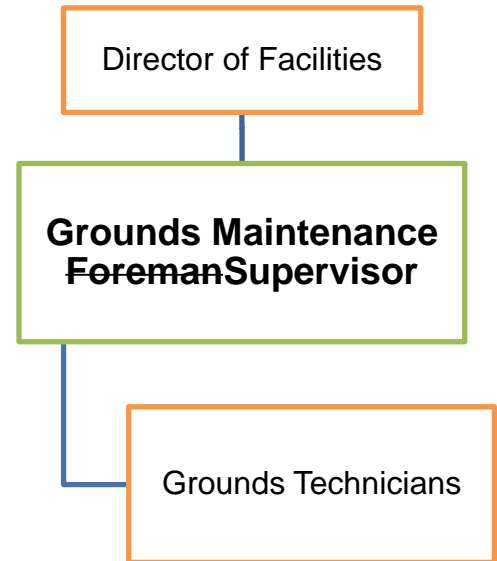
**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** July 5, 2017

### GROUNDS MAINTENANCE ~~FOREMAN~~SUPERVISOR

<b>Job Title:</b>	Grounds Maintenance <del>Foreman</del> <u>Supervisor</u>
<b>Initial:</b>	January 8, 2008
<b>Revised:</b>	August <u>10</u> , 2017
<b>Work Year:</b>	261 days
<b>Office:</b>	Operations
<b>Department:</b>	Facilities
<b>Reports To:</b>	Director of Facilities
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Professional/Technical Salary Schedule

#### Related Organization Chart



**POSITION SUMMARY:** ~~The Grounds Maintenance Supervisor is responsible for~~ Performs maintenance and supervisory work in the planning, organizing, coordinating, and directing of all activities of a multiple landscaping and grounds maintenance unit. ~~The Grounds Maintenance Supervisor provides~~ Responsible for giving direction to crew leaders who have crews reporting to them ~~and~~ ~~Position~~ is responsible for beginning to end completion of landscaping projects and maintenance while also overseeing related work as directed.

### 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.

- Prioritizes and coordinates project specifications required per job site; supervises and delegates tasks including work orders to personnel under charge.
- Processes paper work and writes reports as needed.
- Receives and critically reviews facilities and property maintenance and repair work orders, preliminary plans, and proposals to determine feasibility/advisability.
- Discusses property maintenance and repair projects with requesting schools, private contractors (when applicable), and district supervisory and managerial officials.
- Continually prioritizes work schedule and ~~then~~ shifts assets ~~and~~ equipment to meet the demands of unexpected situations.
- Inspects status/progress of on-going projects or any relevant special concerns.
- Interacts with private consultants ~~and~~ contractors, as needed and inspects and monitors contractual work for compliance with plans and specifications.
- Ensures adherence to prescribed pesticide and herbicide application schedules and established district policies

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

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and standards.

- Establishes a functional mowing schedule, both natural and turf, which works effectively with stripping, aeration, fertilization, and athletic schedules.
- Monitors vehicles and equipment to ensure that the proper maintenance and /or repairs are reported and then corrected.
- Provides training for the safe operation of vehicles and /or equipment.
- Coordinates and assigns the sweeping, striping, seal coat, overlay, and crack repair of the asphalt parking lots.
- Coordinates the repair and /or replacement of concrete ~~side walks~~sidewalks, curbing, and drain pans.
- Prioritizes, coordinates and supervises a variety of schedules involving grounds maintenance ~~i.e.~~(e.g., field marking, fertilization, aeration, top dressing, overseeding ~~and sports~~and sports schedules).
- Assigns inspections and maintenance on playgrounds structures and surface material to remain in compliance with state and local code application.
- Performs weather related maintenance on district property to provide safe access to school property during inclement weather. (Snow removal, site reports, sanding or chemical melt application and sweeping)
- Monitoring school sites to determine when the snow removal process needs to take place. Communicatees ~~ing~~ the start times and priorities of snow removal with the crews.
- Provides training to employees on how to operate snow removal equipment in a safe and efficient manner. This is accomplished through instructional videos and hands on training.
- Conducts routine reviews with Facilities Administration in charge.
- Performs annual evaluations on all grounds maintenance technicians which fall under this category, including a review of those evaluations with the Facilities Administration in charge.
- Responds to after hour emergencies and remedies the situation/concern.
- Other duties as assigned.

**Supervision & Technical Responsibilities:** Directly supervises all grounds maintenance employees. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include planning, assigning, and directing work; and appraising performance.

**Budget Responsibility:** This position has no 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 GED required
- Vocational/technical training in equipment, irrigation systems and design and maintenance; or an equivalent combination of education, training, and experience that provides the required knowledge, skills and abilities to perform the essential job functions.
- ~~, Back Flow Protection Assembly tester certification, and Playground Certified Inspector within three months of employment.~~

### Experience:

- Over 5 years of progressively skilled experience in property maintenance work
- ~~, d~~Demonstrating leadership qualities and ability to fulfill the physical and dexterity requirement of the work
- ~~, as applicable to the assigned maintenance area(i.e. grounds maintenance, pavement maintenance, athletic turf maintenance); vocational/technical training in equipment, irrigation systems and design and~~

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



~~maintenance; or an equivalent combination of education, training, and experience that provides the required knowledge, skills and abilities to perform the essential job functions.~~

### **Knowledge Skills & Abilities:**

- Excellent oral and written communication and interpersonal relation skills. Ability to perform, track, and provide the current status of multiple simultaneous tasks. Ability to keep sensitive information confidential

### **Certificates, Licenses, & Registrations:**

- Criminal background check required for hire.
- Back Flow Protection Assembly tester certification required within three months of employment.
- Playground Certified Inspector certification required within three months of employment.
- Valid Driver's License 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 regularly required to talk and hear. 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 is occasionally exposed to moving mechanical parts; high places; fumes or airborne particles; outdoor weather conditions; extreme cold; extreme heat; risk of electrical shock vibration. The noise level in the work environment is usually moderate to high.  
~~The noise level in the work environment is usually moderate to high.~~

**Mental Functions:** ~~While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts; high places; fumes or airborne particles; outdoor weather conditions; extreme cold; extreme heat; risk of electrical shock vibration. The noise level in the work environment is usually moderate to high~~

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

## BOARD OF EDUCATION AGENDA ITEM 9.03

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Sue Holmes, Falcon Zone Leader
<b>TITLE OF AGENDA ITEM:</b>	Falcon Zone New School Name
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

### BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Falcon Zone PTA groups, staff, and community members were asked to submit ideas for a name for the new Elementary School. The Falcon Zone Coalition then met to discuss each of the suggestions and submit 5 or 6 back to the community via a survey to determine what names resonated most. This data will be shared with the board in hopes that a new name can be determined during the August Board Meeting. By the August Board meeting, we will also have data supporting what students would like to see for the new mascot and school colors based on the community recommendations.

### RATIONALE:

The survey feedback will assist the board with voting on the name of the building during the August board meeting.

### RELEVANT DATA AND EXPECTED OUTCOMES:

Building name(s) that most resonate with the community will be highlighted.

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

Culture	<b>Inner Ring</b> —How we treat each other	<b>Respect:</b> We respect our community's input <b>Trust:</b> Being transparent and gaining stakeholder feedback builds trust in the Falcon Zone and within District
	<b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Gaining feedback and will grow trust in the Falcon Zone
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	The survey was solely designed to gain community feedback that would support the board decision
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Naming the new school on our innovative K-8 campus definitely will add to our portfolio of schools
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

### FUNDING REQUIRED:

None

### AMOUNT BUDGETED:

None

### RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I recommend the board vote on the school name during the August board meeting so from the groundbreaking onward, this construction project can be called by the actual school name. This will build “brand” identity and ownership of the school throughout the Falcon Zone.

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** June 16, 2017



# New Falcon Zone Elementary School Identity Presentation

Sue Holmes, Falcon Zone Leader

Brian Smith, Executive Principal

Firebird Nation Campus

July 13, 2017

# History of the Process



- Process was developed in accordance with Board Policy FF & FF-R
- May 2017 – Falcon Zone PTA's, Staff, and Community members submitted names for consideration
- June 2017 – Falcon Zone Coalition met to evaluate names
- June 2017 – Community Survey developed and sent to all Falcon community members for feedback

# Zone Coalition Feedback



- The Zone Coalition evaluated all submissions and produced a list of 6 names.
- Members felt that naming schools after employees could set a different precedent.
- Historical relevance, location, and landscapes were considered.
- Members determined which names would resonate with the Falcon community.

# Community Feedback



- Total Survey Responses: 376
- Proposed Names:
  - Bennett Ranch Elementary School – 29.8%
  - Paint Brush Hills Elementary School – 27.6%
  - Talon Elementary School – 15.8%
  - Antelope Meadows Elementary School – 12.0%
  - Pronghorn Trails Elementary School – 7.9%
  - Antler Meadows Elementary School – 6.8%

# Community Feedback



- Liked the historical aspects of the Bennett Ranch Name
- Values the neighborhood location in a name with Paint Brush Hills
- Nonresidents of Paint Brush Hills were concerned with this name.
- Some concerns that the district has not named a school after a person before
- Concerns that some of the “animal” names are too close to school names in neighboring districts

# Possible Mascots

- Antelope
- Bulls
- Cowboys
- Eagles
- Pronghorn
- There were many numerous suggestions about the mascot, these were the top responses.



# Possible Colors

- White – 33.8%
- Gold – 30.9%
- Black – 28.6%
- Silver – 26.4%
- Red – 23.8%
- These colors received the top votes from the community

# Next Steps



- All Falcon Zone Elementary Students will vote on the mascots and colors in the first 2 weeks of school.
- Data from this vote will be presented to the Board at the next meeting
- August 2017 Board Meeting – New School Name, Mascot, and Colors presented for Action



# QUESTIONS & COMMENTS

## BOARD OF EDUCATION AGENDA ITEM 9.04

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Matt Meister, Director of Communications
<b>TITLE OF AGENDA ITEM:</b>	Communications Department Performance Report
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Key metrics on the performance of District 49 communication tools and platforms is presented, including D49.org, LiveChat, Bronto email and social media platforms. Brand coverage and performance in the earned media space is also presented. Communication department story coverage breakdown year-to-date is presented. Overall strategy is discussed.

**RATIONALE:** Twice a year the director of communications provides an update to the Board of Education on the performance of communications department through key metrics and a review of strategy.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The communications department has made strategic investments in communication technology to target information down to unique customer segments. Effective use of the technology through the communication department strategy leads to increased consumption of and engagement with content created by the team.

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

Culture	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Continue non-biased communication of BOE meetings, school and zone initiatives and any challenging issues that develop in the district.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	All district communications support the community rock. Each communication platform targets unique community segments. The Peak Partners initiative targets the 60% of residents that don't have a direct district connection in a new way.
	<b>Rock #3</b> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	We'll continue to use a "show" versus "tell" philosophy in highlighting the impacts our educational programs make for young learners in the portfolio of schools.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	We'll continue to use a "show" versus "tell" philosophy in highlighting the firm foundations being built through our educational programs.
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	We'll continue to use a "show" versus "tell" philosophy in highlighting how students are launching to success through 49 Pathways.

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Continued support from BOE of district communication initiatives to continue building trust and increasing community engagement.



BOE Regular Meeting July 13, 2017  
Item 9.04 continued

**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** 6/30/17



# Communications Update

Matt Meister

Director of Communications

# Last Time - A Critical Mass



- Communication Efforts Support District 49's Strategic Plan
- Extraordinary Surge of Effort
- Unsustainable
- Evaluation Underway Regarding Work, Production and Available Resources

# Now- Time of Transition



- New staff position and contributors
- Amy Matisek  
Internal communications manager
- Offers currently being extended to new digital communications manager and marketing/communications specialist positions



# Fresh Perspectives



- Efforts supporting strategy and culture
- Evaluate systems and processes
- Identifying available efficiencies
- Building new team cohesiveness

# Fresh Perspectives



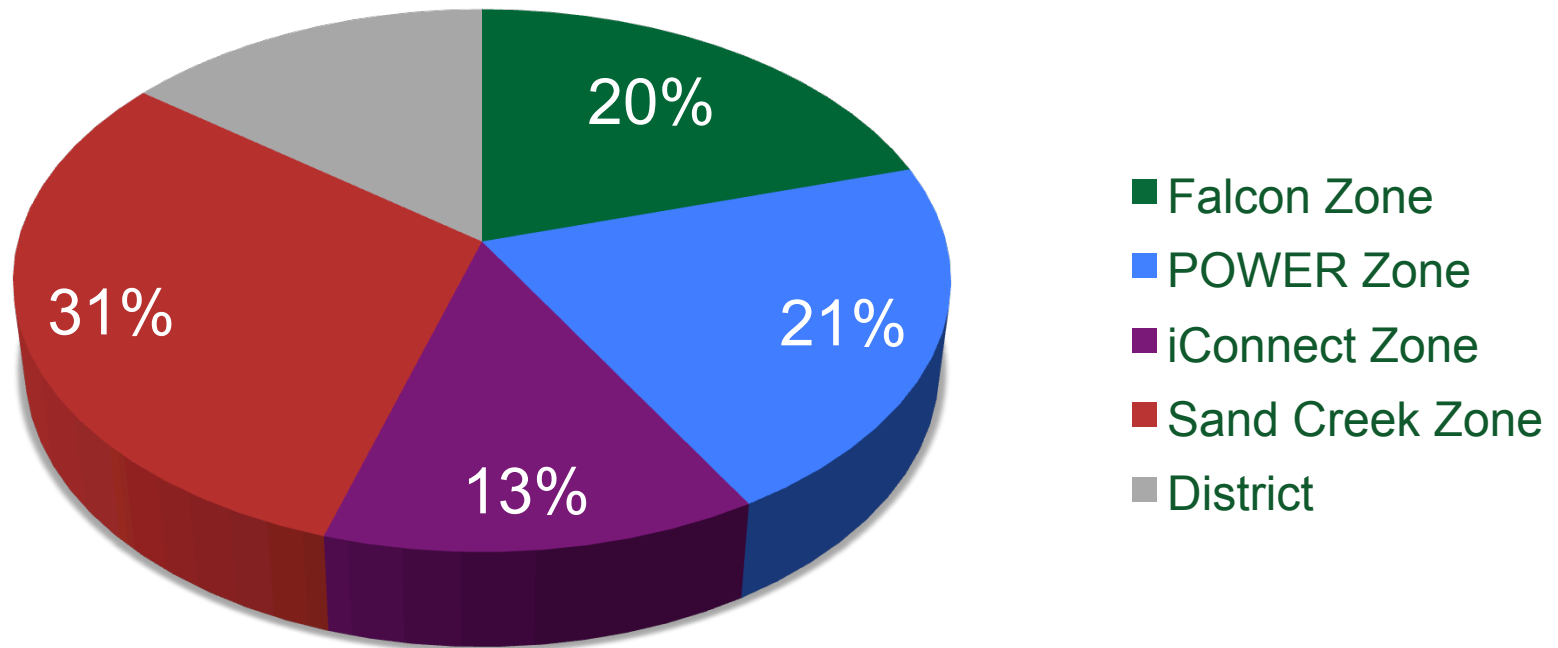
- Efforts supporting strategy and culture
- Evaluate systems and processes
- Identifying available efficiencies
- Building new team cohesiveness

# Comm Dept Story Coverage

Story Total = 172 (+45)



% of Coverage

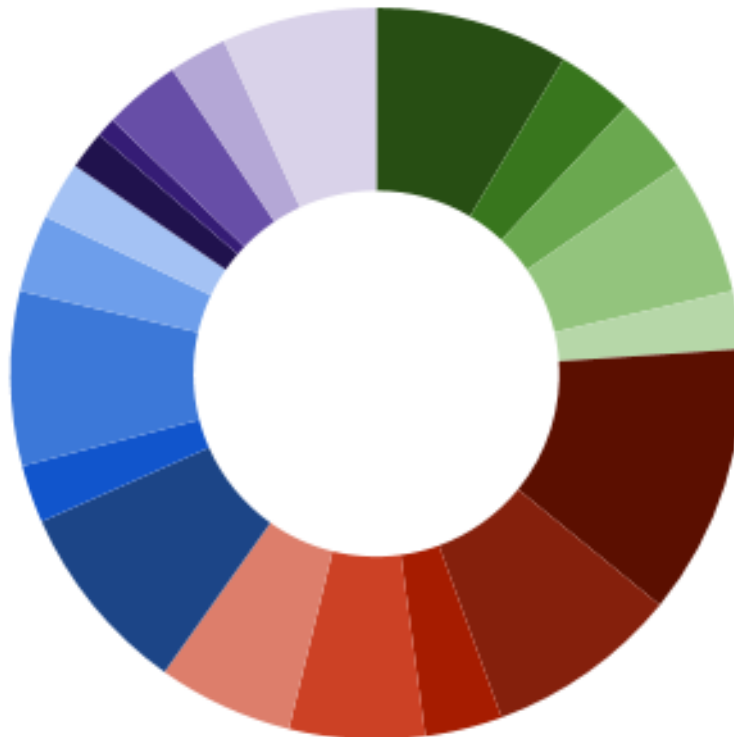


# Comm Dept Story Coverage

Story Total = 172 (+45)



## Coverage by School



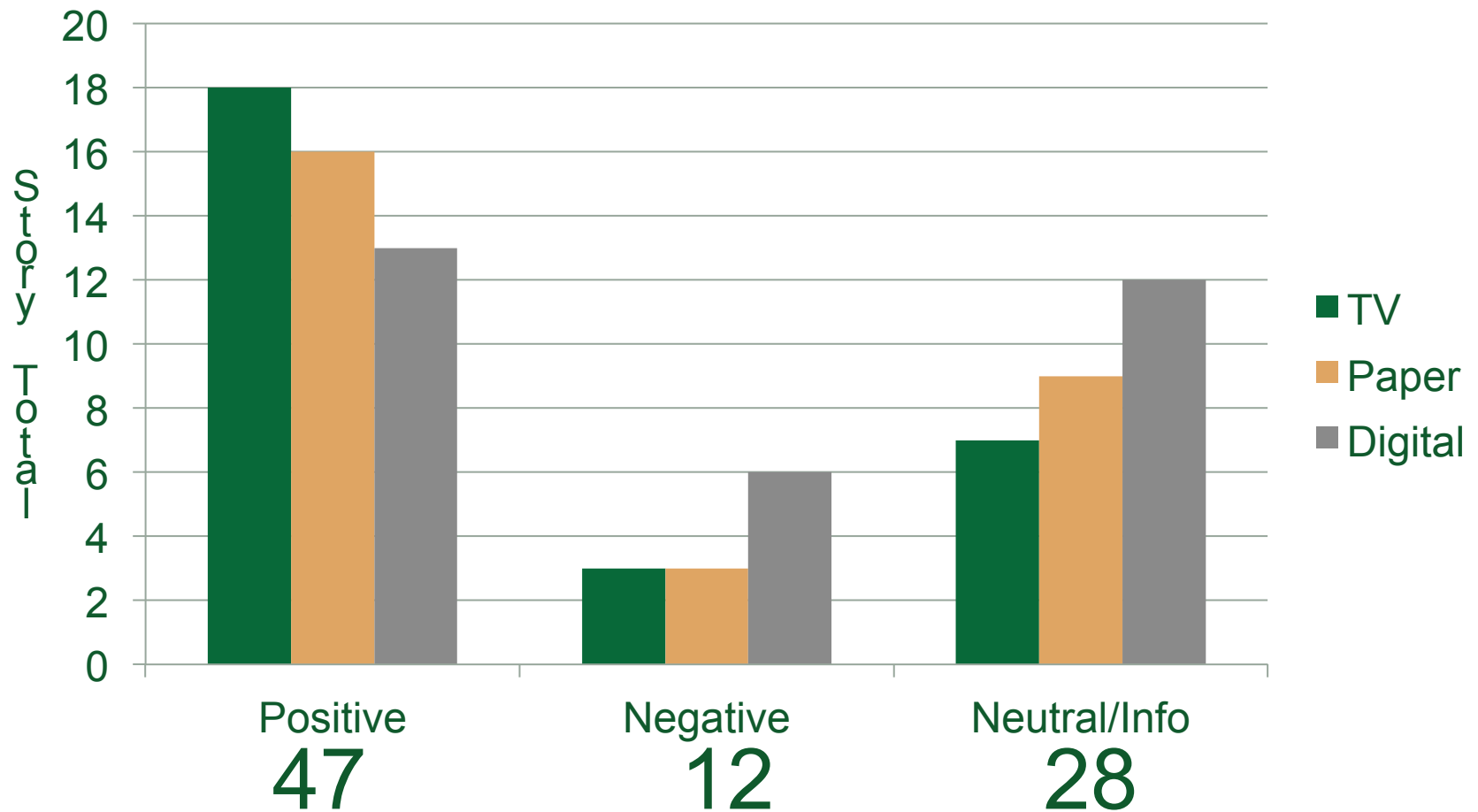
- Falcon High School
- Falcon Middle School
- Falcon Elementary School of Technology
- Meridian Ranch Elementary School
- Woodmen Hills Elementary School
- Sand Creek High School
- Horizon Middle School
- Evans International Elementary School
- Remington Elementary School
- Springs Ranch Elementary School
- Vista Ridge High School

9 more

# Our Strategy Media Relations



## 2016-2017 Media Stories



The Best Choice to Learn, Work and Lead

# Advertising



- Back To School Campaign
- Positive Brand / Program / Choice

**District 49**

**PORTFOLIO OF SCHOOLS**  
Each child is unique. District 49's portfolio of distinct and exceptional schools caters to the strengths and challenges of each learner we serve.

**FIRM FOUNDATIONS**  
The success of every student begins with a firm foundation of academic knowledge and mastery of skill. In District 49, our primary literacy initiative calls for every third-grader to read at their grade level by the end of the school year.

**49 PATHWAYS**  
As each student's interests develop, they begin a unique journey with 49 Pathways, our commitment to forming individual career and academic plans. When they complete their pathway, every student is prepared to learn, work and lead our communities into the future.

Enroll online at [D49.org/Enroll](http://D49.org/Enroll)

**THE BEST CHOICE TO LEARN, WORK, LEAD**

**GEAR UP!**  
**WE'RE BACK TO SCHOOL AUGUST 2**

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**WIN A \$200**  
SHOPPING SPREE

**ENTER TO WIN:**  
[D49.org/BacktoSchool](http://D49.org/BacktoSchool)

Find school supply lists, orientation activities and open house opportunities, plus contest details!

**5 WINNERS WILL BE SELECTED!**

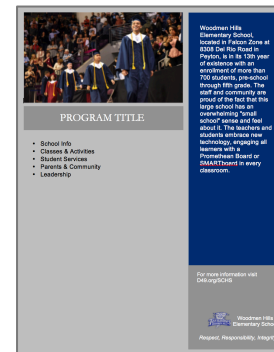
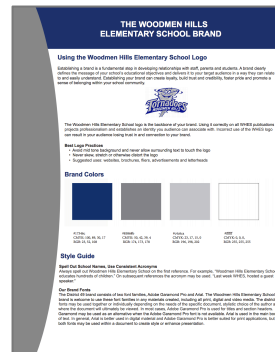
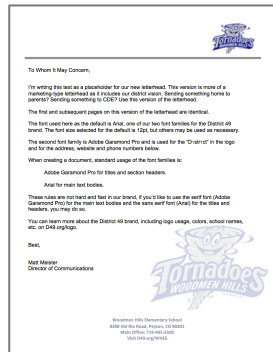
The Best Choice to Learn, Work and Lead

# Stronger School Brands

- New Logos



- Brand Kits / Templates



The Best Choice to Learn, Work and Lead

# Goals



- Internal Communications Plan
- Evaluate Tools and Programs
- Redesign Marketing “Look” / Approach
- Continue Where Serving Well



## BOARD OF EDUCATION AGENDA ITEM 9.05

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Melissa Andrews, Community and Project Planning Manager
<b>TITLE OF AGENDA ITEM:</b>	SCIZ Boundary Changes
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

### BACKGROUND INFORMATION, DESCRIPTION OF NEED:

After reviewing future boundary changes for the new elementary schools opening in 2018 and 2019, and evaluating where future developments will occur, it became clear that a new development coming in East of Marksheffel and South of Barnes would be in an unfavorable spot with the current boundaries. This area is currently in the Falcon Innovation Zone and the schools are anywhere from 9 to 15 miles which equates to 25 -35 minutes on the bus each direction. With tremendous future growth occurring in both Falcon and POWER Zones and limited growth potential in the Sand Creek Zone, it makes sense to place these new families in the Sand Creek Zone schools that are much closer to home and not as overcrowded.

### RATIONALE:

Without a boundary change in the Sand Creek Zone, families moving into new subdivisions coming in East of Marksheffel and South of Barnes will still be slated to attend Falcon Zone Schools. Families will be driving past many schools to attend their boundaried school. By altering the boundaries prior to homes being constructed, families will not be impacted by boundary changes in the near future, they will be able to attend a school closer to home and the cost for transportation of these students would be less.

### RELEVANT DATA AND EXPECTED OUTCOMES:

Both Remington and Springs Ranch Elementary Schools enrollment was under their core capacity in the 2016/17 school year. Horizon Middle School is now set up with the Panther Den, allowing them to more easily absorb additional students over the other two middle schools. Additionally, this would feed more students into Sand Creek High School, which is currently underutilized (1255 built for 1600). There is very little growth potential in the Sand Creek Zone boundary as it currently stands. With the tremendous growth potential in both the POWER Zone and the Falcon Zone, it makes sense to expand the Sand Creek Zone Boundary east.

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

Culture	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Trust is established by forward thinking (altering boundaries prior to families moving into a new development) and respecting our communities' time (understanding that the distance to the Falcon Zone schools is excessive).
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	

BOE Regular Meeting July 13, 2017  
Item 9.05 continued

<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	
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**FUNDING REQUIRED:** None

**AMOUNT BUDGETED:** N/A

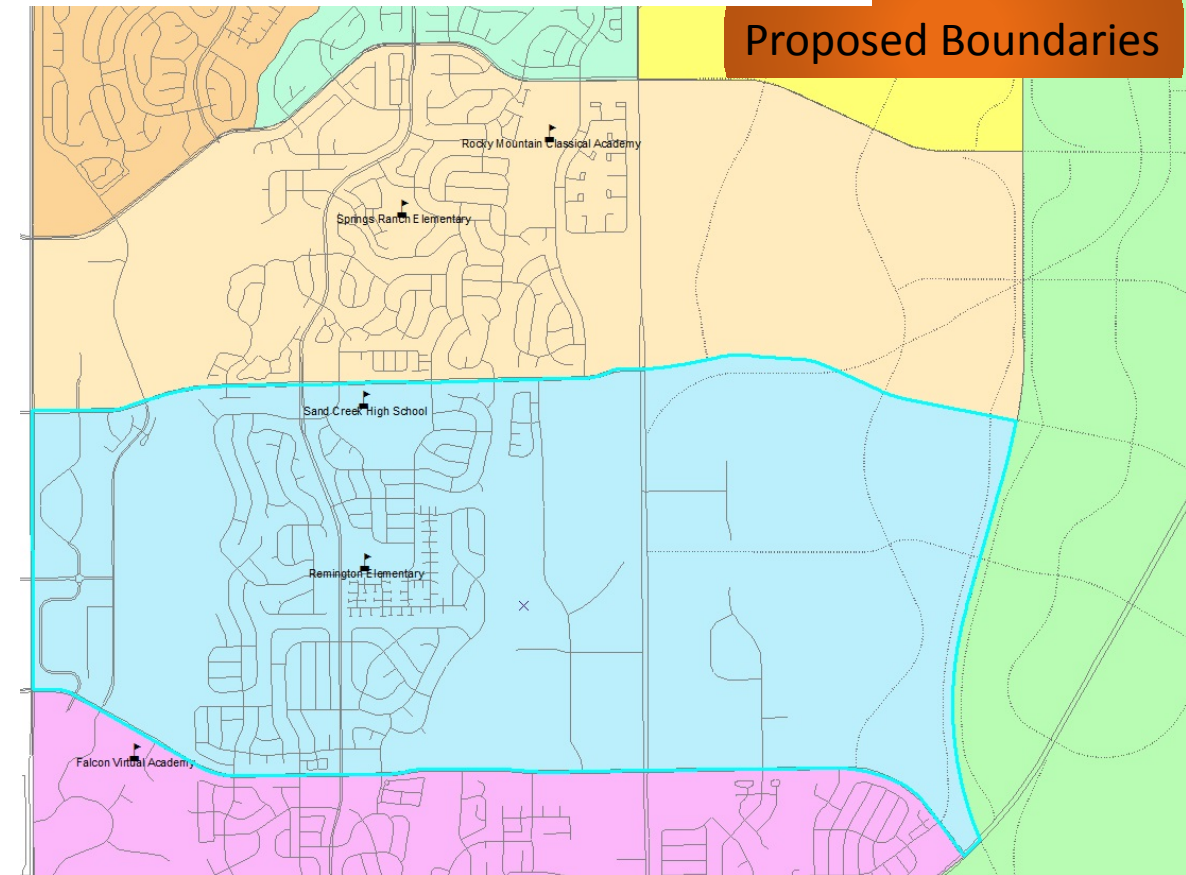
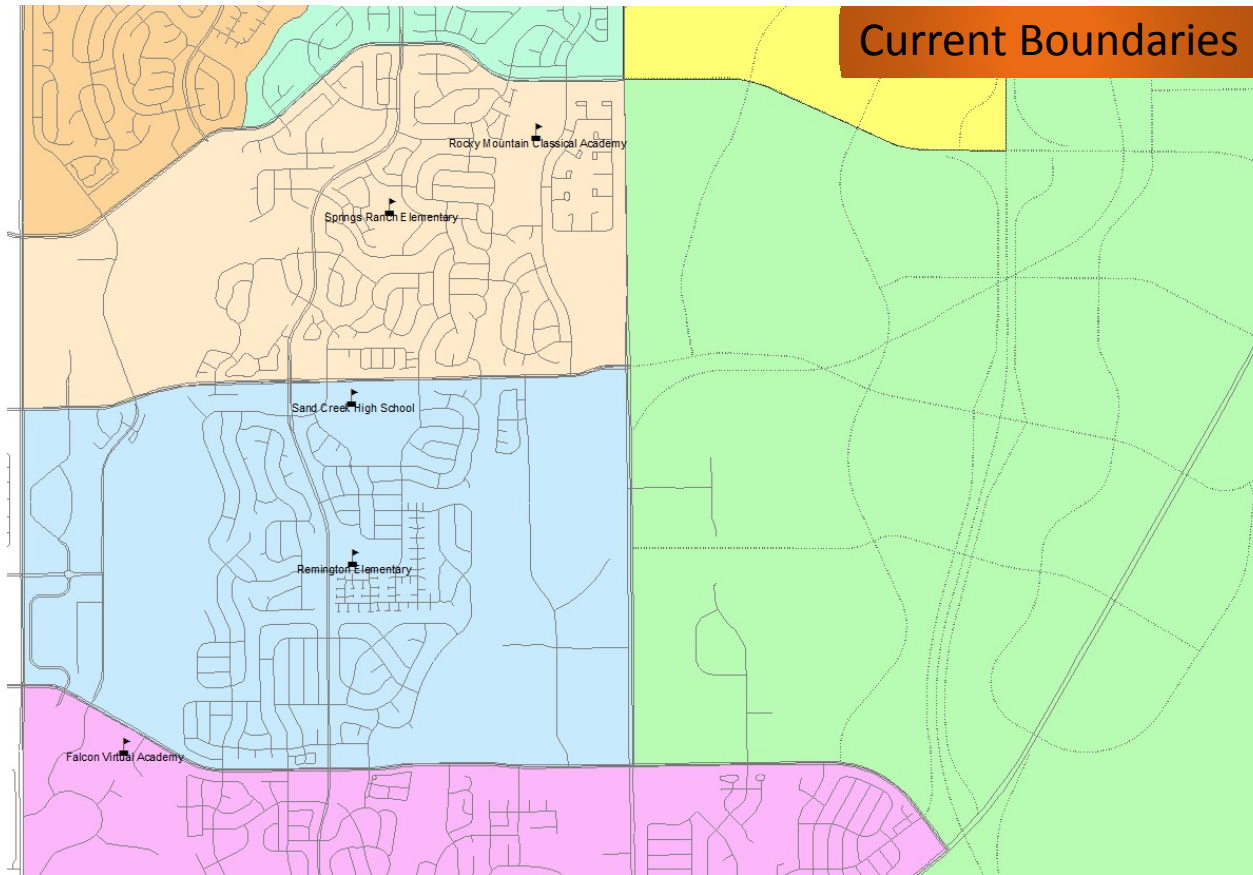
**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move this item for action at the regular board meeting in August.

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** July 6, 2017

# SRES and RES

## Boundary Options



New Development will soon commence South of Barnes and East of Marksheffel

Propose to extend Springs Ranch and Remington boundaries East to the future Banning Lewis Ranch Parkway prior to new families moving in

## **BOARD OF EDUCATION AGENDA ITEM 9.06**

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer
<b>TITLE OF AGENDA ITEM:</b>	Developers (Falcon Community Builders for Classrooms - FCBC) Land Proposal
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** When a residential development is proposed, the developer does not have to build a school, but they do have to provide a certain amount of land to the school district, in case a school is needed in the future. Large, master-planned developments typically have a large school site identified as part of the development plan. The school district has the opportunity to interact with the developer and either the city or county planning authorities to determine the feasibility of the proposal and make counter-proposals to determine a scenario that acceptable to both parties. Smaller, in-fill, projects will not typically have enough requirements to result in a usable piece of land for the school district. In those cases, 'fees in lieu of land' are remitted to the school district by the developer. District 49 accounts for those fees in a distinct fund, number 43. The revenues accumulated there can be used for new and/or significant capital requirements for the district.

When the district endorses a land proposal, the land still 'belongs' to the developer until such time as the district determines they can and will begin using the land. At that point, the district 'accepts' the land dedication and the property formally conveys to the district. What this means is that there are often pieces of land within the district boundaries that have been identified for future district use, and it is that land portfolio that the district works with when planning future school sites.

As time goes on, certain school sites become more likely to be converted for future use, and some sites become less likely – sometimes to the point of being not usable for the future of the district. If a piece of land is identified as not-usable, the district has a process available that will convert the land to a fees in-lieu-of result, so that the district will still receive a necessary resource for the impact on the school district.

Conversations regarding future use feasibility of current land dedications use are regular at the Chief Officer level, informed with the knowledge and expertise of the District's Community and Facility Planning Manager (Melissa Andrews). Conversations regarding future use feasibility of current land dedications with Developers are also fairly regular. The District Community and Facility Planning Manager is the point-of-contact for those conversations and many of those conversations occur with the Falcon Community Builders for Classrooms (FCBC) partnership.

FCBC is a unique organization in Colorado that is known as a public benefit organization. This group has members that include many of the developers active in the D49 boundaries. FCBC has a seven-member board of directors; three from the developer community, three from District 49, and one member of a local political governing entity. The current members are: Doug Stimple from Classic Homes, Steve Neary from Copperleaf Homes, Brian Bahr from Challenger Homes, Kevin Butcher D49 BoE Treasurer, Brett Ridgway D49 CBO, Melissa Andrews D49 Community and Facility Planning Manager, and Mark Waller from the El Paso County Commissioners.

Recent conversations with this group regarding land reserved for the district have focused on two parcels in the Indigo Ranch area of the district. Those parcels identified as #13 and #14 in the included map of reserved land for D49. Classic Homes has been the master developer of that area, and is interested in converting those two parcels back to fees in-lieu-of land if the district determines that those sites will no longer be needed for future school sites. District 49 has three charter schools operating in the nearby area, educating over 2,600 students already, and with capacity potential for 3,000 students. D49 is also pursuing a new elementary school in a nearby location on Vista del Pico in the Banning Lewis Ranch neighborhood. With that current and future template, D49 administration believes that the two parcels in question can be considered, all or in part, for conversion to a fee in-lieu-of transaction.

An additional overture from FCBC has focused on a particular desired use for funds that could result in an additional gift of funds from FCBC itself. The developer community, chiefly represented by FCBC members, would like to see District 49 have a more appropriate and professional-looking District office. If D49 is willing to consider using potential fees-in-lieu-of dollars from converting sites 13 and 14, FCBC will propose to add a significant amount of additional funding to a project for an administration building that could be completely built with those combination of those two funding sources – meaning no district funds would need to be contributed unless D49 chooses to supplement project funding – perhaps with other fee-in-lieu-of receipts.

**RATIONALE:** Several issues and rationales to be considered in this scenario:

1. Vacant land in completed developments or nearly-complete developments often creates an eyesore and it is a responsibility of the district to determine a plan for these lots.
2. Developers indicate that they have lost customers to other developments in neighboring districts due to the perception and reception of those customers to D49 based on their visit to the current D49 administration complex.
3. The current best estimates of D49 Community and Facility Planning is that the two lots in question will not be used for school sites in the future due to the capacity in and around the area already planned or in place, and the ‘maturing’ of the neighborhoods that create a ‘plateauing’ level of demand in the next 20 years.

**RELEVANT DATA AND EXPECTED OUTCOMES:** At over \$76,000 per acre, a fee-in-lieu of scenario to exchange lots 13 and 14 would generate approximately \$2.4mm. If FCBC is willing to also contribute a significant amount of funds if the district were to use the fee-in-lieu funds for an administration building, a budget can be created that largely, if not completely, funds construction of an appropriately sized and professional looking building.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	<i>Having good transparency in the discussion of options presented to the district.</i>
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	<i>The D49 residential community has consistently hesitated at spending resources for an administration building. Both the district and the developer community have heard that and honored that by developing a solution to accommodate the need without using any resident-local revenue.</i>
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** None

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Request BoE feedback on openness to FCBC proposal to include, if appropriate, direction from BoE to pursue a scenario under certain guidelines.

**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** July 5, 2017



## El Paso County School District No. 49

### Capital Maintenance/Improvement Program



Each year, D49 assembles capital needs from across the district. Those needs are ranked in priority order as follows:

- (1) Legal / ADA issues requiring correction
- (2) Long-term capital lease payments previously committed to
- (3) Issues of safety and fundamental equipment for students, staff, parents & constituents
- (4) Critical issues that are deteriorating toward health/safety issues for students, staff, parents & constituents
- (5) Technology Infrastructure priorities, including prevenative maintenance and upgrades
- (6) Funding of District Vehicle Fleet replacement plan, as available and appropriate
- (7) 'Wise & Appropriate' investments/preventative maintenance in school facilities
- (8) 'Wise & Appropriate' investments/preventative maintenance in non-school facilities

<u>Current Realistic / Defined Funding Options</u>			
Mill Levy Override	Annual Capital	General Fund	FCBC / FiLoL \$
✓	✓	✓	
✓	✓	✓	
✓	✓	✓	
✓	✓	✓	
	✓	✓	
	✓	✓	
	✓	✓	✓
			✓

FCBC is a public benefit entity that exists voluntarily, and is funded voluntarily, by developers active in the boundaries of District 49. They have already contributed over \$5 million to District 49 - some of those funds directed for specific capital priorities that FCBC members were intentional in their support of - Vista Ridge High School, Falcon High School, Sand Creek High School and many other school facilities have been the recipients of funds from FCBC that were turned into needed and necessary capital improvements.

FCBC is a collaboration between developers and the school district. That collaboration, again, is voluntary on each participant's part. As such, it is important to respect good intentions to perpetuate the collaboration on in to the future.

FCBC's proposal to supplement ~\$2.5mm in Fees in-lieu-of Land (FiLoL) with additional funds (perhaps up to another \$1mm) is a serious offer in need of serious consideration. They desire to match the generosity of the constituency that was shown with the passage of 2016-3B by providing funds toward a priority that the constituents were unwilling to do so.



While \$2.5mm could buy several things like 25 school busses, or replace a mod/pod facility or two, these funds can be magnified with additional funds from FCBC in a way that perpetuates the positive relationship between FCBC and District 49 and, by extension, the constituents of District 49. It also provides

opportunity to apply funds to a needed priority that has no other currently identified source of funding. Addressing problems with the District Central Office, will allow the Operations groups (Transportation, Nutrition Services) to properly size to their growing service portfolio.

## BOARD OF EDUCATION AGENDA ITEM 9.07

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	D. Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Policy and Procedure Review
<b>ACTION/INFORMATION/DISCUSSION:</b>	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
9.07a	BDFA	District Personnel Performance Evaluation Council	A. Whetstine P. Andersen	Periodic review; minor revisions
9.07b	EBBB	Accident Reports	J. Peitraallo S. Hathaway	CASB Special Policy updates to meet new legislation implications
9.07c	EG, EG-R	Information Technology Management	D. DeJesus A. Whetstine	Periodic review; minor revisions
9.07d	GBEB, GBEB-R	Staff Conduct & Responsibilities	P. Andersen	CASB Special Policy updates to meet new legislative implications
9.07e	GCBA-R	Instructional Staff Contracts/Compensation/Salary Schedules	P. Andersen A. Whetstine S. McDermott	Periodic review; minor revisions
9.07f	GCEC	Posting and Advertising of Professional Vacancies	P. Andersen	Recommend repeal; procedural matters for which policy is not needed
9.07g	GCO	Evaluation of Licensed Personnel	P. Andersen A. Whetstine	Periodic review; minor revisions
9.07h	GCOE	Evaluation of Evaluators	A. Whetstine P. Andersen	Periodic review; minor revisions
9.07i	GDEA	Posting and Advertising of Professional Vacancies	P. Andersen	Recommend repeal; procedural matters for which policy is not needed
9.07j	ICA, ICA-R	School Year/School Calendars/ Instruction Time	A. Whetstine P. Hilts	CASB Special Policy updates to meet new legislative implications
9.07k	IHAM, IHAM-R	Health and Family Life/Sex Education	A. Whetstine	Reviewed; no revisions
9.07l	IJ, IJ-R, IJ- E-1, IJ-E-2	Instructional Resources and Materials	A. Whetstine	Periodic review; minor revisions
9.07m	JICJ	Student Use of Cell Phones & Other Personal Technology Devices	D. DeJesus	CASB Special Policy updates to meet new legislative implications



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9.07n	JS-E	Student Use of Internet and Electronic Communications	D. DeJesus	Reviewed; no revisions
9.07o	KFD	Guest User Policy	D. DeJesus A. Whetstine	Periodic review; minor revisions

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After review and discussion, move the thirteen policies in item 9.07 for action at the next regular board meeting.

**REVIEWED BY:** Chief Officers

**DATE:** June 30, 2017

Title	<b>District Personnel Performance Evaluation Council</b>
Designation	<b>BDFA</b>
Office/Custodian	<b>Education/Executive Director of Learning Services and Director of Human Resources</b>

The Board of Education shall appoint, pursuant to state law, an advisory district licensed personnel performance evaluation council which shall, at a minimum, consist of one teacher, one administrator, one principal, one parent, and one person who does not have a child in school.

The council may be composed of any other school district committee having membership as defined above. The council shall consult with the Board as to the fairness, effectiveness, credibility and professional quality of the licensed personnel performance evaluation system and its processes and procedures and shall conduct a continuous evaluation of the system.

As part of its ongoing review, the ~~District~~ personnel performance evaluation council shall seek evidence that ~~the evaluators are implementing the process in~~ licensed personnel performance evaluation system is a fair, professional, and credible. ~~manner and shall report its finding and recommendations to the Board.~~

- Adopted: February 27, 1986
- Revised: September 3, 1998
- Revised: March 11, 2010
- Revised: March 13, 2014
- Revised: August 10, 2017

#### LEGAL REFS:

- C.R.S. 22-9-107 (*licensed personnel performance evaluation council*)

#### CROSS REFS:

- CBI, Evaluation of Chief Education Officer
- GCO, Evaluation of Instructional Staff



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Accident Reports</b>
Designation	<b>EBBB</b>
Office/Custodian	<b>Operations &amp; Business/Director of Transportation &amp; Risk Benefit Manager</b>

Adequate and prompt accident reporting is essential ~~if similar accidents are to be prevented from happening again~~. If ~~there are~~ injuries or property damage occur, prompt reports also are vital in assuring the district staff, students and others of insurance coverage.

The Board requires ~~therefore~~ that an accident report be filed on every accident that takes place on ~~D~~district property or that involves a ~~D~~district vehicle, students or staff on school-sponsored trips or activities, including staff members on authorized ~~D~~district business trips. Such reports are required whether or not there is any apparent evidence of injuries or damage to property. District staff must file an appropriate worker's compensation form.

~~The Chief Education Officer in conjunction with the Chief Business Officer and Chief Operations Officer shall establish procedures for filing accident reports and shall make sure reports include details that:~~

- ~~1. Might be helpful in preventing similar accidents in the future.~~
- ~~2. Are needed for filing insurance claims.~~
- ~~3. Might be important in case of litigation.~~

~~District staff must file appropriate accident reporting forms in accordance with all regulations.~~

- Current practice codified 1980
- Adopted: date of manual adoption
- Revised: March 4, 1999
- Revised: October 3, 2002
- Revised: March 11, 2010
- Revised: January 10, 2013
- Reviewed: November 10, 2016
- Revised: June 28, 2017
- Revised: August 10, 2017



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Information Technology Management</b>
Designation	<b>EG</b>
Office/Custodian	<b><del>Education/Technical Coordinator</del>Business/Chief Business Officer</b>

Information technology has become critical to the achievement of goals in both the educational and administrative functions of the ~~D~~istrict. In order to maximize the effectiveness of information technology and ensure its close alignment with the requirements of educational and administrative processes of the ~~D~~istrict, information technology must be closely and properly managed. This policy provides guidance and defines responsibilities in the management of information technology within the ~~D~~istrict.

### Information Technology Architecture

The ~~Executive Officer of Education Services~~Technology Quality Assurance Manager [DD1] in conjunction with the Innovation Leaders shall define and publish information technology architecture and define a set of standards for various classes of IT equipment and software that seeks to maximize the potential of information technology for the ~~D~~istrict within anticipated constraints. The ~~Executive Officer of Education Services~~Technology Quality Assurance Manager or designee will regularly update the architecture and standards to stay current with rapidly changing technology trends.

### District Core Information Technology

The ~~Executive Officer of Education Services~~Technology Quality Assurance Manager [DD2] shall make recommendations to the Chief Education Officer as to what equipment and software should comprise the core set of information technology. Inclusion of IT equipment and software in the core set of information technology is dependent upon sufficient funding being allocated by the Administration and approved by the Board of Education.

### Supplemental Information Technology

Schools, departments, or programs that have needs beyond the capabilities the core technology set provides are highly encouraged to supplement the core technology set with IT equipment and software that addresses those requirements. In order to ensure this supplemental technology operates effectively with the overall ~~D~~istrict IT architecture and the core technology set, all supplemental technology must adhere to ~~D~~istrict standards. Schools, departments, and programs must also plan and budget for maintaining this supplemental technology throughout its useful life and replacing it when it becomes obsolete.

### Purchasing Process of Information Technology

In order to facilitate the enforcement of this policy, the Administration will structure the purchase requisition process such that all requests for the purchase of IT equipment and software are routed through the ~~Executive Officer of Education Services~~Technology Quality Assurance Manager, or a designee, for endorsement prior to approval. The ~~Executive Officer of Education Services~~Technology Quality Assurance Manager, or a designee, shall take appropriate steps to ensure the suitability, interoperability, and supportability of the requested items in light of the ~~D~~istrict IT architecture and applicable ~~D~~istrict IT standards prior to endorsing the purchase requisition.

- Adopted: May 28, 2008
- Revised: November 17, 2010
- Revised: January 10, 2013
- Revised: August 10, 2017

CROSS REFS:

- GBEE, Staff Use of Internet and Electronic Communications
- JS, Student Use of Internet and Electronic Communications
- DJB-R, Purchasing Procedures

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	Information Technology Management
Designation	EG-R
Office/Custodian	<del>Education/Technical Coordinator</del> <b>Business/Chief Business Officer</b>

### Acquisition, Maintenance, and Replacement of Information Technology

The ~~IT Department~~ **Technology Quality Assurance Manager** [DD1] shall plan, budget for, acquire, and implement all components of ~~D~~district core information technology and replace those components when they become obsolete. The ~~IT Department~~ **Technology Quality Assurance Manager** will also plan and budget for the maintenance of and maintain core information technology. A primary means of maintaining core technology will be to ensure the technology is covered by a warranty (hardware) or maintenance and support agreement (software) for the expected useful life of the equipment. When maintenance which will not be covered under warranty is required because of misuse or negligence, the school, department, or program to which the employee who was responsible for the proper care and protection of the equipment reports shall pay for the repair or replacement of the equipment.

Any school, department, or program that chooses to use supplemental information technology must plan, budget for, acquire, and implement the supplemental technology and replace those components when they become obsolete using appropriate funds available to the school, department, or program. The school, department, or program must also budget for the maintenance of supplemental technology. While the ~~IT Department~~ **Technology Quality Assurance Manager** will facilitate the maintenance of the equipment, when the maintenance will incur a cost the school, department, or program who acquired supplemental information technology must either pay the associated cost or remove the item from service. Schools, departments, or programs should normally acquire technology components with a warranty (hardware) or maintenance and support agreement (software) that will cover the component for its expected useful life. The ~~IT Department~~ **Technology Quality Assurance Manager** will facilitate the warranty service process for items acquired through central purchase agreements or from vendors with which the ~~D~~district has an established relationship.

The Chief Education Officer in conjunction with the Chief Business officer and/or Chief Operations Officer may initiate bulk purchasing agreements to facilitate acquisition and maintenance of information technology components when such agreements would provide favorable pricing and/or standardization for IT equipment and software acquired throughout the ~~D~~district. When necessary to obtain the most favorable pricing, the agreement may be structured as an exclusive agreement for a category of information technology for the term of the agreement. The bidding process for all such agreements shall follow ~~D~~district policies and applicable law. For supplemental technology purchases, if a non-exclusive central purchase agreement exists for the type of information technology sought, the school, department, or program may use the purchase agreement to facilitate the purchase. If the purchase agreement is an exclusive agreement, the school, department, or program must use the purchase agreement for the purchase.

### Support of Information Technology

Once equipment is acquired, whether it is core or supplemental technology, the ~~IT Department~~ **Technology Quality Assurance Manager** will plan and budget for the support of and provide support for all information technology that meets ~~D~~district standards and was acquired following defined processes. Support includes ensuring the information technology is configured correctly, interoperates with other technology components, receives necessary software updates, etc. It does not include replacing damaged or worn components, replacing the technology at the end of its useful life, or providing consumables that are needed for operation of the technology.

### Consumables

Schools, departments, and programs must plan and budget for the acquisition of and acquire all necessary consumables, such as toner for printers and bulbs for projectors, required for the operation of all technology used regardless of whether it is core or supplemental technology.

### Disposal

When an IT component has reached the end of its useful life, the ~~IT Department~~Technology Quality Assurance Manager will dispose of the component in a proper manner ensuring to a reasonable level that all confidential or proprietary information is adequately protected in the process. Disposal will adhere to ~~D~~istrict policies and law.

### Software License Management

Software licensing costs can be reduced by aggregating purchases and/or purchasing site or ~~D~~istrict licenses. There is considerable potential for exposing the ~~D~~istrict to significant liability if software is used in a manner inconsistent with license agreements. The ~~IT Department~~Technology Quality Assurance Manager will manage the software licenses acquired throughout the ~~D~~istrict. The ~~IT Department~~Technology Quality Assurance Manager will only install software for which it can be validated that the ~~D~~istrict holds a valid license. The ~~IT Department~~Technology Quality Assurance Manager will also ensure that users cannot install software without ~~IT Department~~ approval.

Organizations requesting software will provide information on the requirements for the software and the specific software requested, if applicable, to the ~~IT Department~~Technology Quality Assurance Manager prior to submitting a purchase request in order to determine if the necessary licensing is available or current license agreements can be expanded more cost effectively than acquiring the licensing separately. If new software is required, the ~~IT Department~~Technology Quality Assurance Manager will coordinate the requirement with other affected departments prior to approving the purchase.

### Equipment Donations

Occasionally information technology equipment is donated to the ~~D~~istrict. It is highly encouraged that donations of IT equipment be directed to the ~~D~~istrict as a whole rather than a particular school such that the donations can be directed to the locations in the ~~D~~istrict where they will have the greatest impact. In all cases, any donated equipment will be processed through the ~~IT Department~~Technology Quality Assurance Manager in order to ensure the proper configuration of equipment prior to use within the ~~D~~istrict. Equipment that does not meet ~~D~~istrict standards shall not be accepted as a donation. The person or entity donating equipment must have the authority to transfer ownership of the equipment and associated operating system licenses permanently to the ~~D~~istrict.

### Use of Personal Equipment

Information technology not owned by the ~~D~~istrict shall not be used consistently or for extended periods of time to perform educational or administrative functions of the ~~D~~istrict. If ~~D~~istrict employees, volunteers, or other information technology users own IT equipment or software they desire to use regularly in the performance of a ~~D~~istrict function, they should consider donating the equipment to the ~~D~~istrict through established processes. The ~~IT Department~~Technology Quality Assurance Manager shall not support or maintain any equipment not owned by the ~~D~~istrict.

- Adopted: November 17, 2010
- Revised: January 10, 2013
- Revised: August 10, 2017

CROSS REFS:

- GBEE, Staff Use of Internet and Electronic Communications
- JS, Student Use of Internet and Electronic Communications



## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Staff Conduct and Responsibilities</b>
Designation	<b>GBEB</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

All staff members shall have a responsibility to make themselves familiar with and abide by federal and state laws as these effect their work, and the policies and regulations of the district.

As representatives of the district and role models for students, all staff shall demonstrate and uphold high professional, ethical and moral standards.

### Professional boundaries

Staff members shall conduct themselves in a manner that is consistent with the educational mission of the district and shall maintain professional boundaries with students at all times in accordance with this policy's accompanying regulation. Interactions between staff members must be based on mutual respect and any disputes will be resolved in a professional manner.

~~The Chief Officers shall develop regulations to support this policy and provide clear expectations for all staff in areas of conduct covered by this policy.~~

A staff member may request an advisory opinion from the secretary of state concerning issues relating to conduct that is proscribed by state law.

### Rules of conduct

Each staff member shall observe rules of conduct established in law, which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to substantially further personal financial interest.
2. Accept any gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position, or which the staff member knows or should know is primarily for the purpose of a reward for action taken in which the staff member exercised discretionary authority.
3. Engage in a financial transaction for private business purposes with a person whom the staff member supervises.
4. Perform any action in which the staff member has a discretionary authority, which directly and substantially confers an economic benefit on a business or other undertaking in which the staff member has a substantial financial interest or is engaged as counsel, consultant, representative, or agent.

The phrase "economic benefit tantamount to a gift of substantial value" shall include a loan at a rate of interest lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value. – DELETE PARAGRAPH

It is permissible for an employee, in his/her capacity as an employee, to receive:

1. An occasional non-pecuniary gift which is insignificant in value.
2. A non-pecuniary award publicly presented by a nonprofit organization in recognition of public service.
3. Payment or reimbursement for actual and necessary expenditures for travel, and subsistence (within the limitations of Board policy) for attendance at a convention, school function, or other meeting at which his/her attendance has been approved by an immediate supervisor.

4. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position.
5. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events.
6. Payment for speeches, debates, or other public events reported as honorariums.

It shall not be considered a breach of conduct for a staff member to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates on an occasional basis, except that long distance personal calls must be placed using a personal credit card or phone card. – EDITED FROM REGULATION GBEB-R-2.
2. Accept or receive a benefit as an indirect consequence of transacting district business.

### **Felony/misdemeanor convictions**

If, subsequent to beginning employment with the ~~D~~district, the district has good cause to believe that any staff member has been convicted of, or pled nolo contendere to, or received a deferred or suspended sentence for any felony or misdemeanor other than a misdemeanor traffic offenses or infractions, the ~~D~~district shall make inquiries to the Department of Education for purposes of screening the employee.

In addition, the ~~d~~District shall require the employee to submit a complete set of fingerprints taken by a qualified district employee or a qualified law enforcement agency. Fingerprints must be submitted within 20 school days after receipt of written notification. The fingerprints shall be forwarded to the Colorado Bureau of Investigation (CBI) for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation.

Disciplinary action, which could include dismissal from employment, may be taken against personnel if the results of fingerprint processing provide relevant information. Non-licensed employees shall be terminated if the results of the fingerprint-based criminal history record check disclose a conviction for certain felonies, as provided in law.

Employees shall not be charged fees for processing fingerprints under the above- mentioned circumstances.

### **Child abuse**

All District employees who have reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with policy JLF and state law.

The Chief Education Officer or designee is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is a school district employee. Such information shall remain confidential except that the Chief Education Officer shall, as required by law, notify the Colorado Department of Education of the child abuse investigation.

### **Unlawful behavior involving children**

The ~~Board-district~~ may make an inquiry with the Department of Education concerning whether any current employee of the ~~D~~district has been convicted of, pled nolo contendere to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the employee's fitness for employment.

**Personnel addressing health care treatment for behavior issues**

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used and obtaining prior written permission from the student or from the student's parent/guardian. See policy JLDAC. School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns school personnel may have.

**Possession of deadly weapons**

The provisions of the policy regarding public possession of deadly weapons on school property or in school buildings ~~also~~ shall apply to district ~~employees of the District~~. However, the restrictions shall not apply to employees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

**Disciplinary action**

Violations of this policy may result in disciplinary action up to and including recommendation for dismissal, in accordance with Board policies regarding discipline, suspension and dismissal.

Violations involving sexual or other abuse will also be referred to the Department of Human Services and/or law enforcement in accordance with the Board policy JLF – Reporting Child Abuse/Child Protection.

The district will report violations to the Colorado Department of Education as required by statute and in accordance with Board policy.

- Adopted: April 4, 1994
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: March 8, 2002 (*Minor grammatical correction; Board action not required.*)
- Revised: November 11, 2010
- Revised: August 11, 2011
- Revised: July 27, 2012
- Revised: July 10, 2014
- Revised: June 28, 2017
- Revised: August 10, 2017

**LEGAL REFS:**

- ~~Colorado Constitution article 29 section 3~~
- C.R.S. 18-12-105.5 (unlawful carrying/possession of weapons on school grounds)
- C.R.S. 18-12-214(3)(b) (*school security officers may carry concealed handgun pursuant to valid permit*)
- C.R.S. 19-3-308(5.7) (child abuse reporting)
- C.R.S. 22-32-109(1)(ee) (Board of education-specific duties duty to adopt policy prohibiting personnel from recommending certain drugs for students or ordering behavior tests without parent permission)
- ~~C.R.S. 22-32-109.1 (Board of education-special powers and duties-safe schools)~~

- C.R.S. 22-32-109.1(8) (~~Employee screenings~~policy requiring inquiries upon good cause to department of education for purpose of ongoing screening of employees)
- C.R.S. 22-32-109.7 (~~Board of education-specific duties-employment of personnel~~duty to make inquiries prior to hiring)
- C.R.S. 22-32-109.8(6)(10) (~~Applicants selected for nonlicensed positions- submittal of form and fingerprints- prohibition against employing persons failing to comply- department database~~requirement to terminate non-licensed employees for certain felony offenses)
- C.R.S. 22-32-109.9 (~~L~~icensed personnel-submittal of fingerprints)
- C.R.S. 22-32-110(1)(k) (~~Board of education—specific powers~~power to adopt conduct rules)
- C.R.S. 24-18-104 (government employee rules of conduct)
- C.R.S. 24-18-109 (Local government employee rules of conduct)
- C.R.S. 24-18-110 (voluntary disclosure)

## CROSS REFS:

- JLC, Student Health Services and Records
- JLDAC, Screening/Testing of Students
- JLF, Reporting Child Abuse/Child Protection
- KFA, Public Conduct on School Property

Title	<b>Staff Conduct and Responsibilities – Professional Boundaries</b>
Designation	<b><u>GBEB-R-1 (Re-designate at GBEB-R)</u></b>
Office/Custodian	<b>Business/Director of Human Resources</b>

~~As representatives of the district and role models for students, all staff members are expected to demonstrate and uphold high professional, ethical and moral standards. Staff members shall maintain professional boundaries with students at all times, both inside and outside the school.~~

~~In a professional staff/student relationship, District employees maintain boundaries that are consistent with their professional code of conduct and obligations.~~

~~A boundary violation is an act or omission by a school employee that violates professional staff/student boundaries and fosters potential or actual abuse of the staff/student relationship.~~

In a professional staff/student relationship, staff members maintain boundaries with students that are consistent with their professional code of conduct and obligations. All district employees are expected to observe and maintain proper professional boundaries, in accordance with this regulation and accompanying policy.

### **Prohibited conduct**

The following list provides examples of staff conduct that, in the absence of evidence of a legitimate educational purpose or other reason deemed valid by the district, may be regarded as evidence that a staff member has violated professional boundaries with a student:

- ~~• Unacceptable conduct~~
- ~~• Examples of boundary violations by staff members include but are not limited to the following:~~
- ~~• Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under Board policy~~
- ~~• Furnishing alcohol, drugs or tobacco to a student or being present when any student is consuming these substances~~
- ~~• Repeating sexual or inappropriate romantic rumors~~
- ~~• Accepting massages, or offering or giving massages other than in the course of injury care administered by the appropriate athletic trainer, coach or health care provider~~
- ~~• Initiating or extending contact with a student beyond the school day or outside of class times for the staff member's personal purposes~~
- ~~• Sending or accompanying a student on personal errands~~
- ~~• Going to a student's home when the student's parent/guardian or an appropriate chaperone is not present~~
- ~~• Giving a student a ride in a vehicle without prior notification to and approval from both the student's parent/guardian and the building principal, except in an emergency under appropriate circumstances~~
- ~~• Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under the District's policy on Prohibition of Harassment and Sexual Harassment of Students;~~
- ~~• Showing pornography to a student;~~
- Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship;

- ~~• Socializing where students are consuming alcohol, drugs or tobacco;~~
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- ~~• Sending students on personal errands unrelated to any educational purpose;~~
- ~~• Banter, allusions, jokes or innuendos of a sexual nature with students;~~
- ~~• Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;~~
- Addressing students, or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner;
- Maintaining private contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking Web sites, or letters (beyond homework or other legitimate school business) without including the parent/guardian;
- Giving gifts or money to a student
- Giving or exchanging inappropriate personal gifts, cards or letters with an individual student;
- Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events, except as participants in organized community activities;
- ~~• Giving a student a ride alone in a vehicle in a non-emergency situation; and/or~~
- Unnecessarily invading a student's privacy (e.g., initiating a hug with a student or "following" a student into the bathroom)
- Being alone with an individual student out of the view of others;
- Inviting or allowing individual students to visit the staff member's home;
- ~~• Visiting a student's home without a parent present; and/or~~
- Interacting with students over social media for non-educational purposes when that interaction:
  - Is hidden and/or secretive
  - Is loosely connected or has no connection to school
  - Is not disclosed or is actively concealed from the employee's supervisor
  - Is not disclosed or is actively concealed from the student's parent(s)
- Any other action or activity similar in nature to those listed above

### Prohibited communications

Prohibited communications in any format (email, text messaging, written communications, in person, etc.) by a staff member with a student includes, but is not limited to the following:

- Any communications without a legitimate educational purpose
- Flirting, propositions or sexual remarks
- Sexual slurs, leering, sexual or derogatory comments
- Inappropriate comments about a student's body
- Sexual jokes, notes, stories, drawings, gestures or pictures
- Displaying or transmitting sexual pictures, objects or depictions
- Disclosing personal, sexual, romantic, marital or employment issues or other private matters
- Other communications or activities similar in nature to those listed above

### Appearances of impropriety

~~The following activities are possible examples of boundary violations and can create an actual impropriety or the appearance of impropriety:~~

- ~~Being alone with an individual student out of the view of others;~~
- ~~Inviting or allowing individual students to visit the staff member's home;~~
- ~~Visiting a student's home without a parent present; and/or~~
- ~~Interacting with students over social media for non-educational purposes when that interaction:~~
  - ~~Is hidden and/or secretive~~
  - ~~Is loosely connected or has no connection to school~~
  - ~~Is not disclosed or is actively concealed from the employee's supervisor~~
  - ~~Is not disclosed or is actively concealed from the student's parent(s)~~

### Reporting violations

#### Reporting violations

Staff members are required to promptly notify the principal, zone leader, human resources or a chief officer if they become aware of a situation that may constitute a violation of this policy. Depending on the specific circumstances of the allegations or suspicions, staff members may have a mandatory duty under state law to report the violation(s) as child abuse, in accordance with applicable Board policy.

Students and their parents/guardians should notify the principal or superintendent if they believe a teacher or other staff member may be engaging in conduct that violates this regulation.

In determining whether a violation of professional boundaries has occurred, the district shall consider the totality of the circumstances, including the nature and extent of the conduct involved, the job description and duties of the employee, the employee's intent or purpose in engaging in the conduct, and whether the conduct caused harm to the student or adversely affected the education of students.

Persons reporting in good faith regarding alleged violations or suspected violations of this regulation shall not be subjected to retaliation in any form.

### Disciplinary action

~~Violations of this policy may result in disciplinary action up to and including recommendation for dismissal, in accordance with Board policies regarding discipline, suspension and dismissal (GCQF and GDQF).~~

~~Violations involving sexual or other abuse will also be referred to the Department of Human Services and/or law enforcement in accordance with the Board policy JLF—Reporting Child Abuse/Child Protection.~~

~~The District will report violations to the Colorado Department of Education as required by statute and in accordance with Board policy.~~

- Adopted: July 10, 2014
- Revised:
- Assigned to: CEO July 10, 2014
- Revised: June 28, 2017
- Revised: August 10, 2017



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Instructional Staff Contracts/Compensation/Salary Schedules</b>
Designation	<b>GCBA-R</b>
Office/Custodian	<b>Education &amp; Business/Director of Human Resources, Executive Director of Learning Services and Finance</b>

### Classification

Certified-Licensed staff will be placed on the salary schedule at the time of initial employment. The Human Resources Department will categorize the certified staff member's placement using official information supplied by the staff member. It is the responsibility of each staff member to present complete, accurate evidence of training and experience.

The number of years of out-of-district experience that will be granted will be approved when the salary schedule is adopted and will appear on the salary schedule. 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 experience granted to an incoming staff member will be discounted by one (1) 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, the discount will 'unwind' by two (2) years each year until expired.

### Movement on the schedule

Vertical and horizontal movement will be allowed within the salary schedule. These are the rules for movement:

Vertical movement (experience). Annually, in June, certified staff members continuing with the District will be granted an experience (vertical) step on the salary schedule, unless:

1. The Board of Education determines there is a fiscal emergency and does not grant an experience step for salary increases or in lieu of declaring a fiscal emergency, the Board of Education determines there are insufficient budgetary reserves to grant a district-wide raise..
2. The certified staff member is at the bottom of a column and has no additional educational credit to submit.
3. The certified staff member has taught less than 120 contact days during the previous school year.
4. The certified staff member is on a plan of remediation or not in good standing.

If the certified staff member returns after completing at least a 120 contract days as an INR, they may be granted an experience step for the next school year.

Horizontal credit (education). In order to move horizontally on the salary schedule, evidence of items to be considered may be submitted once a year. Prior to September 1 of each contract year, items may be submitted to the Human Resources Department for consideration of a horizontal move. If evidence is filed prior to March 1 of each contract year, the Human Resources Department will consider a horizontal move which will amount to one-half (1/2) of the total additional pay that would have been awarded at the beginning of the year.

The following areas are allowable evidence for consideration in an attempt to make a horizontal move:



<i>Area of professional activity</i>	<i>Credit at the rate of</i>	<i>Activity rules</i>
College/university credit	As awarded by the institution, except student teaching.  Everything will be recorded in semester credits.	<ul style="list-style-type: none"> <li>a. Work must be completed at an accredited college or university.</li> <li>b. A letter grade of “C” or better in the course must be earned in order for it to be counted. In courses in which letter grades are not given, a “pass” or “satisfactory” grade for the course must be obtained in order for it to be counted.</li> <li>c. Graduate hours in the teaching major or minor area will be counted. Graduate hours in an advanced education degree program will be accepted.</li> <li>d. Undergraduate hours obtained prior to initial employment will not count for salary placement. Undergraduate hours, with prior approval, can be submitted for credit while a District 49 employee.</li> </ul>
Second Career College or University Credit	As awarded by the institution, except student teaching.  Everything will be recorded in semester credits.	<p>Typically, this will include only graduate courses but may include undergraduate courses to support license endorsement knowledge.</p> <p>Credit submitted in a non-endorsement related area must have prior approval from Human Resources and the employee’s immediate supervisor and must clearly state what endorsement is being sought and when the required coursework will be completed.</p>

Uncompensated District in- service training and workshops	<p>One semester hour credit for each 15 clock hours of instruction or participation.</p> <p>Instruction may include development and delivery of in-service training.</p>	<p>a. District sponsored in-service/ training not during regular working hours.</p> <p>b. In-service/training provided by other school districts <a href="#">or professional organizations</a>, which is applicable to job not during regular working hours.</p>
Supervising a student teacher, intern, or resident teacher	One semester hour for supervising a student teacher.	Being responsible for student teacher.
Travel	<p>One semester hour for each week of approved activity or major fraction thereof.</p> <p>Request must be submitted to Human Resources Manager or Director for review and approval</p>	<p>To be recognized, travel must satisfy all of the following purposes:</p> <p>a. Broaden the person and his cultural understanding and human relations</p> <p>b. Provide for visitation of educational programs allowing for use of ideas in improvement of our educational programs</p> <p>c. Specifically relate to the subject areas of the teacher.</p> <p>d. Be of not less than one week's duration.</p>

- Adopted: April 21, 1977
- Revised: April 20, 1978
- Revised: June 19, 1980
- Revised: January, 20, 1983
- Reviewed: May 11, 2000
- Revised: December 13, 2001
- Revised: June 10, 2010
- [Revised: March 8, 2012](#)

- [Revised: August 10, 2017](#)

CROSS REFS:

- GCBC, Professional Staff Supplementary Pay Plans/Overtime
- GCI, Professional Staff Development



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<del>Posting and Advertising of Professional Vacancies</del>
Designation	<del>GCEC</del>
Office/Custodian	<del>Business/Director of Human Resources</del>

~~Vacancies occur when a position established by the Board of Education is not currently filled by a licensed employee. Vacancies occur when a new position is created or when a licensed employee vacates a continuing position.~~

~~Vacancies shall be advertised as follows:~~

- ~~1. From August 1 through the current school year, licensed vacancies shall be filled by an "Intent Not to Renew" (INR) contract.~~
- ~~2. For the following school year:~~
  - ~~a. Postings shall indicate the position, requirements, and the closing date for submitting applications to the Human Resource Department.~~
  - ~~b. Vacancies shall be posted online at [www.d49.org](http://www.d49.org) under "Career Opportunities." All applicants must apply on line and have a complete application to be considered for a position. Paper applications are not accepted.~~
  - ~~c. Prior to July 15, licensed employees shall have ten (10) working days from the date of an external posting to apply for the opening.~~
  - ~~d. After July 15 and before August 1, licensed employees shall have five working days to apply for the opening.~~
  - ~~e. When a vacancy occurs due to a granted leave request, the building administration may request an INR contract.~~

- ~~● Adopted: April 21, 1977~~
- ~~● Revised to conform with practice: date of manual adoption~~
- ~~● Revised: April 18, 1991~~
- ~~● Revised: August 6, 1992~~
- ~~● Reviewed: May 11, 2000~~
- ~~● Revised: August 28, 2001~~
- ~~● Revised: October 7, 2010~~

### ~~CROSS REFS:~~

- ~~● GCKA, Instructional Staff Assignments and Transfers~~



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	Evaluation of Licensed Personnel
Designation	<b>GCO</b>
Office/Custodian	<b>Business and Education/Director of Human Resources and Executive Director of Learning Services</b>

The Board of Education recognizes that sound appraisal of licensed staff performance is critical in achieving the educational goals of the district.

This policy shall be considered part of the district's licensed personnel performance evaluation system. The ~~D~~istrict's licensed personnel evaluation system shall be developed and implemented in accordance with state law. The Board shall consult with district and zone administrators, teachers, parents and the ~~district~~ licensed personnel performance evaluation council in developing and evaluating the ~~d~~District's evaluation system.

The purposes of the ~~District~~ licensed personnel evaluation system shall be to serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure the professional growth and development and the level of effectiveness of licensed personnel. The ~~District~~ licensed personnel performance evaluation system shall also serve as the measurement of effective performance and documentation for dismissal for unsatisfactory performance pursuant to state law, if applicable. For purposes of this policy and the ~~District's~~ licensed personnel performance evaluation system, "unsatisfactory performance" shall be defined as a performance rating of "ineffective" or "partially effective".

The ~~D~~istrict shall conduct all evaluations so as to observe the legal and constitutional rights of licensed personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

Nothing in this policy shall be construed to imply the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by Colorado law, Board policy or contract. Neither shall this policy and/or the evaluation system be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status, employment status or assignment under the terms of the employment contract and state law. The content of the evaluation, the rating given and any improvement plan shall not be grievable under the ~~d~~District's formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law. Any dismissal or other employment action shall be in accordance with Colorado law and Board policy.

• Adopted: March 13, 2014

• Revised: August 10, 2017

### LEGAL REFS:

- C.R.S. 22-9-101 *et seq.* (*Licensed Personnel Performance Evaluation Act*)

- C.R.S. 22-63-301 (*grounds for dismissal*)
- CCR 301-87 (*State Board of Education rules for administration of a system to evaluate the effectiveness of licensed personnel*)

CROSS REFS:

- BDFA, District Personnel Performance Evaluation Council
- GCOE, Evaluation of Evaluators
- GCQF, Discipline, Suspension and Dismissal of Professional Staff
- IK, Academic Achievement



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	Evaluation of Evaluators
Designation	GCOE
Office/Custodian	Business and Education/Director of Human Resources and Executive Director of Learning Services

Provision shall be made for periodic evaluation of evaluators of professional staff to ensure that the total process is being carried out in a fair, professional, and credible manner.

All persons who evaluate licensed personnel shall possess a principal or administrative license issued by the Colorado Department of Education. Issuance or renewal of license requires that the applicant has received education and training in evaluation skills approved by the Colorado Department of Education.

A licensed principal or administrator may designate an individual to perform evaluations of licensed personnel, provided such designee shall have received education and training in evaluation skills approved by the Colorado Department of Education.

To ensure that evaluators comply with state law and the ~~d~~District's evaluation system, evaluation instruments for all licensed personnel shall include a section dealing with their evaluation skills and responsibilities. The Chief Education Officer or other supervisor of the evaluator shall review and sign each evaluation report prepared and when necessary shall discuss with them procedure and form with the evaluator.

The Chief Education Officer's evaluation skills shall be part of the evaluation by the Board of Education.

As part of its ongoing review, the ~~District~~ personnel performance evaluation council shall seek evidence that ~~the licensed personnel performance evaluation system is~~ evaluators are implementing the process in a fair, professional, and credible ~~manner and shall report its finding and recommendations to the Board.~~

- Adopted: December 9, 2010
- Revised: August 11, 2011
- Revised: August 10, 2017

### LEGAL REF:

- C.R.S.22-9-101 et seq. (*Licensed Personnel Performance Evaluation Act*)

### CROSS REF:

- BDFA, District Personnel Performance Evaluation Council



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<del>Posting and Advertising of Education Support Staff Vacancies</del>
Designation	<del>GDEA</del>
Office/Custodian	<del>Business/Director of Human Resources</del>

~~Vacancies occur when a position established by the Board of Education is not currently filled, when a new position is created or when a support employee vacates an existing position.~~

~~The Human Resources Office shall post and date notices of all support staff vacancies in the online application system. All notices shall be posted for a period of at least (ten) 10 working days. Exceptions may be approved by the Chief Education Officer, Chief Business Officer or Chief Operation Officer.~~

~~All postings shall indicate the position, qualifications, and closing date for submitting applications to the Human Resources Office.~~

- ~~• Adopted: April 21, 1977~~
- ~~• Revised: August 17, 1978~~
- ~~• Revised: April 18, 1991~~
- ~~• Revised to conform with practice: date of manual revision~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: January 13, 2011~~
- ~~• Revised: November 10, 2011~~
- ~~• Revised: January 10, 2013~~

### ~~CROSS REFS:~~

- ~~• GDJ, Support Staff Assignments and Transfers~~







## BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Year/School Calendar/Instruction Time
Designation	ICA
Office/Custodian	Education/Executive Director of Learning Services and CEO

Prior to the end of the school year, preferably by the February regular meeting, the Board of Education shall adopt a calendar for the following school year. The calendar shall specify the days during which district schools shall be in session, the days on which the district will close in observation of federal holidays, and the dates of major breaks.

The calendar shall provide for sufficient days to meet the contact hours required by Colorado statute, including a reasonable buffer to account for weather or other emergency delays or closures. The calendar and bell schedules shall calculate student contact time based on the Board's definition of "actively engaged in the educational process." The calendar shall include a sufficient number of days to allow the Chief Education Officer and Zone Leaders flexibility in supporting the district's strategic priorities, including how best to address the needs of all students to enable them to meet or exceed state and District content standards.

Based on the expressed preferences of our parents, staff, and other community stakeholders, the calendar shall conform as nearly as possible to the following parameters:

- The first day of school for students shall be in early August, but not before August 1.
  - The calendar shall include a two-week fall break commencing on the second Monday in October.
  - The calendar shall include a scheduled school day on Veterans Day. District 49 does not cancel school on Veterans Day—instead, our schools observe and recognize the sacrifices and contributions of our veterans through programs and focus lessons at school.
  - The calendar shall include a full week break for students and teachers during Thanksgiving week.
  - The calendar shall include a Christmas break of at least two full weeks.
  - The calendar shall include a two-week spring break, typically beginning the second or third Monday in March—preferably coordinated with colleges and other local districts
  - Graduations for our comprehensive high schools shall be scheduled on the Saturday before Memorial Day.
  - The school year shall end before Memorial Day.
  - When possible, professional development days shall be scheduled before Monday holidays to create a four-day break for students and families.
  - The calendar shall include professional development as full-day sessions—avoiding the practice of half-day schedules.
  - High schools may continue to offer short-day schedules via late start or early release to accommodate teacher professional planning.
  - The calendar shall maintain a nominal teacher contract of 182 days, with appropriate and necessary adjustments to work calendars for Educational Support Personnel and other staff.
- Portions adopted: April 21, 1977, and November 3, 1977
  - Revised to conform with practice: date of manual adoption
  - Revised: August 4, 1999
  - Revised September 2, 1999
  - Revised: December 12, 2002
  - Revised: January 9, 2003
  - Revised: August 14, 2003

- Revised: September 4, 2003
- Revised: February 11, 2010
- Revised: September 8, 2011
- Revised: February 11, 2016
- Reviewed: June 28, 2017
- Revised: August 10, 2017

## LEGAL REFS:

- C.R.S. 22-1-112 (School year and national holidays)
- C.R.S. 22-32-109 (1)(n) (duty to determine school year and instruction hours~~Board of education—specific powers and duties—safe schools~~)
- C.R.S. 22-33-102 (1) (definitions of academic year)
- C.R.S. 22-33-104 (1) (~~C~~ompulsory school attendance law)
- C.R.S. 22-44-115.5 (~~F~~iscal emergency—effect on budget)
- 1 CCR 301-39, Rules 2254-R-2.06 (school year and instruction hours; definition of contact/instruction time)

## CROSS REFS:

- EBCE, School Closings and Cancellations



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	School Year/School Calendar/Instruction Time
Designation	ICA-R
Office/Custodian	Education/Executive Director of Learning Services and CEO

The following criteria apply to the District 49 School Family Calendar and should be used when calculating instructional time:

The Board defines “actively engaged in the educational process” as time when students are working toward achieving educational objectives under the supervision of a licensed teacher, including:

- Classroom instruction time
- Individual student work time while at school, including study hall and library research
- School-related field trips
- Independent study insofar as such study is allowed under district policy
- Assemblies

Calculations for contact time may include passing periods between classes

Time calculated as “actively engaged in the educational process” shall not include:

- Lunch
- Time students spend before school waiting for classes to begin and time after the last class of the day, including waiting for the bus
- Teacher preparation time

Supervision by a licensed teacher shall not require that the teacher be in the student’s physical presence at all times but that the teacher is exercising direction and control over the nature of the student’s activities.

In developing the annual school family calendar, the Chief Education Officer and designees shall only reduce the required student contact hours for allowable activities including parent teacher conferences, teacher in-service efforts and emergency closings made for the health, safety or welfare of students.

All calendars shall include the dates for all professional development programs scheduled for the coming school year. The administration ~~shall~~will consider public input from parents and teachers prior to scheduling the dates for staff professional development programs.

If school is closed due to emergencies, so that student-teacher contact time is reduced below the minimum hours/minutes allowed by state law and provided for in the calendar, the Chief Officers shall adjust the calendar to make up for the lost hours/minutes. The Chief Officers shall carefully consider the academic effects as well as impacts on parents/guardians, students, and staff due to schedule changes. The Chief Officers shall consider financial and operational implications of any proposed adjustments to the calendar and shall select the least disruptive option that still preserves the most academic benefit.

A copy of the calendar shall be available to all parents/guardians of students enrolled in district schools. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than thirty (30) days.

It is the expectation of the Board that the Chief Education Officer will annually develop a calendar for final adoption for the next school year as well as a second calendar for the following school year which the board may consider for preliminary approval to assist families and staff in planning vacations and other activities.

- Adopted: February 11, 2010
- Revised: February 11, 2016
- Revised: June 28, 2017
- Revised: August 10, 2017

## LEGAL REFS:

- C.R.S. 22-1-112 (~~S~~school year and national holidays)
- C.R.S. 22-32-109 (1)(n) (~~Board of education—specific powers and duties—safe schools~~duty to determine school year and instruction hours)
- C.R.S. 22-33-102 (1) (~~definitions~~of academic year)
- C.R.S. 22-33-104 (1) (~~C~~ompulsory-school attendance law)
- C.R.S. 22-44-115.5 (~~F~~fiscal emergency—effect on budget)
- 1 CCR 301-39, Rules 2254-R-2.06 (school year and instruction hours; definition of contact/instruction time)

## CROSS REFS:

- EBCE, School Closings and Cancellations

Title	<b>Health and Family Life/Sex Education</b>
Designation	<b>IHAM</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

### **Health and Family Life/Sex Education**

The Board believes a comprehensive health education program is an integral part of each student's education. The health education program should emphasize the functioning and proper care of the human body and encourage the development of lifelong, positive health habits. In addition, it should inform students about potential physical and mental health hazards they are likely to encounter in various life situations and help them make sound, intelligent decisions when they are confronted with choices that could affect their health or that of others.

The Board further believes that the district's comprehensive health education program should provide information about family life and sex education. While parents have the prime responsibility to assist their children in developing moral values, the district should support and supplement these efforts by offering students factual information and opportunities to discuss the moral and practical concerns, issues and attitudes inherent in family life and sexual behavior.

The district shall teach about family life and sex education in regular courses on anatomy, physiology, science, health, consumer and family studies. If a separate family life or sex education program is developed, it shall not be required. Any curriculum that includes instruction on human sexuality shall be in accordance with applicable law and the district's academic standards.

In addition to the requirements listed below, the Board's policies and regulations concerning the approval of new curriculum and instructional materials shall apply to any comprehensive health education courses offered by the district:

1. The basic curriculum and instructional materials to be used in the district's comprehensive health education program shall be available for inspection by the public during school hours. A forum to receive comments from the public concerning the basic curriculum and instructional materials used in the district's health education program shall be scheduled prior to Board adoption.
2. In accordance with applicable state law, students' parents/guardians shall be notified in writing prior to the student's involvement in the health education course. The notice to parents/guardians shall include a detailed, substantive outline of the topics and materials to be presented.
3. The notice shall also inform students' parents/guardians that they may exempt their child, upon written request, from a specific portion or portions of the instruction on the grounds that it is contrary to religious beliefs and teachings or closely held personal beliefs of the student or the student's parent/guardian. If the request for the exemption is from a specific portion of the curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.
4. Students shall be provided with alternate educational assignments or activities for credit corresponding to that portion of the planned curriculum from which they are exempt.

- Adopted: November 3, 1977

- Revised: To conform with practice: date of manual revision
- Revised: September 2, 1999
- Revised: July 10, 2003
- Revised: September 2, 2004
- Reviewed: February 24, 2010
- [Revised: July 10, 2014](#)
- [Reviewed: August 10, 2017](#)

**LEGAL REFS:**

- 20 U.S.C. 7906 (prohibition against the use of Title I Funds to operate a program of contraception in the schools contained in the No Child Left Behind Act of 2001)
- C.R.S. 22-1-128 (education regarding human sexuality)
- C.R.S. 22-25-105 (Colorado Comprehensive Health Education Program)
- C.R.S. 22-25-106 (4) (district must provide exemption procedure)
- C.R.S. 22-25-110 (2) (operation of other health education programs)

**CROSS REFS:**

- IG, Curriculum Development
- JLC, Student Health Services and Requirements, and subcodes



BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Health and Family Life/Sex Education (Exemption Procedure)</b>
Designation	<b>IHAM-R</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

1. Exemption will be granted from a specific portion of the health education curriculum on the grounds that the material taught is contrary to the religious beliefs and teachings or closely held personal beliefs of the student or of the student's parent/guardian. If the request for the exemption is from a specific portion of the health education curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.
2. A request for exemption must be submitted in writing to the principal at least 10 school days in advance of instruction in that portion of the curriculum for which the exemption is requested.
3. The principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.
4. The principal or teacher will inform the parent/guardian of disposition of the request within 3 school days of receipt of the request.

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Exemption requested for: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent: \_\_\_\_\_ Telephone: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- Adopted: September 3, 1998
- Revised: September 2, 1999
- Revised: September 2, 2004
- Reviewed: February 24, 2010
- Revised: July 10, 2014



- Assigned to CEO: July 10, 2014
- Reviewed: August 10, 2017

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Instructional Resources and Materials</b>
Designation	<b>IJ</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policymaking body, it delegates to the District's professional personnel the authority for the selection of instructional and library materials in accordance with this policy.

Instructional materials for school classrooms and school libraries shall be selected by the appropriate professional personnel in consultation with the administration, teachers and students. Final decision on purchase shall rest with the Chief Education Officer or designee, subject to approval by the Board. All instructional resources and materials shall be aligned with the District's academic standards and support the District's educational objectives.

All textbooks, library materials and other instructional resources and materials shall be available for inspection by students' parents/guardians.

- Adopted: November 3, 1977
- Revised: July 21, 1983
- Revised: October 1, 1991
- Revised to conform with practice: date of manual revision
- Revised: September 2, 1999
- Revised: May 13, 2010
- Revised: October 27, 2011
- Revised: July 10, 2014
- Reviewed: August 10, 2017

### LEGAL REFS:

- C.R.S. 22-32-109 (1)(t) (*Board duty to determine educational programs and prescribe textbooks*)
- C.R.S. 22-32-110 (1)(r) (*Board power to exclude immoral or pernicious materials and books*)
- C.R.S. 22-54-105 (1) (*budgeting for instructional supplies and materials*)

### CROSS REFS:

- DB, Annual Budget, and subcodes
- IMB, Teaching about Controversial/Sensitive Issues
- KEC, Public Concerns/Complaints about Instructional Resources

# BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Instructional Resources and Materials</b>
Designation	<b>IJ-R</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

## USE OF MOVIES

The use of movies shall correlate with and enhance the educational program. The chart below shall guide the selection of movies. No X-rated, NC-17, or full length R- rated movies shall be shown at any grade level.

<b>RATINGS</b> (based on current movie rating system)*				
Grade Level	G	PG	PG-13	R
Pre-K - 5	No prior permission is required.	Prior permission is required.	May not be shown at these grade levels.	May not be shown at these grade levels.
6-8	No prior permission is required.	Prior permission is required.	Prior permission is required.	May not be shown at these grade levels.
9/12	No prior permission is required.	No prior permission is required.	Prior permission is required.	Excerpts of R-rated movies may be shown at these grade levels with parental consent.

When showing a movie which requires parental permission, staff shall notify parents/legal guardians in writing at least five (5) days in advance. Such notification shall include:

- the name of movie and its rating;
- rationale for showing the movie;
- the description of an alternative activity if permission is not granted by the parent/legal guardian; and,
- aA permission form which requires the signature of a parent/legal guardian and which is to be returned to the teacher.

This administrative procedure shall apply to all K-12 programs, and to all Before- and-After School Programs sponsored by the District.

\*The Code of Self-Regulation of the Motion Picture Association establishes the following ratings:

- G All ages admitted. General audiences.
- PG All ages admitted. Parental guidance suggested. Some material may not be suitable for pre-teenagers.
- PG-13 Parents are strongly cautioned to give special guidance for children under 13. Some material may be inappropriate for young children.
- R Restricted. Under 17 requires accompanying parent or adult guardian.
- NC-17 No one 17 and under admitted.
- X No one under 17 admitted. (Age limit may vary in certain areas.)

- Adopted: September 13, 2007
- Reviewed: April 28, 2010
- Reassign to Education Office: September 11, 2014
- Revised: August 10, 2017

## District 49 Worksheet for Selecting Supplementary Materials

Teacher \_\_\_\_\_ School \_\_\_\_\_

Materials being considered \_\_\_\_\_ Date \_\_\_\_\_

Supplemental instructional materials are used for less than one-fourth of the instruction of a course.

Does the material under consideration support District 49's standards, benchmarks, and expectations?

Is it age appropriate?

YES

NO

Proceed to use the material per your building guidelines and principal's approval.

NO

Is it potentially problematic/controversial?  
If so, specify how:

Do not use the material.

YES

Specifically:

- Are the issues in question within the range, knowledge, maturity, and competence of the student?
- Are the potentially controversial issues related to course objectives and District-approved standards and curriculum?
- Is there a plan to inform parents of upcoming controversial issues in the curriculum prior to implementing the curriculum?

YES or NO

Y N

Y N

Y N

YES

Proceed as per your building guidelines.

NO (on any of the above)

Can sufficient modifications be made so that the material is no longer problematic/controversial?

YES

NO

List modifications below; file this worksheet with building administrator, and use the material after following any building guidelines.

Modifications: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Do not use the material.

In determining whether material is potentially problematic/controversial, consider three viewpoints: the teacher's, the parent's, and the student's. Can you anticipate concerns in any of the following categories?

- Inappropriate reading level (difficulty of text OR mature content or concepts)
- Controversial material (e.g., sex education, religion, self-esteem)
- Inappropriate language
- Inaccurate/outdated content

- Biases (cultural, gender, ethnic, and/or racial)
- Promotion of political/social/religious agenda
- Inappropriate illustrations
- Others (please elaborate) \_\_\_\_\_

Some of the following may be appropriate modifications for potentially problematic material:

- Including material from the opposing point of view in same unit
- Other (please elaborate)

- Correcting inaccurate/outdated information

**District 49 Movie Permission Form** ~~Falcon School District 49~~  
**MOVIES PERMISSION FORM**

Dear Parent/~~Legal~~ Guardian,

On, \_\_\_\_\_ 20\_\_\_\_, I will be showing the movie(s) entitled

\_\_\_\_\_ to the class. Rating(s): \_\_\_\_\_

The reason for showing the movie is \_\_\_\_\_

\_\_\_\_\_

In accordance with School Board Policy IJ, IJ-R, I am required to secure your permission for your child to watch this movie. If you wish to exclude your child from viewing this movie, an alternative activity will be available to him/her.

If you have any questions, please contact (Teacher / Sponsor Name) -at \_\_\_\_\_

\_\_\_\_\_ (Phone Number / Email)

~~(Teacher/sponsor name) (Phone number)~~

\* In Before & After School programs, etc., and other classes which focus on film study, teachers/sponsors may utilize a blanket permission form which indicates a group of movies and their ratings and dates on which they are expected to be shown.

-----

(Please sign and return to teacher/sponsor.)

\_\_\_\_\_ has my permission to see the movie(s).

\_\_\_\_\_  
 Parent/Legal Guardian Signature

Date \_\_\_\_\_

\_\_\_\_\_ does **not** have my permission to see the movie(s).

\_\_\_\_\_  
 Parent/Legal Guardian Signature

Date \_\_\_\_\_

- Reassign to Education Office: September 11, 2014
- Revised: August 10, 2017

Title	<b><u>Student Use of Electronic Communication Cell Phones and Other Personal Technology Devices</u></b>
Designation	<b>JICJ</b>
Office/Custodian	<b>Education/Technical Coordinator</b>

The Board of Education ~~recognizes the value of electronic~~ believes personal technology devices may be useful tools for students in the educational environment and in the learning process as well as they can play a vital communication role they can play during emergency situations. However, ~~indiscriminate use of personal technology electronic communication~~ devices in school situations must be regulated to assure that the use of such devices does not disrupt or interfere ~~disrupts and interferes~~ with the educational process or school operations. Therefore, students may only use PTDs on district property, on a district vehicle or at a district or school-sponsored activity or event in accordance with this policy, ~~and is allowed only during passing periods, lunch periods and during emergencies~~. For the purposes of this policy, “electronic communication devices” include cell phones, radios, and any other telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.

For purposes of this policy, “emergency” shall mean an actual or imminent threat to public health or safety, which may result in loss of life, injury or property damage.

No person may use any form of camera, whether or not it is embedded in an electronic communication device, in locker rooms, bathrooms, or other locations where such operation may violate the privacy rights of another person.

Students who knowingly use an electronic communication device on school grounds or on school buses, at school sponsored activities, and/or on field trips in a manner which constitutes an interference with school purposes or an educational function or use an electronic communication device in a manner that is profane, indecent, or obscene or constitutes an invasion of privacy, will be subject to disciplinary action, which could include suspension and or expulsion from school. In addition, a Principal or other administrator may also refer the matter to law enforcement as appropriate.

For purposes of this policy, “personal technology device” (PTD) includes any privately-owned portable technology device, including but not limited to cell phones, pagers, tablets, laptops, cameras, audio and/or video recorders and players, and all other hand-held electronic communication and data storage devices.

Students may use PTDs as a designated tool for learning if authorized by the student’s teacher. It is the student’s responsibility to ensure that the PTD is turned or placed in silent mode during unauthorized times.

Student use of PTDs with cameras and/or video recording capabilities is prohibited in locker rooms, bathrooms or any other location where such use could violate another person’s reasonable expectation of privacy.

Students shall not use PTDs to engage in, promote or facilitate any other conduct that violates the student code of conduct, other Board policies or regulations, or state or federal law.

Violation of this policy or any other district, school or classroom rule or regulation on student use of PTDs ~~may~~ shall result in disciplinary measures and/or temporarily confiscation of the ~~PTD electronic communication device. Electronic communication devices~~ PTDs are considered personal effects in a student’s possession and thereby are subject to Board Policy governing searches of such items. Administrators may search

~~PTDselectronic communications devices~~ if they have a reasonable suspicion that school rules or Board policies may have been violated, and the search will yield evidence that the student has violated these rules or policies. If the building principal or designee believes a student's possession or use of a PTD may involve a violation of the law, the building principal or designee may also refer the matter to law enforcement.

Confiscated ~~PTDselectronic communication devices~~ shall be returned to the student only after a conference with the parent/guardian, student and school personnel~~or parent/guardian only~~. The district shall not be responsible for loss, theft or destruction of ~~PTDselectronic communication devices~~ brought onto district property.

- Adopted: October 3, 2002
- Revised: October 7, 2004
- Revised: July 8, 2010
- Revision: June 30, 2011
- Revised: September 12, 2013
- Revised: August 10, 2017

#### LEGAL REFS:

- ~~C.R.S. 16-22-102(9) (unlawful sexual behavior)~~
- ~~C. RS. 22-32-109.1 (2)(a) (adoption and enforcement of discipline code)~~
- ~~C. RS. 22-32-109.1 (2)(a)(I)(E) (policy required as part of conduct and discipline code)~~
- ~~C. R. S. 22-33-105 (suspension, expulsion, and denial of admission)~~
- ~~C.R.S. 22-33-106 (grounds for suspension, expulsion, and denial of admission)~~
- C.R.S. 18-7-109 (posting, possession or exchange of a private image by a juvenile)

#### CROSS REFS:

- JIC and subcodes, Student Conduct
- JIH Student Interviews, ~~Interrogations~~ and Searches
- JK and subcodes, Student Discipline
- JS Student Use of the Internet and Electronic Communications





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Student Use of the Internet and Electronic Communications</b>
Designation	<b>JS-E</b>
Office/Custodian	<b>Education/Technical Coordinator</b>

### (Annual Acceptable Use Agreement)

I have read, understand and will abide by the district's policy on Student Use of the Internet and Electronic Communications. Should I commit any violation or in any way misuse my access to the school district's technology devices, including use of the Internet and electronic communications, I understand and agree that my access privileges may be revoked and disciplinary and/or legal action may be taken.

If I am 18 years or older, I hereby release the school district from all costs, claims, damages or losses resulting from my use of district technology devices including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods and services.

Your signature on this Acceptable Use Agreement is binding and indicates you have read the school district's policy on Student Use of the Internet and Electronic Communications and understand its significance.

\_\_\_\_\_  
Student's Name (Printed)

\_\_\_\_\_  
Date of Birth (day/mo/yr)

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

If the user is under 18 years of age, a parent or guardian must also sign this agreement.

As the parent or guardian of this student, I have read the district's policy on Student Use of the Internet and Electronic Communications. I understand that access to the Internet and electronic communications is designed for educational purposes and that the school district has taken reasonable steps to block or filter material and information that is obscene, child pornography or otherwise harmful to minors, as defined by the board. I also recognize, however, that it is impossible for the school district to prevent access to all materials or information I might find harmful or controversial and I agree not to hold the district responsible for any such materials and information accessed by my child. Further, I accept full responsibility for supervision if and when my child's Internet or electronic communications use is not in a school setting.

I hereby release the school district from all costs, claims, damages or losses resulting from my child's use of district technology devices, including use of the Internet and electronic communications, including but not limited to any user fees or charges incurred through the purchase of goods or services.

I hereby give permission to issue an Internet and electronic, communications account for my child and certify that the information contained on this form is true and correct.

Your signature on this Acceptable Use Agreement is binding and indicates you have read the district's policy on Student Use of the Internet and Electronic Communications carefully and understand its significance.

\_\_\_\_\_  
Parent/Guardian's Name (Printed)

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

- Revised: December 13, 2013
- Revised: August 10, 2017

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Guest User Policy</b>
Designation	<b>KFD</b>
Office/Custodian	<b>Education/Technical Coordinator</b>

### General Information

Internet connectivity has become a mandatory service in our schools. Like other school districts, we must provide safe, regulated access for all devices to make use of the expanding number of resources available to our students and staff. We are also willing to provide access to district guests who may access our network as a parent, community member or in some other capacity. Providing guest internet (including wireless) access to our students, staff, and other visitors can help improve communication, collaboration, critical thinking and problem solving skills.

The district network is the property of the district and guest access is a privilege. The district assumes no liability for any damage or malfunction that may occur while or after using the guest network. In addition, the guest network is unsupported—meaning that ~~we will not provide technical assistance to help users connect to or otherwise use our guest network~~ other than SSID information, the district will not provide support for any hardware or software incompatibilities on the guest device. To keep our network safe we will regulate our guest access. Our desire to ensure smooth operation of our network relies upon users adhering to specific protocols and limitations. In order to be granted access to the district's network, a user must agree to the provisions of the district's policies and regulations governing network use—which are typically documented in a network user agreement (NUA). In general, the NUA require guests to agree to use our network in ways that are efficient, ethical, and legal. If a user violates the NUA, or other relevant regulations, procedures or guidelines, the district may revoke access to the network and may take other legal or disciplinary action. If necessary, the district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district network. Attempts to degrade or disrupt system performance will be viewed as violations of district policy and the NUA.

The guest network will be limited to bandwidth and connectivity resources that are not essential to district operations. Only Board members, staff members, and students enrolled in the district will be granted access to the district's primary, non-guest user network. District administrators may make occasional exceptions to include individuals in the employ of other agencies who are routinely on duty at a school site and who provide direct services to district students and/or teachers or guests who are involved in an educational activity at a district function. An appropriate zone leader or central office administrator must approve the exception prior to activation. In nearly all cases, procedures for access to the district network will be managed and maintained by district technology services.

Unless otherwise indicated by Human Resources, compliance with the NUA is a condition of employment Falcon School district 49.

### Guests who accept the terms of the NUA will:

- Use the district network in support of educational and administrative objectives and in a way that is consistent with the mission and curriculum of Falcon School district 49.
- Abide by local, state, and federal laws such as, but not limited to, the Copyright Law, licensing laws, privacy laws, and district policies and regulations, as well as district and school-based guidelines.
- Abide by the acceptable use agreement referenced in BOE policy.
- Be responsible for maintaining confidentiality of passwords and protecting accounts from misuse.

- Ensure electronic communication sent from any non-district account will meet district requirements for acceptable use.
- Access network systems only when permitted by the owner of the account or with prior administrator authorization.
- Access the district network only through district-approved resources and/or services.
- Remain responsible for any physical or virtual damage done to the Falcon School district network, software, data, user accounts, hardware and for any unauthorized costs.

**Users will not:**

- Use the wireless guest network to create or expand the network—granting access to other users.
- Use the district wireless guest network to harass any person on the basis of race, color, sex, religion, national origin, age, disability, or any other basis. (district policies and regulations prohibiting harassment apply to the use of the district wireless guest network.)
- Use the district wireless guest network to access, process, generate, or distribute pornographic or obscene material, inappropriate text or graphic files, files which may be harmful to themselves and others, or files dangerous to the integrity of the Falcon School district network.
- Attempt to circumvent security measures or filters.
- Load, install, redistribute or access software on district assets without permission from district Technology Services (i.e., open source, unlicensed, or illegal).
- Install hardware into the network that is not owned and licensed by the district.
- Use the district network for private financial gain, commercial advertising, or solicitation purposes.
- Use the district network to solicit, proselytize, advocate or communicate the views of any non-school sponsored organization, or to raise or solicit funds for any non-school related or non-school sponsored entity or organization, whether for profit or non-profit.
- Use the district network to establish any non-approved website.
- Perform an act that plagiarizes the work of another without express consent.
- Participate in any form of slander.
- Pretend to be someone else when sending/receiving electronic communications.
- Reveal personal information such as addresses or phone numbers of the user or others.
- Use the district network in such a way that would disrupt the use of the district network by other users.
- Send frivolous or excessive messages and images.
- Create, send, or forward chain letters or any other message type that causes district network congestion or interferes with the delivery of electronic communication to others.
- Send electronic communication to anyone who asks you not to.
- Forge or attempt to forge electronic messages.
- Attempt to read, delete, copy, or modify the electronic communication of other system users or interfere with the ability of other system users to send/receive electronic communication.
- Download attachments into the district system that do not meet these responsible use guidelines.
- Host unofficial and unauthorized resources represented as district websites.

**Additional Conditions**

- The district reserves the right to access, retrieve, print, read, disclose to third parties or otherwise monitor (i) all messages (including personal messages) sent or received through its electronic communications system; (ii) all sites visited and files downloaded on the Internet; and (iii) all other uses of the district network.
- Reasons for which the district or others authorized by it may access such information include, but are not limited to: (i) to provide for the safety and security of minors; (ii) to determine whether a violation of this policy or other district policies has occurred; (iii) to investigate and repair a failure or error in the network system; or (iv) to obtain information requested by a third party in litigation or in response to a

government investigation.

- Messages sent over the district network (including personal messages) and other uses of the district network should not be considered private or confidential.
- Use of the district network constitutes consent to access by the district or others authorized by it to electronic messages sent and received, to sites visited on and files downloaded from the Internet and to all other uses of the district network.
- Electronic communication sent or received by the Board, district employees or students, including electronic communications on district- owned equipment, as well as other documents generated through use of the district network, may be considered a public record subject to disclosure or inspection under the Colorado Open Records Act.

**Teachers monitoring student use of network shall:**

- Review with students the district network policies, regulations, and responsible use guidelines, to include Internet safety information, guidelines for appropriate online behavior including use of social networks, and cyberbullying awareness and response, as well as applicable acceptable use agreements.
- Report to appropriate district personnel any inappropriate materials that are found to be accessible.
- Report to appropriate district personnel inappropriate behavior. Report any attempt to harm or destroy any district equipment or materials, data of another user of the district system, or any other networks.
- Prohibit and report any harm or destruction that is the result of negligence to any district equipment or materials, the data of another user of the district system, or any other networks.

• Adopted: October 10, 2013

• Revised: August 10, 2017

**LEGAL REFS:**

- C.R.S. 16-22-102(9) (*unlawful sexual behavior*)
- C.R.S. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)
- C.R.S. 22-32-109.1 (2)(a)(I)(E) (*policy required as part of conduct and discipline code*)
- C.R.S. 22-33-1 05 (*suspension, expulsion, and denial of admission*)
- C.R.S. 22-33-106 (*grounds for suspension, expulsion, and denial of admission*)

**CROSS REFS:**

- JIC and subcodes, Student Conduct
- JIH, Student Interviews, ~~Interrogations~~ and Searches
- JK and subcodes, Student Discipline

# **BOARD OF EDUCATION AGENDA ITEM 9.08**

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Marie LaVere-Wright, President, Board of Education
<b>TITLE OF AGENDA ITEM:</b>	Board of Education Review of Resolutions for Colorado Association of School Boards (CASB) Delegate Assembly
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** CASB's Legislative Resolutions Committee submits resolutions annually as a slate for action by the delegates. The Delegate Assembly takes action on the resolutions and those adopted become what CASB staff will fight for, or against, at the state capitol and throughout the legislative session.

**RATIONALE:** Local boards are encouraged to submit resolutions to CASB. By submitting resolutions for consideration, the board can take an active role in establishing how CASB will approach crucial education issues that the legislature may take up in the next session and in highlighting those issues on which CASB should proactively lobby for legislative change that will benefit local school boards and the students those boards serve. To be considered for inclusion at the CASB Delegate Assembly, new resolutions must be submitted by August 24th.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Begin discussions on topics and ideas for legislative action, or suggested revisions or additions to current resolutions by reviewing final resolutions from CASB's 75th Annual Delegate Assembly.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Legislative action can help or hinder action at local level due to determination of funding, regulatory hurdles, and mandates
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Board members and Chief Officers should prepare to share any suggestions for new or revised resolutions for submission to CASB at the August 10<sup>th</sup> regular meeting.

**APPROVED BY:** Marie LaVere-Wright, BOE

**DATE:** June 30, 2017

# **FINAL RESOLUTIONS**

## **76<sup>th</sup> Annual Delegate Assembly**

Adopted  
Saturday, Oct. 15, 2016

Fort Collins Marriott  
Fort Collins, CO



Colorado Association of School Boards  
[www.casb.org](http://www.casb.org)

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# Standing Resolutions

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The Colorado Association of School Boards (CASB) has adopted the following Standing Resolutions as expressions of the organization's foundational beliefs in regard to Local Governance, Finance, and Student Academic Growth and Achievement. These Standing Resolutions were approved by the CASB Board of Directors, the CASB Legislative Resolutions Committee and adopted by the CASB Delegate Assembly in October 2016.

## Local Governance

- SR1** Colorado's Constitution acknowledges the diverse nature of Colorado school districts and establishes locally elected school boards vested with control of instruction as the guarantor of educational quality responsive to local needs.
- SR2** Control of instruction, including efforts to restructure and fund public education, must be guided by student needs, improved academic growth and achievement, with responsible use of financial resources as determined by the locally elected school board.
- SR3** Essential functions of the local board of education's constitutional authority include establishing the course of curriculum and instruction, the process for determining the terms and conditions of employment for school district employees, and the budget to be used to implement the local community's priorities.

## Finance

- SR4** The state must provide Colorado's public schools with adequate and reliable funding pursuant to a formula that balances federal, state and local revenue sources and is intended to fully fund the legal requirements for and meet the educational needs of all Colorado students.
- SR5** New legislation must expressly consider cost at the state and local levels and be fully funded before it may be enforced by the state.
- SR6** Existing mandates that are ineffective or that have a larger cost than benefit must be rescinded so local boards may dedicate those financial resources to better use.

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## **Student Academic Growth and Achievement**

- SR7** CASB supports a system of accountability that stresses local measures that inform instruction and separately acknowledges a need for a statewide system that allows measurement of school and district effectiveness and comparison between school districts.
- SR8** CASB opposes any state mandates beyond the federal minimums with respect to assessment and educator licensure to assure local boards' flexibility to allocate instructional time and place the best teacher in every classroom.
- SR9** Colorado school boards' constitutional authority includes the right to develop schools and programs to supplement current programs and ensure student access to diverse learning opportunities.

# 2017 Legislative Session Resolutions

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Submitted by local boards of education or CASB's Legislative Resolutions Committee, the following resolutions adopted in October 2016 form the basis of the CASB Legislative Advocacy platform at both the state and federal levels.

## Local Governance

- LR1** CASB supports locally elected school boards' constitutional right to operate school districts free of most state regulatory control if the school district meets standards for student academic growth and/or achievement and fiscal solvency.

*Rationale: Addresses CASB Board of Directors' Annual Goal #4 from the 2016-2017 Board of Directors' Strategic Plan, which states: "CASB will actively pursue the restoration of Colorado's constitutional balance of authority and responsibility between state officials and locally elected school boards."*

- LR2** CASB supports repeal of the law stripping school districts of governmental immunity.

*Rationale: Removing governmental immunity from school districts and holding them responsible for a school shooting or act of violence does not assist school districts in providing for the safety of their students and school communities. The current legislation, while well-intended, creates ambiguous standards and will likely drive up insurance and legal costs. School districts in Colorado have lost coverage by insurers who decided not to operate in the Colorado market following passage of SB15-213.*

- LR3** CASB supports the authority of local boards of education to hold accountable multidistrict online charter schools operating within their boundaries and to make decisions, including continued operation or closure, based on achievement standards that align with state law and the needs of the local community.

*Rationale: Local school boards are in the best position to evaluate the costs and benefits of multidistrict online schools operating within their communities, as they do with traditional schools and district-authorized charter schools. Those decisions, including operation or closure based on performance, are entitled to deference from the State Board of Education pursuant to the Colorado Constitution's provision for local control of instruction. Relationships between multidistrict schools, local boards of education and communities will benefit if issues are worked out locally without undue intervention from the state.*

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- LR4** CASB supports the modification of state law regarding annual teacher evaluations to allow local school districts to set the impact of student test scores anywhere from zero to 50 percent.

*Rationale: The current state law requirement that student test scores count as 50 percent of annual teacher evaluations reduces local control over educator evaluations. In the past, state law has permitted local school boards to set the percentage based on changing conditions, including the introduction of new test instruments.*

- LR5** CASB supports allowing local boards of education to meet in executive session with school district staff for the purpose of determining positions with respect to employee negotiations.

*Rationale: The intent of Proposition 104 was to require employee negotiations to be held in public. Giving employee groups the advantage of being able to meet privately to develop their negotiating positions and strategies while denying school boards the same opportunity was not the intent. Clarifying the law to allow school boards to meet in executive session with school district staff for the purpose of determining bargaining positions would equalize negotiations by allowing school boards and school districts the same opportunities as employee groups.*

- LR6** CASB supports legislation to address case-law decisions that have held school districts liable for payment of contracts that employees have not fulfilled and to reinstate the authority of local boards to establish the terms of employment.

*Rationale: Case law in Colorado has allowed an educator to collect a full salary in one school district even if the individual works full time in another school district and is unavailable to provide services to the first school district. In at least one decision, the Colorado Supreme Court included a footnote suggesting statutory changes were needed. Employment law in Colorado must be considered through an equitable lens, that incentivizes individuals to mitigate loss and preserves public resources.*

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- LR7** CASB supports legislation authorizing peace officers who serve as school resource officers or with school district security services to retain their peace officer status.

*Rationale: Colorado's public school districts are not currently authorized by state law to operate as law enforcement agencies. Also, current Colorado law excludes from the definition of peace officers those officers who have not been employed by a law enforcement agency for at least six months within the last three years. Minor statutory revisions would permit school districts to hire individuals with the skills and temperament to operate effectively within public schools and to provide training focused on the needs of public schools. For school districts that may not have the desire or resources to create and operate a law enforcement agency, a legislative fix is necessary to enable school districts to employ peace officers, such as former and retired law enforcement officials, and for those peace officers to remain protected under state law as long as they meet appropriate ongoing training requirements.*

- LR8** CASB urges the U.S. Congress to amend the Safe and Drug-Free Schools and Communities Act to include an exception for the administration of non-psychoactive cannabinoids to students on school grounds under medical supervision.

*Rationale: Students with significant medical needs are migrating to Colorado to pursue treatment with non-psychoactive cannabinoids for intractable medical conditions such as Dravet syndrome. Mainstream medical facilities like Children's Hospital and Memorial Hospital are allowing administration of cannabinoids to children in their facilities under compassionate-care policies. The state clearly established the right of students to receive medical marijuana at school, which seems to be at odds with federal law. This undermines the ability of schools to partner with the parent for the sake of the child.*

## **Finance**

- LR9** CASB urges the adoption of a new Colorado School Finance Act with additional funding that addresses the lack of adequacy and equity in our current system.

*Rationale: The Colorado School Finance Act was approved in 1994. Since that time, various legislative and economic factors have changed the Colorado K-12 state funding landscape dramatically. These factors have led to funds not being distributed equally among all Colorado school districts. CASB believes every child, regardless of where the child lives in the state, is entitled to a quality education. The only remedy to these funding issues is a comprehensive rewrite of the Colorado School Finance Act to make additional funds available so that all school districts receive an equitable share of state funding.*

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**LR10** We urge the legislature to address the current broken system of taxation and funding in the state of Colorado. The legislature must take the lead by referring a plan that will update the current constitutional constraints.

*Rationale: Under the Taxpayer's Bill of Rights (TABOR), the Colorado General Assembly has the ability to refer a measure to Colorado voters seeking their approval on new taxes but is otherwise unable to create tax policy. The General Assembly is also authorized to refer measures to begin to untangle TABOR and other constraints in Colorado's Constitution, but has never done so.*

**LR11** CASB must advocate to address the constraints in the Colorado Constitution, to allow the state to retain the revenue it collects and to afford the General Assembly greater flexibility in setting the state budget.

*Rationale: Despite an improvement in Colorado's economy, the state budget is still facing shortfalls due to the constraints of TABOR, Gallagher and other provisions of the state constitution. Colorado's Constitution forces TABOR-mandated rebates to be rendered at the expense of critical state and local programs receiving General Fund support, including K-12 education. Budget cuts, including those accomplished through the mechanism of the "negative factor," significantly threaten the ability of K-12 educators to provide every Colorado child with a thorough and uniform education.*

**LR12** CASB urges the General Assembly to reallocate revenue from marijuana retail sales to school districts for high-needs special education students.

*Rationale: Distribution of marijuana tax revenue to school districts is very limited, and no revenue goes to schools or classrooms for traditional purposes. The current formula should be changed so that revenue from marijuana taxes goes to high-needs special education students. Districts are required to fund from state and local sources 84 percent of special education expenses for eligible students. Increasing funding for these students using any available revenue, including marijuana tax dollars, furthers state policies regarding students with disabilities and assists school districts working to serve these students.*

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- LR13** CASB supports moving the Hospital Provider Fee from the General Fund into an enterprise fund.

*Rationale: The Hospital Provider Fee does not belong in the General Fund because these dollars are fees directed for a specific purpose. Moving this fee to an enterprise fund would help free up the state's general funds for education and other uses.*

- LR14** CASB supports alternative methods of funding, including but not limited to allowing impact fees, for the construction and maintenance of school buildings and school district facilities.

*Rationale: No mechanism currently exists to allow for an ongoing source of funding for building new schools and school district facilities or for meeting maintenance needs to keep existing school buildings and district facilities in good repair. A long-term, sustainable solution to funding the construction and ongoing maintenance needs of school buildings and district facilities is badly needed.*

- LR15** CASB supports full federal funding of the Individuals with Disabilities Education Act (IDEA).

*Rationale: The federal law requiring schools to meet the needs of students with disabilities offers current federal funding of approximately 16-17 percent of the actual cost. It is time to increase federal funding to the 40 percent standard set by the initial legislation.*

## **Student Academic Growth and Achievement**

- LR16** CASB supports the use of the ACT, PSAT or SAT tests to satisfy federal and state requirements for standardized testing in high school, including at the 9th-grade level.

*Rationale: These tests are more meaningful to students than a specific state test and give students a reason to participate and perform well. These exams also provide a way to compare Colorado students with students across the country.*

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**LR17** CASB supports the use of end-of-course assessments for the state-required high school science and social studies exams.

*Rationale: As with mathematics, high school students take courses relevant to these exams in different years. This proposal would allow students to take the exams in closer proximity to the related course and not potentially years later, or even worse, earlier.*

**LR18** CASB urges the General Assembly to eliminate existing concurrent-enrollment policies and practices that create obstacles for districts wishing to offer college-level courses to high school students. Regional exclusivity should be abandoned at the community-college level to create an environment of open competition.

*Rationale: The current system of regions for community colleges has created an exclusivity that hinders public schools. Under current practice, high schools must apply to their appointed regional community college to request higher-education classes for students who have indicated an interest in a particular class. If the community college denies the request while another college is willing to grant it, a release must be requested from and granted by the community college that initially denied the class request before the college that is willing to provide the class can do so. This process is burdensome and, in practice, has limited the course offerings available to students.*



## **Mission Statement**

*Advancing excellence in public education through effective leadership by locally elected boards of education.*

## **Vision Statement**

*The Colorado Association of School Boards through leadership, service, training and advocacy prepares local boards of education to advance a system of public schools where all students are challenged to meet their full potential.*



Colorado Association of School Boards

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## RESOLUTIONS FOR CASB 8-17-16

#1 - The Legislature shall direct the Colorado Department of Education to collaborate with district or charter school boards of education and superintendents (as well as their professional associations (CASE and CASB respectively) to develop a system for counting student enrollment that is more equitable than the current single-day “October-count” model.

*#1 – Rationale – added at CASB’s request 8/6/14: Adding a second enrollment count day in February would allow districts to make mid-term adjustments to aid when students come and go during the school year. Educating children isn’t based on an annual decision. Month-to-month or day-to-day decisions are necessary which may require different resources. Many school districts recognize a significant amount of growth after the October count. Educational funding should be supported for those new students.*

#2 - CASB urges the United States Congress to amend the Drug Free Schools and Communities Act to include an exception for the administration of non-psychoactive cannabinoid oils to students on school grounds under medical supervision when prescribed by a treating physician.

*#2 Rationale - Students with significant medical needs are migrating to Colorado to pursue treatment with non- psychoactive cannabinoid oil for intractable medical conditions such as Dravet's syndrome.*

Mainstream medical facilities like Children's Hospital and Memorial Hospital are allowing administration of cannabinoid oils to children in their facilities under compassionate care policies. In the current environment, caregivers may decide to medicate their children during the school day without the school's knowledge or cooperation because staff in the school setting cannot facilitate administration of therapeutic cannabinoid oils without putting the school's federal funding at risk. This undermines our ability to partner with the parent to truly do what is best for the child. Providing an exception would allow the schools to apply the same constraints used for the administration of all other medications during the school day which would increase overall student safety.

#3 – Reallocate revenue from marijuana retail sales to schools districts for high needs special education students

*#3 – Rationale – Most of the marijuana taxes collected go into the state general fund. Districts must pay a disproportionate share of special needs education expenses for students using cannabinoid products, which can wreak havoc with their budgets. Increasing funding for these students directly impacts those who are directly affected by the sale of these products.*

## **BOARD OF EDUCATION AGENDA ITEM 9.09**

<b>BOARD MEETING OF:</b>	July 13, 2017
<b>PREPARED BY:</b>	Marie La Vere-Wright
<b>TITLE OF AGENDA ITEM:</b>	Board of Education Goals
<b>ACTION/INFORMATION/DISCUSSION:</b>	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.

The Board will review an update on the development of guidelines and expectations for formal opportunities for employee/Board member interaction.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	A high performing Board of Education will earn the trust and respect of our community, which will in turn increase community support for our district. This support is key to providing the resources needed to achieve rocks 2-5.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:**

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

**APPROVED BY:** Marie La Vere-Wright, Board President

**DATE:** June 30, 2017



# The Best District to Learn, Work and Lead

10850 East Woodmen Road · Peyton, CO 80831  
Tel: 719.495.1100 · Fax: 719.494.8900

Proposed Regulation BC-R - Board member Code of Conduct for individual meetings with District staff

## **Prelude:**

Recognizing that Colorado state statute guarantees Board of Education members access to their School District's facilities and personnel, it is a complex situation that needs some guidelines for cursory notification and communications to ensure that all BoE members are aware of each BoE members' activities as well as privy to information obtained during such visits to ensure all BoE members are equally informed.

District 49 Administration recognizes that visibility of BoE members is often valuable and, in fact, important to district staff, also with the observation and experience that the tenor and portrayal of such visibility is even more important to ensure that such interactions are viewed as positive and supportive to the District 49 Vision, Mission, Culture and Strategy.

Both D49 Administration, and the D49 BoE recognize that the District is best served when the Administration and BoE work in partnership in leading the organization. There are particular roles for each entity, as well as particular roles for each member of the leadership entities that, when pursued and performed with transparency and integrity, consistently result in the best outcome for students, staff and constituents.

## **BoE Official Interaction Guidelines**

Edification and Visibility 'tours' – The staff of District 49 gathers in over 30 distinct groups in staff meetings around the district. Having BoE members attend for their own edification and to promote their visibility and presence is a positive endeavor. Such 'tours of the district' should be carefully timed and planned with staff meeting leaders to ensure the propriety of the timing of visits and to ensure the most positive outcome for both the individual BoE member and staff they interact with. Individual BoE members should not have tours going on at the same time and, ideally, no more than two BoE members would schedule tours in a single school year.

Coordinated visits – The BoE may, at its desire and discretion, embark on a coordinated approach to visits to promote balance in BoE member visibility across the district in a concentrated time frame for a particular issue or strategy to promote or improve district morale. Such coordinations should be pre-planned with staff meeting and relevant District Administration to maximize the impact and benefit of the visits.

'Ad Hoc' visits – some visits occur on a 'spur of the moment' with no pre-planned intention by either the BoE member or staff. Such visits are not discouraged, unless they become too frequent with the same participants, in that the visits may appear either prejudicial or preferential to outside observers.

'Particular Issue' visits – when a visit becomes intentional - to a place, audience and/or topic that has current relevancy, the visit needs clarity of its intent and should be vetted with other BoE members and relevant administration so that the visit is planned appropriately and there is clarity of what the intentions of the visit are.

'Investigatory' visits – when a visit is related to a currently relevant issue that has particular exposure for legal and/or public reporting and perception, the BoE member should not be pursuing such a meeting on their own, instead having either one other BoE member attend, and/or one or more members of District Administration (including legal representation when necessary and appropriate) attend as appropriate to the topic, location, and staff involved. The BoE body may occasionally give an individual BoE member express permission and/or authority to participate alone, but that agreement should be memorialized ahead of time in some form of written communication that includes specific 'dos' and 'don'ts' and expectations of process and results.

Peter Hilts  
Chief Education Officer

Brett Ridgway  
Chief Business Officer

Open Position  
Chief Operations Officer

Sue Holmes  
Falcon Zone Leader

Mike Pickering  
POWER Zone Leader

Sean Dorsey  
Sand Creek Zone Leader

Andy Franko  
iConnect Zone Leader



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## **BoE Staff Meeting Interaction Guiding Principles & Reminders:**

1. Each BoE member should keep in mind that the D49 BoE directs only three people – those being the three Chief Officers that lead the District. Care should always be observed in how a BoE member presents themselves in individual or group communications and presentations to ensure that direction is not given to district staff (other than the three chief officers) on any particular topic.
2. An individual BoE member does not have authority apart from the full BoE, unless the full BoE has expressly provided such authority, in terms of making commitments on involvement or actions to particular issues with staff, students, parents or constituents.
3. Communication and Clarity of intent is paramount. Active listening is encouraged as the encouraged purpose of any visit – always seeking to first hear before being heard. When speaking, consistently 'read the room' to ensure no spoken word is taken out of context, misinterpreted, or exaggerated. The BoE member should also consistently pursue a speaking style that maintains flexibility for future conversations, avoiding declarative, active, language in favor of passive voice where and when appropriate.
4. Non-visiting BoE members should expect to receive communication from the participating BoE member no later than the Board Update portion of the next scheduled Regular meeting of the Board of Education. Written communications prior to that are acceptable and, at times, even preferred (depending on the subject matter being communicated), but extreme care should be taken to ensure that such communication does not either cause or lead to improper undeclared meetings of the Board.
5. BoE members, in general, can be targets of individuals or groups to carry certain agendas, either as opportunities or concerns. Appropriate care should be followed to ensure items and issues are completely understood before 'picking up the agenda' to ensure the BoE member is not proceeding with incomplete, biased, or incorrect information.

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